

The Effect of Limited Face-to-Face Learning in New Normal Era towards Learning Motivation of Elementary School Students

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ABSTRACT

The purpose of this research was to measure the effect of limited face-to-face learning implementation in the new normal era towards elementary school student's learning motivation. This research used an ex- post facto approach. The research population were 296 fifth-grade students in Gugus Alalak, Banjarmasin, Indonesia. The research sample was taken by using a simple random sampling technique with a total of 183 fifth-grade students. The data collection used were questionnaires given to 183 fifth grade students and interviews. The data analysis technique used was descriptive statistical analysis and inferential analysis. Research findings showed that the online learning process and change to limited face-to-face learning turn out to have an effect on students' learning motivation at school, in limited face-to-face learning students also become more motivated in learning.

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1. INTRODUCTION

Since early March 2020, education in Indonesia has experienced changes in learning activities. This is due to the COVID-19 pandemic. Distance learning is the most effective alternative to be implemented during the COVID-19 outbreak in Indonesia to break the chain of higher spread. The Circular Letter on school policy during the pandemic issued by the Minister of Education and Culture Number 2 of 2020 and Number 3 of 2020 provides provisions that the learning process is carried out from home to provide meaningful learning through online or distance learning. Online learning that is carried out thoroughly across the nation is the first experience for Indonesia (Kemdikbud, 2020). This is in line with Aswat et al., (2021) who states that distance learning is an alternative to the government so that students are required to study from home with parental guidance under the coordination of the teacher. This remains the responsibility of the teacher in monitoring the learning development of their students cognitively, affectively, and psychomotorically. Basar (2021) proves that distance learning (DL) during the COVID-19 pandemic caused various responses and changes in the learning system that can affect the learning process and the level of development of students in responding to the material presented.

Based on this opinion, it can be concluded that since the beginning of March 2020 education in Indonesia has experienced changes in learning activities, which is due to the COVID-19 pandemic. Efforts made by the government are implementing distance learning or online learning. Online learning that is carried out thoroughly across the nation is the first experience for Indonesia. The implementation of online learning remains the responsibility of the teacher in monitoring the learning development of their students cognitively, affectively, and psychomotorically.

Rahmawati's statement in Kusuma & Hamidah (2020) explains that distance education or can also be referred to as distance learning is currently one of the learning solutions for almost all education actors in facing the COVID-19 pandemic outbreak. Distance education has long been applied by educators and students in a learning process which incidentally is mostly done separately outside the classroom. Separately means that the instructor or resource person and the training participants are not in the same room (no face-to-face meetings) and even the time can be different. Interaction between educators and students is done directly or indirectly, for example by chatting on the internet (directly) or by sending emails to collect assignments (indirectly). Furthermore, Elyas (2018) argued that the difference between conventional learning and Distance Learning is that in conventional classes, teachers are considered to be all-knowing people and are assigned to channel the knowledge to their students. Meanwhile, in distance learning, the main focus is the students. Students are independent at certain times and responsible for their learning (Cahyani & Efgivia, 2021). Therefore, it can be concluded that distance learning is carried out separately, meaning that the instructor or resource person or teacher and training participants or students are not in the same room, even the time can be different. Students are required to be more independent at certain times and take responsibility for their learning.

Latip (2020) explains that the COVID-19 pandemic was one of the conditions that encouraged changes in school learning. Changes in learning occur in various aspects, including methods, strategies, and forms of evaluation in the implementation of learning. E-learning will "force" students to play a more active role in their learning. Students make designs and search for materials with their own efforts, and on their own initiative. Tung's statement in Supriani (2016) explains that after the presence of teachers, the internet will be a supplement and complement in making teacher representatives who represent important learning resources in the world. As a result, the distance learning process encourages changes in the learning system, including methods, strategies, and forms of evaluation in the implementation of learning.

