

The COVID-19 Pandemic Impact on Elementary Students Online Learning Motivation

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Abstract:

The Covid-19 pandemic has frustrated students from various levels of education, including elementary students, the teaching and learning process which is usually carried out in classrooms is now being applied online at home with parents as companions. The aim of this research was to obtain the facts and data about the COVID-19 pandemic impact toward the elementary student's online learning motivation and to see whether the online learning in elementary level is effective to be conducted. The research used descriptive research with the qualitative approach done to discover and describe a research object. The population in the research is all of the third-grade students of state elementary schools in Cluster I Abai Siat Dharmasraya, with the total is 4 schools which have 245 students for overall. The survey

method used in this research was the technique of Proportionate Stratified Random Sampling. The research result displayed that Covid-19 has influence partially to ward the student's online learning motivation in the state elementary schools cluster I Abai Siat Dharmasraya while the t-account is about 2.477 while f-table is about 1.977, and it also impacts simultaneously while the number of f-count greater than f-table that is $5.68 > 2.67$.

Keywords : Covid-19 pandemic, online learning motivation

Abstrak:

Pandemi Covid-19 telah meresahkan pelajar dari berbagai jenjang pendidikan, tidak terkecuali siswa tingkat dasar, proses belajar mengajar yang biasanya dilakukan di ruang kelas sekarang diaplikasikan secara Daring di rumah dengan orang tua sebagai pendamping. Tujuan penelitian ini adalah untuk mendapatkan informasi mengenai dampak pandemi Covid-19 terhadap motivasi belajar Daring siswa Sekolah Dasar dan melihat apakah pembelajaran Daring pada level dasar efektif dilakukan. Penelitian ini menggunakan penelitian deskriptif dengan pendekatan kuantitatif yang dilakukan untuk menggali dan menggambarkan suatu obyek penelitian. Populasi dalam penelitian ini seluruh siswa kelas III Sekolah Dasar Negeri se-Gugus I Abai Siat Dharmasraya yang berjumlah 4 sekolah yang memiliki total keseluruhan 245 siswa. Metode survei yang digunakan dalam penelitian menggunakan teknik Proportionate Stratified Random Sampling. Hasil penelitian menunjukkan bahwa Covid-19 berpengaruh secara parsial terhadap motivasi belajar daring siswa SD Negeri se-Gugus 1 Abai Siat Dharmasraya dengan t-hitung sebesar 2.477 sedangkan t-tabel sebesar 1.977 dan juga berdampak secara simultan dengan nilai f-hitung lebih besar dari f-tabel yaitu $5,68 > 2,67$.

Kata Kunci: Pandemi Covid-19, Motivasi Belajar Daring

Introduction

The pandemic of *Coronavirus Disease* (COVID-19) was found in Wuhan, China in 2019. A coronavirus is a group of the virus from the subfamily of *Orthocoronavirinae* in a family of *Coronaviridae* and ordo of *Nidovirales*, this virus group can attack birds and mammal, includes human, and cause respiratory tract infections¹. The pandemic has been experienced by all over the countries, not

except Indonesia. This virus can be transmitted from man to man through droplets, splashes from nose and mouth, or direct contact². Globally, the World Health Organization (WHO) has reported the cases of COVID-19 identified on August 5, 2020, amounted to 18.354.342 confirmed. Whereas in Indonesia, the Ministry of Health confirmed the positive cases on August 5, 2020, amounted to 116.871.

The central and regional governments

¹ Nur Rohim Yunus and Annissa Rezki, "Kebijakan Pemberlakuan Lock Down Sebagai Antisipasi Penyebaran Corona Virus Covid-19," *SALAM: Jurnal Sosial Dan Budaya Syar-i* 7, no. 3 (2020), <https://doi.org/10.15408/sjsbs.v7i3.15083>.

² Chih Cheng Lai et al., "Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) and Coronavirus Disease-2019 (COVID-19): The Epidemic and the Challenges," *International Journal of Antimicrobial Agents* 55, no. 3 (2020): 105924, <https://doi.org/10.1016/j.ijantimicag.2020.105924>.

have taken a step to minimize the spread by instructing the workers to work from home, either the workers in formal or informal sectors. The legal basis for this policy is found in the provision of Articles 86 section I point (a) of Act Number 13/2003 concerning manpower, in which every worker/labour has an entitlement to obtain protection about the occupational safety and health.

