

IDENTIFYING STUDENTS' LEARNING MOTIVATION AT THE START OF FACE-TO-FACE LEARNING POST COVID-19 PANDEMIC IN DENPASAR CITY

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ABSTRACT

This research aims to identify the level of students' learning motivation as they return to face-to-face learning in Denpasar City. This study is important for educators in making policy decisions to develop appropriate learning strategies and optimize students' learning motivation. The research falls under the category of quantitative research, employing a survey method distributed through Google Forms. The sample for this study consisted of 32 respondents who were sixth-grade students in elementary schools. The sample was determined using random sampling technique, selecting two schools from each of the four districts in Denpasar City. The research findings indicate that the learning motivation of elementary school students at the beginning of face-to-face learning post-COVID-19 pandemic in Denpasar City is categorized as good. This can be observed from the average percentage of respondents' answers for all indicators, which is 77.62 percent. However, several issues were also identified, such as the lack of motivation among students to improve learning outcomes and the limited awareness of utilizing the school library for reading purposes.

Keywords: identify, motivation, learning

INTRODUCTION

The COVID-19 pandemic has significantly changed the education process. Particularly in the context of remote learning, which has been implemented for several years, students who learn from home are required to utilize digital technology. However, with recent developments, face-to-face learning is gradually being reintroduced after the pandemic. Jaya (2021) states that in facing this change, the education sector now faces the challenge of restoring students learning motivation.

Awe (2017) states that motivation is a concept used to explain the initiation, direction, and intensity of individual behavior, making motivation a force that can drive individuals to do something. Syarifuddin (2022) describes motivation as the force that drives and encourages behavior directed towards a specific goal. Suprihatin (2015) defines motivation as an influence on behavior that encompasses needs, interests, attitudes, values, aspirations, and stimuli. Based on these quotes, motivation can be defined as the driving force that transforms someone's activity towards achieving a specific goal.

Based on these definitions, motivation becomes one of the important factors in the learning process. However, in reality, several years of remote learning have decreased students' learning motivation. As stated by Handiyani (2022), students' learning motivation has declined significantly due to the suboptimal online learning process, lack of motivation among students to actively participate in learning, and the heavy workload during remote learning. Herliandry (2020) suggests that online learning needs to be evaluated and adjusted according to the local conditions, considering the varying ability of parents to provide online learning facilities.

Motivation is a psychological factor that plays a role in fostering enthusiasm, feelings, and eagerness to learn. According to Emda (2017) teachers have an important role in cultivating

students' learning motivation during the teaching and learning process. Syah, (2020) suggests that teachers are required to be creative in stimulating students' learning motivation because with a creative teacher, students will be enthusiastic to actively participate in the classroom. Santosa (2019) states that students' learning outcomes will also improve when they are able to understand and comprehend the teaching materials delivered by the teacher. Sadri (2022) mentions several efforts that teachers can make to enhance students' learning motivation, such as providing numerical rewards, gifts, competitions, Ego-Involvement, conducting assessments, giving praise, and applying punishments.

In the presence of the Covid-19 pandemic, it has compelled many professionals in the field of education to think creatively in teaching and learning activities, such as mastering technology for online learning media. Examples of learning media include WhatsApp, Google Classroom, and the Zoom application (Hakim & Mulyapradana, 2020). The shift in learning media has posed a challenge in the world of education, as they were not familiar with or using these applications prior to the pandemic (Fitriyani et al., 2020).

Based on the given descriptions, it can be observed that learning motivation is a critical factor that can influence the success of students in achieving their learning goals. This research holds a high level of novelty, considering that research on the identification of elementary school students' learning motivation post-COVID-19 pandemic, especially in Denpasar, is still scarce. Therefore, it is expected to serve as a reference and inspiration for other researchers. The researchers also hope that this study can serve as a reflection for improving students' learning motivation.

The purpose of this study is to identify the level of students' learning motivation as they return to face-to-face learning environment in Denpasar City. This research is crucial for educators in making decisions to develop appropriate learning strategies and promote optimal student learning motivation. By identifying students' learning motivation in initiating face-to-face learning after the COVID-19 pandemic, it can help build an inspiring learning environment, motivate and support academic growth, and create a comfortable learning experience for students.