The learning method during the COVID-19 pandemic shifted from face-to-face in the classroom to various varied forms, which are virtual face-to-face, synchronous and asynchronous variations, as well as learning based on the Learning Management System (LMS) or video conference (Latip, 2020). In addition, media that supports *online* learning for free through various discussion room, namely Google Classroom, Whatsapp, Smart Class, Zenius, Quipper, and Microsoft (Abidah, Hidayatullaah, Simamora, Fehabutar, & Mutakinati, 2020). Kusuma & Hamidah (2020) argues that Whatsapp features include Whatsapp Groups which can be used to send text messages, images, videos, and files to all members in various formats. Moreover, the most important thing is the readiness of educators and students to interact online. Bramastia & Purnama (2021) argues that to streamline the learning process, is by utilizing learning media technology in the form of platforms such as Google classroom, E-learning, Youtube, WhatsApp Group, Edmodo, Zoom, Google meet, and other platforms. However, the implementation of distance learning has not been implemented properly. This is because the barriers to facilities and infrastructure that do not support the use of technology in learning. As stated by Nakayama in Dewi (2020) that all the literature on e-learning indicates that not all students will be successful in online learning. This is due to the learning environment and student characteristics. Therefore, the learning method used switched from face-to-face to virtual with the help of the internet. In addition, in the implementation of distance learning, the most important thing is the readiness of educators and students to interact online.

These changes aim to create ideal learning conditions for students. The limitation of distance interaction in the learning process is the main factor that must be focused by teachers and schools.

Changes in the form of learning also occur in the education process at the elementary school (SD). The learning process in elementary school emphasizes fun activities. This is in accordance with the stages of student development that the basic education is the stage where students like new exploratory and challenging activities. Learning in schools is systematically designed to give students the opportunity to achieve fun things while learning. Therefore, during the COVID-19 pandemic, various innovative efforts were designed by teachers to create a pleasant learning atmosphere even though it was carried out in distance learning (Kurniawan & Huda, 2021). In distance learning, the most prominent changes in the learning system include the teacher's method of explaining, learning media, and learning evaluation models. Yunitasari & Hanifah (2020) also explains that distance learning has an effect on students' learning motivation. Students get bored easily during online learning. Online learning is less interesting and different from classroom learning. This is in line with research conducted by Nurkharismawanti (2021) that learning boredom is often experienced by students which results in decreased levels of learning motivation, the emergence of a sense of laziness, and unstable emotions. Research conducted by Özhan & Kocadere (2020) also said that online learning does make students bored. Not all teachers can deliver learning innovatively so that students are easily bored in learning *online*. It can be inferred that distance learning affects students' learning motivation. This is because students get bored easily during online learning. The learning process is less interesting because it is not like classroom learning which is done face-to-face.

One of the factors that can determine the success or failure of the learning process that comes from students is motivation (Emda, 2018). The presence of learning motivation significantly affects student learning success. Learning success will be achieved if there is a willingness and encouragement to learn. Motivation is a change in energy of a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals (Santi, 2015; Taufiq, Kartina, & Djafar, 2019). Therefore, learning motivation significantly influences students' learning success. Learning success will be achieved if there is a willingness and encouragement to learn independently.

Motivation is an impulse that exists within a person aiming to perform an action, whether done intentionally or unintentionally in order to achieve a goal (Saumi, Murtono, & Ismaya, 2021). Students' learning motivation will not just grow without a strong will from within themselves or can grow if there is someone who stimulates them in various ways. For a teacher, examining the student's learning motivation is crucial because understanding the learning motivation of each student can increase student learning motivation. Meanwhile, for students, having the motivation to learn can increase their enthusiasm to carry out learning activities (Saputra & Satyawan, 2021). Thus, motivation is an impulse that exists within a person aiming to perform an action, whether done intentionally or unintentionally in order to achieve a goal.

Strengthening and growing motivation to learn is in the hands of the teachers. Besides students, the most important element in learning activities is the teacher. Teachers are educators who play a role in pedagogical engineering. They develop learning designs and implement it in the teaching and learning process. Teachers also act as educators who teach values, attitudes, morals and social skills and to carry out this role a teacher is required to have broad knowledge and insight which will later be taught to students (Arianti, 2018). Teachers are the core key in the learning process, both in improving the quality of education and in providing learning motivation to students (Idzhar, 2016). Competent teachers will be able to make students feel easy to understand the material being taught, be able to explain the material clearly, be able to generate student motivation in learning, and be able to make students enjoy learning activities (Arianti, 2018). Meanwhile, students who have high learning motivation show their more diligent attitude in learning, happy feeling when participating in learning, activity increasing during learning activities, and ability to overcome learning difficulties.

But in reality, due to the current COVID-19 pandemic where students are required to study from home, many of them are less motivated to learn. There is no direct face-to-face meeting between the teacher and students resulting in a decrease in student learning enthusiasm. This is in line with Abdillah (2020) who argues that when studying at home, students feel less-stress since they are not forced in

getting things done, and feeling that they do not have to compete with other students. The condition of teachers and students who can no longer meet face-to-face in schools makes students bored and tired of online learning. Students' daily activities at home during the pandemic tend to be spent more on playing mobile phones and playing with friends than studying. This is slightly different when students are still participating in face-to-face learning, where they must spend their morning until noon studying at the school.