The policy of large-scale social restrictions (LSRR or PSBB in Indonesia term) was set to reduce the spread of Covid-19. The government issued regulation Number 21/2020 concerning PSBB to handle Covid-19, the government has announced that Covid-19 is stated as a non-natural disaster in the form of a disease outbreak that has to be discovered the solutions to tackle it, thus there is no any virus Covid-19 in Indonesia and all over the world ³. The large-scale social restrictions movement aims to break the chain of Corona virus spread, sectors which are allowed to operate during the PSBB only the health public facilitation and convenience stores ⁴. The PSBB raises internal and external problems. The movement is applied as self-restriction directly one to another as recommended by WHO to adjust themselves to physical distancing.

The very basic impact by the spread of Covid-19 in Indonesia is viewed in the education sector, there have been many overhauls of strategies and methods to keep the teaching and learning process implemented. The educational transitions

³ Muh. Hasrul, "Aspek Hukum Pemberlakuan Pembatasan Sosial Bersekala Besar (PSBB) Dalam Rangka Penanganan Corona Virus Disease 2019 (Covid-19)," *Αγαη* 8, no. 5 (2019): 55.

⁴ Rindam Nasruddin and Islamul Haq, "Pembatasan Sosial Berskala Besar (PSBB) Dan Masyarakat Berpenghasilan Rendah," *SALAM: Jurnal Sosial Dan Budaya Syar-i* 7, no. 7 (2020), <https://doi.org/10.15408/sjsbs.v7i7.15569>.

during the pandemic are observed from the effectiveness of teaching-learning process that changes the learning methods become online or distance learning oriented to the Ministry of Education and Culture Regulation Number 15/2020 concerning the implementation of education during Covid-19 pandemic. According to ⁵ distance learning is distance education implemented online to students and it aims to stop the crowding in one place regularly for the implementation of the offline teaching and learning process. The online learning is also defined as learning which utilizes network for distance communication through developed-applications created by the largest companies in the world ⁶. The online learning aims to meet the educational standard to keep it implemented with the usage of information technology which uses computer or gadget connected each other between the student and the teacher anywhere and anytime ⁷. Dickson-Deane in ⁸ states that the utilization of internet network becomes a supporting facility for the implementation of conducive online learning which can lead to creative interaction.

The growth of e-learning in Indonesia places the 8th rank of the world with the growth around 2% in the online education industry, while the 1-7th ranks are India, China, Malaysia,

⁵ Anggy Giri Prawiyogi et al., "Efektifitas Pembelajaran Jarak Jauh Terhadap Pembelajaran Siswa Di SDIT Cendekia Purwakarta," *Jurnal Pendidikan Dasar* 11, no. 01 (2020): 94–101, <https://doi.org/10.21009/10.21009/JPD.081>.

⁶ Wahyu Aji Fatma Dewi, "Dampak COVID-19 Terhadap Implementasi Pembelajaran Daring Di Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 2, no. 1 (2020): 55–61, <https://doi.org/10.31004/edukatif.v2i1.89>.

⁷ Ni Komang Sari Astini, "Pemanfaatan Teknologi Informasi Dalam Pembelajaran Tingkat Sekolah Dasar Pada Masa Pandemi Covid-19," *Jurnal Lembaga Penjaminan Mutu STKIP Agama Hindu Amlapura* 11, no. 2 (2020): 13–25.

⁸ Ali Sadikin et al., "Pembelajaran Daring Di Tengah Wabah Covid-19 (Online Learning in the Middle of the Covid-19 Pandemic)," *Jurnal Ilmiah Pendidikan Biologi* 6, no. 1 (2020): 214–24.

Romania and Poland ⁹. The distance learning provides a challenge to the teacher to creatively manage the teaching and learning process to keep being conducive and not passive, the developing of creative and innovative learning model is based on the curriculum 2013 which will have an escalating impact on the students to follow the teaching and learning process. The teachers can act as a social agent and influence the intellectual and socio-emotional by creating any settings that stimulate the student's learning and motivation ¹⁰. In the elementary school level, the teaching and learning process is still implemented online. During the process, parents are demanded to act actively for not many students can adapt to the online emergency model.¹¹ emphasize the fast change in online teaching can give a challenge to any students who need to adjust themselves to this learning model, and have influential to the student's motivation in facing the new condition in the teaching and learning process.