METHODS

Type of Research

This research falls under the category of quantitative research, employing a survey approach. Budiastuti (2018) states that survey research is a method where information is gathered from respondents through the use of questionnaires. Sofiyana (2022) explains that the main objective of survey research is to collect various information about variables from the existing population. Surveys are conducted with the entire population, also known as a census. In this study, the survey aims to obtain information from a selected sample of respondents that represents a certain population. Its purpose is to identify the learning motivation of elementary school students as they begin face-to-face learning after the COVID-19 pandemic in Denpasar City.

A survey will be utilized in this research to gather information about the learning motivation of elementary school students as they begin face-to-face learning after the COVID-19 pandemic in Denpasar City. The survey on learning motivation consists of 10 statements. Respondents will answer all the statements regarding learning motivation through the Google Forms application, and this survey is targeted at the students. The scoring will be based on a Likert scale with the following details:

Table 1. Answer Scores

Answer	Example Score
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

The survey instrument on learning motivation at the outset of post-pandemic COVID-19 face-to-face learning is entirely composed of positive statements. The instrument is based on the framework proposed by (Wahab, 2016), which identifies student learning motivation through four dimensions: 1) diligence in learning; 2) achievement in learning; 3) self-directed learning; 4) rewards and punishments in learning. These four points are then used as dimensions in this research instrument. The dimensions and indicators can be found in the following research instrument:

Table 2. Research Instrument Grid

Dimension	Indicators	Total items
Diligence in learning	a. School attendance	1
	b. Participating in classroom learning	2, 3
	c. Learning outside of school hours	4
Achievement in learning	a. Desire for achievement	5
	b. Quality of outcomes	6
Self-directed learning	a. Completion of assignments and homework	7
	b. Utilizing opportunities outside of class hours while at school	8
Rewards and punishments in learning	a. Studying to earn rewards	9
	b. Studying out of fear of punishment	10
Total		10

Validity and Reliability Testing

Before the measuring instrument was used, validity testing was conducted for each item included in the instrument. Calculations were performed using Excel. From the questionnaire pilot test with 10 questionnaire items, it was found that 1 question, which is question number 3, did not pass the validity test. The overall results can be seen in the following table:

Table 3. Summary of Validation Test Results

r calculated	0,352	0,377	0,044	0,637	0,735	0,841	0,648	0,671	0,715	0,819
r table	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349	0,349
Explanation	Valid	Valid	Not Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid
Varians	1,330	1,644	1,419	0,459	0,802	0,854	1,838	0,870	0,673	0,870

Table 3 represents the results of the validity test using the Excel program. An item is considered valid if the calculated 'r' is greater than the table 'r' value. Based on the table above, statement items number 1, 2, 4, 5, 6, 7, 8, 9, and 10 are deemed valid because the calculated 'r' value is greater than the table 'r' value.

Based on the results of the validity test, the study proceeded with the reliability test. The researcher has also determined the variance, which is 10.759, and the total variance is 32.071. Subsequently, reliability was determined using Cronbach's Alpha formula as follows:

$$r_i = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

$\sum \sigma_b^2$ = Variance of each item
 σ_t^2 = Total variance

From the test results using this formula, it is found that the Cronbach's Alpha value is 0.738. Based on this value, it can be concluded that the instrument is reliable, in accordance with the decision-making criteria, which state that data is considered reliable when the Cronbach's Alpha value is greater than 0.70 (Cronbach's Alpha > 0.70)

Furthermore, this research utilizes a data collection technique in the form of a questionnaire containing a list of questions or statements, which is used by the researcher to gather data from the respondents. The data is then analyzed using descriptive statistical methods. The data is also analyzed by calculating the average percentage of all response results.

Research location

This research is focused on eight primary schools in Denpasar City. The sample for this study consisted of 32 respondents who were 6th-grade students from primary schools across Denpasar City. The sample was determined using random sampling technique, selecting two schools from each of the four districts in Denpasar City. The researcher selected four students from each school as the sample for this study.