Other problems arise during the implementation of distance learning so that the quality of education in Indonesia is considered to have decreased compared to other countries during the COVID-19 pandemic. This is in line with Syauqi et al., (2020) who said that distance learning has not provided students with experience in mastering knowledge competencies. This is in line with Prasetyo et al., (2021) which stated that online learning is not yet effective and that face-to-face learning is better. Therefore, the Government has begun to set a strategy so that learning can be carried out face-to-face. A new policy regarding the implementation of limited face-to-face learning has been issued, which will be opened from July 2021, with the condition that all education personnel have been vaccinated and learning is carried out by limiting meeting hours, as well as implementing strict health protocols. This policy divided students into study groups or schedules based on shifts, with the aim of limiting the number of students in one room (Kemendikbud, 2021b). This is in line with Pattanang et al., (2021) who explains that face-to-face learning planning needs to pay attention to several things that can be done at school, including: 1) Vaccinating all educators and education personnel at school; 2) Improving the immune system of students, educators, and education personnel; 3) Preparing facilities and infrastructure in accordance with health protocols. Prior to the implementation of limited face-to-face learning, the Ministry of Education and Culture has socialized and published a learning guide book during the pandemic. Then, according to the Kemdikbud (2020) that role of the learning team include 1) divide study groups and setting lesson plans for each group; 2) conduct arrangements for the layout of the room; 3) provide dividing boundaries and markers for the direction of corridors and stairs; 4) implement a bullying prevention mechanism for residents of education units who are stigmatized by COVID-19; 5) prepare all equipment for implementing health protocols. This face-to-face implementation applies the precautionary principle because it is related to the health and safety of the school community. Therefore, health protocol must be applied strictly in accordance with the limited face-to-face implementation rules. Limited face-to-face learning is a limitation of the number of students in one class. It is essential to regulate the number with a rotation system and a capacity of 50% of the normal number of students, parental approval, implementation of strict health protocols, education personnel have carried out vaccinations, as well as facilities and infrastructure support for the implementation of health protocols is available.

Face-to-face Learning (FFL) is limited to 2 hours of subjects for 1 shift, which also combines DL, so that FFL is carried out 2 to 3 times in 1 week. Each student performs FFL for 6 to 9 hours with an entry system made alternately with a pause of several minutes so that there is no build-up between students who will go home and those who will enter the classroom. According to www.kemdikbud.go.id, there are many obstacles faced by teachers and students during distance learning (online). This condition has an impact on teachers and students. The impact for teachers are; 1) they have difficulty managing learning and tend to focus on completing the curriculum, 2) learning time is reduced, so it is impossible for them to fulfil the teaching hours. Meanwhile, the impact for students are; 1) they experience a reduction in social interaction with their friends, 2) they complain about the excessive homework, 3) increased feeling of stress and boredom due to restrictions on activities while at school, 4) learning is dominated by teachers because of the delivery of dense learning materials. The research conducted by Nissa & Haryanto (2020) found the fact that teachers face several problems, including: limited learning time, and the technical implementation of learning is still ambiguous. However, learning activities already involve face-to-face interaction between students and teachers and the rest is done online. Thus, this study intends to measure the effect of limited face-to-face learning in the new normal era towards the learning motivation of elementary school students to obtain an overview to be used as a reference

and material for further improvement for schools and teachers during limited FFL adaptation in students' learning motivation in class.

2. METHODS

The research method used was quantitative research with *ex-post facto* approach. Nana argues that *ex-post facto* research examines causal relationships that are not manipulated or treated by the researcher (Budiman, 2018; Sappaile, 2010). This research was conducted on fifth grade elementary school students in the Gugus Alalak, North Banjarmasin, Indonesia. The population of this study was the fifth grade elementary school students, totaling 296 students. Sampling was done using random sample technique taken from 10 primary schools in Gugus Alalak, North Banjarmasin, Indonesia with a total of 183 students (100 male and 83 female students). Data collection was carried out by completing questionnaires conducted to students and interviews conducted to teachers. The questionnaire contains 15 statements regarding the effect of limited face-to-face learning in the new normal era on the learning motivation of elementary school students distributed via google form on October 3, 2021.