The pandemic of Covid-19 does not merely attack student physique fiercely, but their health psychologically as well. This condition makes student experiences psychological health problems such as anxiety, fear, and worry so that affects on the student motivation to study because during the learning process the student feel

depressed ¹². Nonetheless, all can be overcome by improving the student' motivation. ¹³ mentioned that the learning motivation has important roles to the student's success in studying. ¹⁴ states that the learning motivation is a suggestion like an encouragement given by the teacher to the students to increase the self-confidence in studying. On the other hand, ¹⁵ define learning motivation as a conviction believed by an individual about his/her ability to study, and the interest level possessed in the learning activities. The motivation can be created in themselves by embedding their self-confidence to what will be done and studied.

The ideal relation that has to be created is a relation between teacher and parents in implementing the online learning, so there will no any tediousness felt by students during the online teaching and learning process. The tediousness can occur due to the factor of low motivation in students to study. It is necessary to have new insight from the teacher and parents to be applied to students in providing them understanding toward the current educational conditions. The level of teachers interest in their teaching affects students motivation to learn, teachers who are energetic and enthusiastic about their subject or task generally attach positive feelings and importance to how they teach, Schiefele ¹⁶.

⁹ Pangondian R. A., Paulus Insap Santosa, and Eko Nugroho, "Faktor - Faktor Yang Mempengaruhi Kesuksesan Pembelajaran Daring Dalam Revolusi Industri 4.0," *Seminar Nasional Teknologi Komputer & Sains (SAINTEKS)* 1, no. 1 (2019): 56–60.

¹⁰ Fatih Koca, "Motivation to Learn and Teacher-Student Relationship," *Journal of International Education and Leadership* 6, no. 2 (2016).

¹¹ April Doreleyers and Tamara Knighton, "STATCAN COVID-19: Data to Insights for a Better Canada COVID-19 Pandemic: Academic Impacts on Postsecondary Students in Canada," 2020.

¹² Nurkholis, "Dampak Pandemi Novel-Corona Virus Disiase (Covid-19) Terhadap Psikologi Dan Pendidikan Serta Kebijakan Pemerintah," *Pgsd* 6, no. 1 (2020): 39–49.

¹³ Ruly Sylvia, "Hubungan Self Esteem Dan Motivasi Belajar Terhadap Pendidikan Kewarganegaraan," *Jurnal Pendidikan Dasar* 7, no. 2 (2016): 311–28, <https://doi.org/10.21009/JPD.072.10>.

¹⁴ Gingga Prananda and Hadiyanto, "Korelasi Antara Motivasi Belajar Dengan Hasil Belajar Siswa Dalam Pembelajaran IPA Di Sekolah Dasar," *Jurnal Basicedu* 3, no. 3 (2019): 524–32.

¹⁵ Fatwa Tentama, Subardjo, and Muhamad Hasan Abdillah, "Motivation to Learn and Social Support Determine Employability among Vocational High School Students," *International Journal of Evaluation and Research in Education* 8, no. 2 (2019): 237–42, <https://doi.org/10.11591/ijere.v8i2.18188>.

¹⁶ Davion Johnson, "The Role of Teachers in

Authors found several problems during the interview held with the principle of state elementary schools in Cluster I Abai Siat Dharmasraya which the total is 4 schools by using Zoom app on August 10, 2020, that the implementation of online learning still meets hindrance such as limited internet data in its budget, the hindrance of internet network which always becomes the primary problem, and the power outage which impacts on the internet network and can interfere the online learning process.

The aim of research is to obtain any information regarding the Covid-19 pandemic impacts on the elementary students online learning motivation, whether online learning in elementary level is effective.

Method

This research uses descriptive research with a qualitative approach selected to delve into and describe a research object. In the research data analysis, firstly authors measure the validity and reliability of the instruments which have been arranged. The data collecting instruments used is a questionnaire. According to ¹⁷, a questionnaire is a tool to collect the primary data and a survey method to obtain respondents' opinion, there are several ways which can be used to distribute the questionnaire to the respondents such as distributing direct to the respondents, via mailquestionair, and e-mail.