Data collection technique; and data analysis

This study utilizes a data collection technique through a questionnaire consisting of a list of statements, which is used by the researcher to collect data from respondents, distributed through Google Forms. The data is then analyzed using descriptive statistical analysis. The data is also analyzed by calculating the average percentage of the overall response results.

RESULTS AND DISCUSSION

Here are the results of the questionnaire through Google Form from 32 research participants, aiming to identify the learning motivation of elementary school students in starting face-to-face learning after the COVID-19 pandemic in Denpasar. Based on the research findings from the questionnaire responses, the data is presented in the form of percentages. These percentages are then interpreted into seven categories, as shown in the following table.

Percentage	Category
0-1%	None
2%-25%	Small portion
26%-49%	Less than half
50%	Half
51%-75%	More than half
76%-99%	Majority
100%	All

(Budiastuti, 2018)

Based on the survey research and calculations conducted, the research findings are as follows:

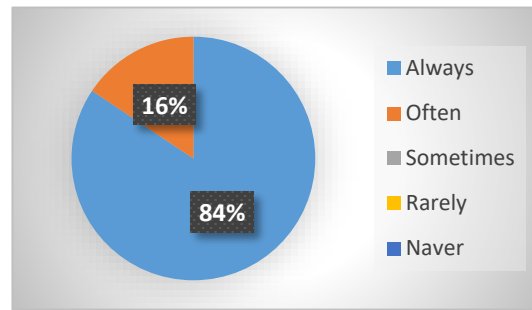


Figure 1. Attendance at School Before the Bell Rings

The results of the respondents' answers in Figure 1 indicate that 84% of the respondents stated that the majority of elementary school students in Denpasar always attend school before the bell rings. Meanwhile, a small number of students answered that they often attend school before the bell rings. Attendance at school before the bell rings is an important indicator of students' perseverance in learning, especially in resuming face-to-face learning with direct access to school.

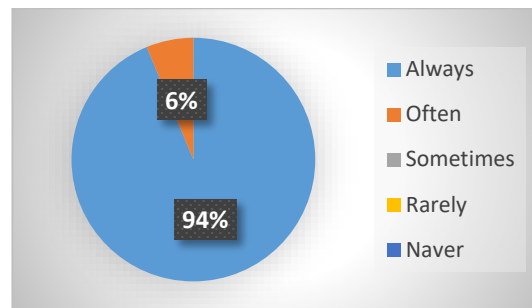


Figure 2. Students' Participation in School Lessons Until the End of Class

Based on Figure 2, it shows the results of respondents' answers regarding the enthusiasm for participating in school lessons until the end of class. The results indicate that 94% of respondents stated that the majority of students participate in lessons until the scheduled end of class. Meanwhile, a small percentage of respondents, approximately 6%, stated that they often participate in lessons until the end of class.

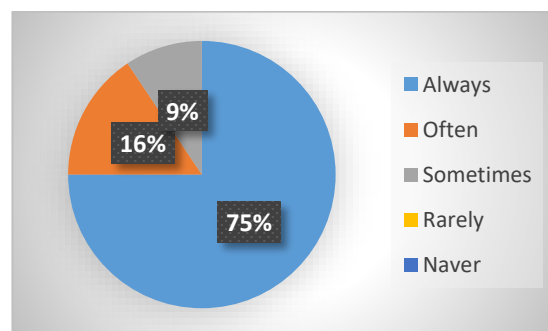


Figure 3. Focus on following lessons regardless of the teacher in the classroom.

The results from respondents in Figure 3 show that 75% of the participants, or more than half of the elementary school students, always stay focused on the learning process regardless of the teacher in the classroom. On the other hand, a small percentage of respondents provided different answers regarding their level of focus when subjectively based on the teacher. Specifically, 16% of the respondents mentioned that they often stay focused, while 9% stated that they sometimes stay focused depending on the teacher in the classroom.

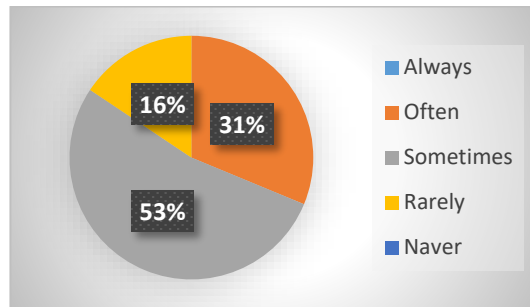


Figure 4. Regular Learning Outside of School Hours.