Students' learning motivation will grow from themselves (intrinsic) and from outside (extrinsic). The motivation indicators used in this study are from Uno (2013) which explain that the indicators of learning motivation can be classified as follows: 1) the existence of desire and urge to succeed, 2) the existence of encouragement and need in learning, 3) the existence of future expectations and ideals, 4) the existence of appreciation in learning, 5) the existence of interesting activities in learning, and 6) the existence of a conducive learning environment, so that it allows a student to learn to the fullest. Student learning motivation was measured using a Likert scale. The Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2019). The Likert scale on student learning motivation has four answer options including Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The students fill in the motivation scale only by putting a check mark (✓) in the answer columns that have been provided according to what they feel. The interview was in the form of a guide to examine the teacher's opinion about student learning motivation during limited face-to-face learning.

To obtain valid data questionnaires, validity and reliability tests were carried out. Validity test used SPSS 24. The data is included in the valid category if the value of $r_{count} > r_{table}$. Based on the calculation results, the r_{table} value was 0.1213 so that the 15 statements in the limited face-to-face learning questionnaire are included in the valid category. Meanwhile, the elementary school student learning motivation questionnaire resulted in 15 points so that it was valid. Furthermore, the reliability test can be said to be reliable if > 0.5 . In the limited face-to-face learning questionnaire, the results obtained were $0.812 > 0.5$ so that it was reliable. Meanwhile, the questionnaire on the learning motivation of elementary school students obtained $0.945 > 0.5$.

The data analysis techniques used in this research were descriptive analysis and inferential analysis. In descriptive analysis, the variable explained was the effect of limited face-to-face learning on the learning motivation of elementary school students. Meanwhile, in inferential analysis, there was a statistical prerequisite test before performing the regression test. Prerequisite tests include normality tests and linearity tests. In the normality test with Kolmogrov-Smirnov, the data is normally distributed if the significance value is > 0.05 , while in the linearity test, the data is linear if the significance value is > 0.05 . Then a simple regression test was conducted to determine whether the X variable had an effect on the Y variable or not. It has an effect if the significance value is < 0.05 .

3. FINDINGS AND DISCUSSION

Based on the results of interviews, it was found that students' learning motivation was low during online learning. This is evidenced that students were not enthusiastic when participating in online learning. In fact, there were students who did not do their own assignments during online learning. After the issuance of a limited FFL permit, limited face-to-face learning can increase students' learning

motivation. After the implementation of limited FFL by the government, the students are enthusiastic in learning directly at school which increases students' learning motivation.

Based on the results of descriptive statistical tests, questionnaires distributed to students related to limited face-to-face learning can increase their learning motivation. This is proven based on the results of the limited face-to-face learning questionnaire and learning motivation.

3.1. Overview of Limited Face-to-Face Learning on Students' Learning Motivation

Table 1. Statistics of Limited Face-to-Face Learning Questionnaire Results

Limited Face-to-Face Learning	Mean	47.19
	Min	28
	Max	60
	Std. Dev	7.067
	Vas	49.947
	Mode	46
	Median	46.00

Based on Table 1, the results of the limited face-to-face learning questionnaire given to 183 respondents obtained an average score of 47.19, a median of 46.00, and a mode of 46. The lowest score is 28 and the highest score is 60. This shows that the results of the statistical analysis of a limited face-to-face learning questionnaire on fifth grade elementary school students in the Gugus Alalak, Banjarmasin City, Indonesia has an average score which is in the Good category.

Table 2. Statistics of Student Motivation Questionnaire Results

Learning Motivation	Mean	43.23
	Min	34
	Max	58
	Std. Dev	5.164
	Vas	26.664
	Mode	38
	Median	43.00

Table 2 shows the results of the learning motivation questionnaire where 183 respondents obtained an average score of 43.23, a median of 43.00, and a mode of 38. The lowest score is 34 and the highest score is 58. This shows that the results of statistical analysis of learning motivation questionnaires during limited face-to-face learning on elementary class V students has an average score which is in the Good category.

3.2. The Effect of Limited Face-to-Face Learning on Students' Learning Motivation

Table 3. Kalmogrov-Smirnov Normality Test

			ANOVA Table				
			Sum of		Mean		
			Squares	df	Square	F	Sig.
Motivation * Limited Face-to- Face	Between Groups	(Combined)	13905.193	25	556.208	25.607	0.000
		Linearity	10195.857	1	10195.857	469.398	0.000
		Deviation from Linearity	3709.336	24	154.556	7.115	0.000
		Within Groups	3410.217	157	21.721		
	Total	17315.410	182				

Inferential statistical analysis shows the results of the Kolmogrov-Smirnov normality test with a significance value or P-value = 0.20 (sig value >), this indicates the data comes from a normally distributed population. For linearity test with a significance value or P-value = 7.115 (sig value >) which means that the data from each variable has a relationship.