The subject of research is third-grade students of state elementary schools

Cluster I Abai Siat Dharmasraya with the total is 4 schools and have a total of 245 students. Then, 20% of the population was taken, so that the number of samples is $20\% \times 245 \text{ students} = 49 \text{ students}$. The author reason used only 20% as the sample, because the percentage is considered for the representation of the class total.

As for the technique of collecting the sample, the authors used the *Proportionate Stratified Random Sampling* technique ¹⁸. The technique is appropriate to collect the sample as the population in this research is all states elementary school Cluster 1 Abai Siat Dharmasraya consists of four schools, in order all of the schools can be represented, then samples were taken from each class with the same proportion. Thus, the questionnaire was distributed to 49 students with 12 students for every school. The procedure of collecting samples is by random.

Result Of The Research

1. Validity Test

The validity test is used to find out the accuracy of measuring instrument which shows the level of reliability and validity among the original data in the object data collected to look for the validity of an item and to correlate the item score with the other items total. The formulate used is Pearson Product Moment with the certainty if $r_{count} > r_{table}$, then it can be stated as valid. The validity of r_{count} obtained is 4.29 while the r_{table} is 1.67. Thus, it can be concluded that the data collected is valid.

2. Reliability Test

Reliability Test is the result of measurement which uses a similar object and is analyzed together with all the statements ¹⁹. There is Cronbach's Alpha score of 0.800 in the reliability result. If the score is bigger than 0.60, then it can be concluded that the reliability has

Motivating Students To Learn Davion Johnson," *BU Journal of Graduate Studies in Education* 9, no. 1 (2017): 2013–16.

¹⁷ Isti Pujihastuti, "PRINSIP PENULISAN KUESIONER PENELITIAN," *Jurnal Agribisnis Dan Pengembangan Wilayah* 2, no. 1 (2010): 43–56.

¹⁸ Sugiyono, "Metode Penelitian Kombinasi (Mixed Methods)," in *ALFABETA, Cv*, 2011, 1–608.

¹⁹ Sugiyono, *Metode Penelitian Kuantitati, Kualitatif Dan R&D*, 2016.

been obtained. As stated in Table 1 below:

TABLE 1. The result of reliability test

Cronbach's α of Items	
Alpha	.900

3. Normality Test

The Normality test intends to test whether the variable or residual regression has a normal distribution ²⁰. The normality test result the score of Sig is bigger than 0.05, that is 0.20. So it can be seen that the data analyzed have been distributed normally. It shows that the data have completed the normality assumption. The result can be seen in Table 2 as follows:

TABLE 2. The result of normality test

Unstandardized Residual		
N		135
Normal Parameter	Mean	.000000
	Std Deviation	206.316.496
Most Extreme Differences	Absolute	.063
	Positive	.036
	Negative	-.063
Test Statistic		.063
Aymp. Sig. (2-tailed)		.200 c.d

4. Heteroscedasticity Test

The heteroscedasticity test examines the regression model which occur a variance inequality from one observing residual to another observing. The test result of heteroscedasticity in which the score of Sig from the each variable is bigger than 0.05. It proves that in the analyzed

data there is no any heteroscedasticity error. The result of analyzing data is showed in Table 3 below.

TABLE 3. The result of heteroscedasticity

Model	Unstandardized		Standardized		T	Sig
	Coefficients	Std	Coefficients	Beta		
Constant	9.907	1.403			6.766	.000
Covid-19	.169	.069	.171		2.477	.015

Dependent variable: online learning motivation

5. Multicollinearity Test

The test of multicollinearity is beneficial to test whether there is a correlation in independent variable found in the regression model. Even though the aberration of multicollinearity test is not found by looking at the tolerance score and VIF of independent variable. If the tolerance score is >0.10 and VIF score is >10, then data is clear from the indication of multicollinearity.

TABEL 4. The result of multicollinearity test.

Model	Unstandardized		Standardized	T	Sig	Collinearity Statistics
	Coefficients	Std Error	Coefficients			
	B	Std	Beta			Tolerance
		Error				
Constant	8.808	1.303		6.877	.000	
Covid-19	.169	.068	.171	2.477	.015	.858

Dependent Variable: learning motivation

From Table above, it can be seen that there is no any independent variable found in the result of Tolerance score calculation less than 0.19 with the independent variable tolerance score is Covid-19 .858. Whereas the calculation of Variance Inflation Factor (VIF) score is not more than 10 with the VIF of independent variable score of Covid-19 is 1.066. So it can be concluded that there is no multicollinearity from the result of tolerance score calculation and VIF.