Based on Figure 4, it can be observed that more than half of the respondents stated that they occasionally engage in learning activities outside of school hours. Approximately 53% of the respondents chose the "sometimes" option for the statement depicted in Figure 4. Less than half of the respondents, or approximately 31%, claimed to frequently engage in learning activities outside of school hours with regularity. Meanwhile, a small number of respondents, around 16%, stated that they rarely participate in learning activities outside of school hours when starting face-to-face learning after the Covid-19 pandemic in Denpasar City.

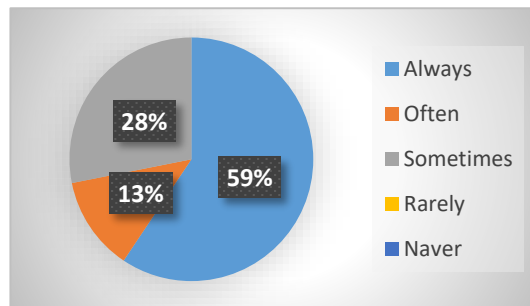


Figure 5. Enthusiasm in listening to teacher's explanations.

Based on the survey on the enthusiasm of students in listening to the teacher's explanations, when starting face-to-face learning after the Covid-19 pandemic in Denpasar City, the results show that 59% of respondents, or more than half of the students, stated that they always listen to the teacher's explanations during the learning process. 28% of respondents, or less than half of the students, stated that they are sometimes enthusiastic in listening to the teacher's explanations. Meanwhile, a small percentage of respondents stated that they are often enthusiastic in listening to the teacher's explanations.

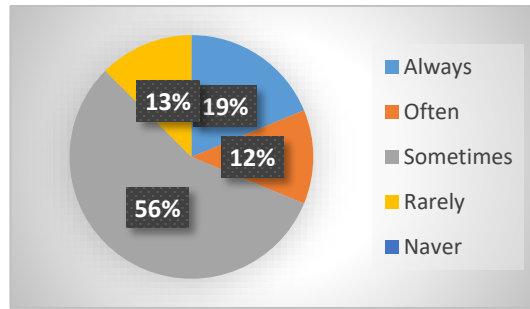


Figure 6. Actively asking the teacher about the material that is not yet understood.

Figure 6 shows the results of the respondents' participation in the learning process by actively asking questions to the teacher regarding the material they do not understand. The survey results indicate that more than half of the respondents, or 56% of the students, stated that they sometimes ask the teacher about the material they do not understand. A small percentage of students, 19% of the respondents, stated that they always ask questions, while 12% stated that they ask questions frequently, and 13% stated that they rarely ask the teacher about the material they do not understand.

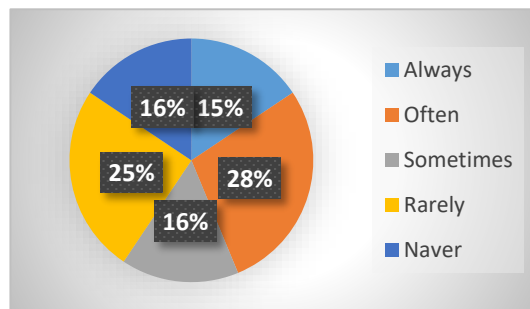


Figure 7. Always striving for better results in learning.

The results from Figure 7 indicate that less than half of the students, specifically 28% of the respondents, expressed that they often strive for better learning outcomes. A small portion of the students, 15% of the respondents, stated that they always strive for better learning outcomes. 25% of the respondents mentioned that they rarely put effort into achieving maximum learning outcomes. Additionally, there is a small group of students where 16% of the respondents stated that they never or sometimes strive for better learning outcomes.

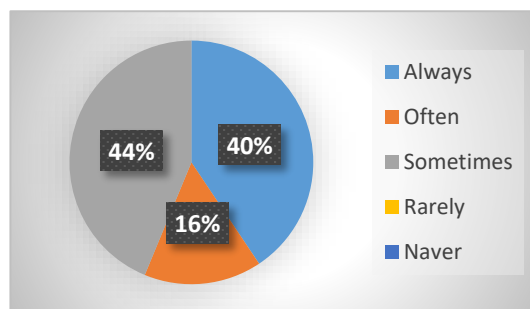


Figure 8. High achievement in learning is obtained through personal hard work.