Table 4. Regression Test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	10195.857	1	10195.857	259.209	.000 ^b
Residual	7119.553	181	39.335		
Total	17315.410	182			

a. Dependent Variable: Motivation

b. Predictors: (Constant), Limited Face-to-Face

Meanwhile, the regression test using a simple linear test showed a significance value of 259.209 with a criterion value of sig > (0.05), meaning that there is no effect of variable X (limited face-to-face learning) on variable Y (learning motivation). Thus, it can be concluded that there is an effect of face-to-face learning on the learning motivation of primary school students.

The implementation of face-to-face learning is relatively more effective because teachers and students can communicate easily and directly in the classroom. This is in line with Sandi's statement in Alfi et al., (2016) that blended learning takes place more meaningfully because the learning materials provided are designed to make it easier for students to understand. The implementation of blended learning is not only in face-to-face learning, but also during non-face-to-face activities with internet access. This gives an advantage for students to repeat or ask questions about material that is not clear.

Akbar also explained that face-to-face learning is a very decisive teaching ability of the teacher, for example mastery of the concept of subject matter and the learning environment (Nurlatifah et al., 2021). As a result, learning activities are in the form of an interaction process between students, learning materials, teachers, and the environment that can be measured through media, methods, strategies, and approaches (Rusman, 2016). Face-to-face learning is a set of planned actions based on learning rules in the form of an interaction process between students, learning materials, teachers, and the environment so that it is easier for teachers to evaluate student attitudes.

Having motivation to learn is very important, especially for students who study at school. The level of students' learning motivation will determine the quality of their behavior when doing the given task. The existence of learning motivation will encourage students to study harder and do the tasks given by the teacher, so as to produce positive and desired results (Cahyani & Efgivia, 2021). This is in line with Muhammad (2016) who stated that motivation is one of the factors that determine students' learning outcomes, in this case what makes the behavior in working or studying full of initiative, creativity, and directed.

In fact, students like learning that is done face-to-face even though it is carried out with a strict process. This results in increased student motivation in learning. Face-to-face Learning (FFL) during the COVID-19 Pandemic can be carried out effectively by paying attention to learning principles adapted to health and safety protocols to provide an overview of planning and the minimum requirements that Education units need to prepare before implementing FFL. To anticipate the loss of opportunity/interest in learning/learning motivation (learning loss) for students during the COVID-19 pandemic, a FFL policy is needed with various mechanisms and strategies according to the conditions of the education unit and the conditions of each region. However, the focus should be on the established health protocols (Kemendikbud, 2021a). Moreover, previously students studied online at home without interacting directly with teachers and their friends at school. This causes students to be bored in

learning. Learning saturation is a mental condition of a person who is experiencing boredom and fatigue resulting in a feeling of sluggishness and lack of enthusiasm to carry out learning activities. Students who have learning motivation are when they are active in the learning process by paying attention to the teaching and learning process and enthusiasm in participating in the learning process and can apply learning both for themselves and sharing with others (Prawanti & Sumarni, 2020).

It was concluded that the learning motivation of each student was different because it depended on the students themselves and the environment around them. Motivation must involve processes that provide energy and direction as well as maintain behavior to be able to follow the learning process properly (Yunikasari, 2014). Kompri in Bwarnirun & Santoso (2021) stated that motivation is a change in energy within a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals. Thus, the emergence of motivation is marked by a change in energy within a person that determines whether it can be realized or not. Motivation plays an important role in carrying out the learning process so that the students can solve the problems experienced during the learning process. They must also have a strong spirit and a sense of optimism to achieve learning goals properly. Therefore, learning motivation is a combination of motivational and learning components that are closely related to each other and cannot be separated so that with learning motivation students can understand learning properly.

4. CONCLUSION

Based on the results of the study, it can be concluded that there is an effect of limited face-to-face learning on the learning motivation of fifth grade students in Gugus Alalak, Banjarmasin, Indonesia. Students are more motivated when limited face-to-face learning takes place compared to online learning. The implications and potential results of this study are used to increase knowledge and as a relevant reference for researchers conducting similar research. Suggestions for other research can take more samples so that the research results are more accurate.

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