6. Partial T (T Test)

The hypothesis test is conducted to detect

²⁰ Imam Ghozali, "Aplikasi Analisis Multivariate Dengan Program IBM SPSS 21 Update PLS Regresi," in Semarang: Badan Penerbit Universitas Diponegoro, 2013.

the impact of independent variable with the dependent variable partially.

The result of T test is obtained the t_{count} is 2.477 while the t_{table} is 1.977 or the Sig score is more than 0.005, that is $0.015 < 0.05$, it means H_a is accepted. Therefore, it can be discovered that variable of Covid-19 has partial impact on student learning motivation.

7. F Test

The F test intends to reveal the independent variable impact toward the dependent variable. The result of F test can be seen on the chart below: the result of F test or simultaneous test, the f_{count} is more than the f_{table} , that is $5.68 > 2.67$, it means the variable of Covid-19 has an impact simultaneously on the learning motivation.

8. Determination Coefficient Test

The determination coefficient is used to discover how much the influence of independent variables can have impact toward the dependent variable. The determination coefficient variable is determined by Adjustes R Square score.

The R score is 458. it means that the variable of Covid-19 has an impact on the student learning motivation about 45%.

Discussion

In overcoming the pandemic, the government policies to overcome the Covid-19 spread is by changing the teaching learning process schemes by doing it online. In the implementation of online learning process is greatly influenced by an assortment of hindrance factors internally and externally. The learning motivation can be created by giving encouragement verbally to the student and facilitating the necessities in the learning process. The Covid-19 has an impact on the students psychologically in which have to adapt as quickly as possible. The student online learning motivation has to be improved because it involves the

technology in it. ²¹ states that the online learning has to be prepared well before the learning process started so the preparation can encourage the student's motivation in studying. The preparation can be in the media availability, materials, application usage, and internet access.

The research result done by the author regarding the Covid-19 impact on the elementary student online-learning motivation is obtained that Covid-19 has impact partially on the online learning motivation of the states elementary students Cluster 1 Abai Siat Dharmasraya with the t_{count} is 2.477 while the t_{table} is 1.977 and also has impact simultaneously with the f_{count} is more than the f_{table} , that is $5.68 > 2.67$.

The findings are strengthened by the previous researcher, ²², and ²³ which have proved that the impact of Covid-19 pandemic influences greatly in education particularly in the teaching and learning process directed to be online learning. With the change, there are many hindrances found in the implementation process so overall it impacts on the students as the part of online learning.

Conclusion

Based on the result of research which have conducted about the variable of Covid-19 on the learning motivation by using the multiple linear regression, then it can be concluded as follow:

1. Covid-19 has impacts partially on the online learning motivation of the third-grade students in the state elementary school Cluster I Abai Siat Dharmasraya.

²¹ Yani Fitriyani, Irfan Fauzi, and Mia Zultrianti Sari, "Motivasi Belajar Mahasiswa Pada Pembelajaran Daring Selama Pandemi Covid-19," *Profesi Pendidikan Dasar* 7, no. 1 (2020): 121–32, <https://doi.org/10.23917/ppd.v7i1.10973>.

²² Dewi, "Dampak COVID-19 Terhadap Implementasi Pembelajaran Daring Di Sekolah Dasar."

²³ Sadikin et al., "Pembelajaran Daring Di Tengah Wabah Covid-19 (Online Learning in the Middle of the Covid-19 Pandemic)."

2. Covid-19 has impacts simultaneously on the online learning motivation of the third-grade students in the state elementary school Cluster I Abai Siat Dharmasraya

By the spreading of Covid-19, it makes a significance impact in education. Besides dealing with the conditions and the health threats, students also deal with the educational system fluctuating from time to time quickly. The authors suggest Covid-19 impacts on the students online learning motivation and there are some factors that need to be noticed by the government and teachers, those are the availability of internet network in any regions and the budget allocations of internet data for teachers and students, and the learning innovations such as the development of strategy, model, method, and media which have to be developed or expanded by teachers to help the proces of online teaching and learning.

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