Based on Figure 8, it shows the level of self-reliance of students in their efforts to achieve high academic performance. The majority, 44% of respondents, stated that they sometimes make efforts to achieve high academic performance, particularly through their own hard work. Meanwhile, less than half of the students, 40% of respondents, claimed to always strive to achieve high academic performance. A small portion of the respondents stated that they often make efforts through their own hard work to achieve academic excellence.

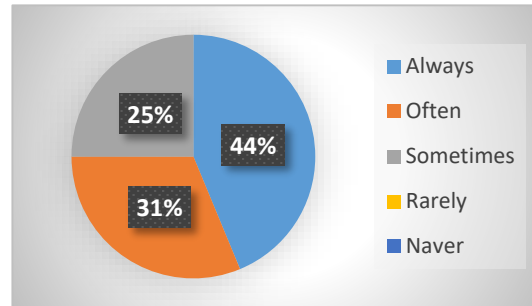


Figure 9. Completing individual assignments given by the teacher on their own.

The results of the respondents in Figure 9 indicate that less than half, specifically 44% of the respondents, stated that they always make an effort to work on individual tasks given by the teacher. Meanwhile, 31% of the respondents stated that they do it often. A small portion of the respondents stated that they only do it sometimes as students are willing to work on individual tasks given by the teacher.

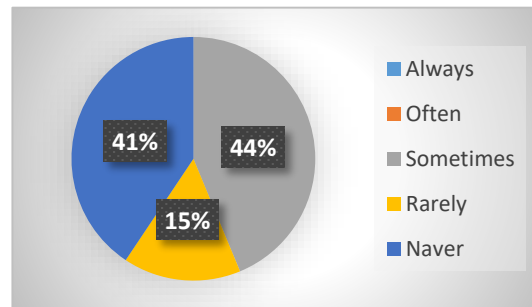


Figure 10. Enjoying reading books in the library during vacant class hours.

Based on Figure 10, it can be observed that the awareness of students to read books in the library during free periods is evident. Commencing face-to-face learning post the COVID-19 pandemic, 41% of respondents stated that they never visit the library to read books during vacant class hours. Less than half of the respondents also mentioned that they occasionally go to the library to read books during free periods. A small portion of the respondents admitted that they rarely visit the library to read books.

Based on the overall description above, it can be concluded that the learning motivation of elementary school students in starting face-to-face learning after the COVID-19 pandemic in Denpasar City is considered good. This can be observed through the average percentage of respondents' answers for all indicators, which is 77.62 percent. The results indicate that students' learning motivation is not solely derived from intrinsic motivation or motivation from within the students themselves, but teachers also need to actively engage in motivating students to begin face-to-face learning after experiencing remote learning due to the COVID-19 pandemic. Motivation plays a vital role in rekindling students' enthusiasm for learning.

The research findings are in line with what Wahidin (2021) stated, that the factors influencing learning motivation include motivation not solely stemming from students themselves; teachers should engage to motivate students. (Emda, 2017) The unique role of learning motivation lies in instilling enthusiasm, joy, and a sense of purpose in learning. (Syah, 2020) There are several things that teachers should consider to boost students' learning motivation, namely: 1) clarifying the goals to be achieved, 2) stimulating students' interest, 3) creating an enjoyable learning atmosphere, 4) giving reasonable praise for each student's success.

CONCLUSION

Based on the research results and discussion, it can be concluded that students at the outset of face-to-face learning post the COVID-19 pandemic in Denpasar City have good learning motivation. This can be observed from the percentage obtained for each indicator presented through Google Forms in this research, especially in the indicator of enthusiasm for the teaching and learning process. The average percentage of respondents' answers for all indicators is 77.62 percent. A suggestion for elementary school teachers in Denpasar City is to make efforts to enhance student learning motivation, for example, by optimizing the use of teaching media. This is essential to maximize the learning process for elementary school students in Denpasar.

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