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Learning Motivation and Coping Stress On Online Learning Difficulties in Students

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Abstract

The purpose of this study was to determine: 1) The effect of learning motivation on learning difficulties in new students; 2) The effect of coping stress on learning difficulties in new students; 3) The effect of learning motivation and coping stress on learning difficulties in new students. A total of 93 new students Batch 2020 Faculty of Agriculture and Animal Husbandry Tjut Nyak Dhien University. The instrument used is a learning difficulty scale, a learning motivation scale and a stress coping scale. The data analysis used is assumption test and hypothesis test. The results show: 1) based on the assumption test, the research data proved normality, homogeneity and linearity; 2) there is a positive relationship and there is a significant influence between learning motivation on student learning difficulties during online learning, namely 51.4%; 3) there is a weak relationship and there is an effect of Coping Stress with the learning difficulties of new students which is very significant during the online learning period, which is 16%; 4) there is a positive relationship and there is an influence of Learning Motivation and Coping Stress with new students' learning difficulties during the online learning period of 58.6%.

Kata kunci:
Motivasi Belajar
Coping Stress
Kesulitan Belajar
Mahasiswa Baru

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui : 1) Pengaruh motivasi belajar terhadap kesulitan belajar pada Mahasiswa Baru; 2) Pengaruh Coping stres terhadap kesulitan belajar pada Mahasiswa Baru; 3) Pengaruh motivasi belajar dan Coping stres terhadap terhadap kesulitan belajar pada Mahasiswa Baru. Sebanyak 93 Mahasiswa baru Angkatan 2020 Fakultas Pertanian dan Peternakan Universitas Tjut Nyak Dhien. Instrumen yang digunakan adalah skala kesulitan belajar, skala motivasi belajar dan skala coping stress. Analisis data yang digunakan adalah uji asumsi dan uji hipotesis. Hasilnya menunjukkan : 1) berdasarkan uji asumsi data penelitian terbukti secara normalitas, homogenitas dan linieritas; 2) terdapat hubungan positif dan ada pengaruh yang siginifikan Antara Motivasi Belajar Terhadap Kesulitan Belajar Mahasiswa Pada Saat Pembelajaran Daring yaitu sebesar 51,4%; 3) terdapat hubungan yang lemah dan ada pengaruh Coping Stress dengan kesulitan belajar mahasiswa baru yang sangat signifikan pada masa pembelajaran daring yaitu sebesar 16%; 4) terdapat hubungan positif dan ada pengaruh Motivasi Belajar dan Coping Stress dengan kesulitan belajar mahasiswa baru pada masa pembelajaran daring sebesar 58.6%.

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INTRODUCTION

Corona Virus Disease – 2019 (Covid-19) is an infectious disease that spreads almost all over the world and has a very significant impact. All countries in the world have established social distancing and physical distancing policies to slow the spread of Covid-19. The World Health Organization (WHO) on January 30, 2020 also gave a recommendation to carry out social distancing with the aim of protecting those who are at high risk of contracting Covid-19 (Pakpahan, 2020)

Indonesia is one of the countries that follow the recommendations from the WHO, in which the government through the instructions of President Joko Widodo implemented a policy to close public places that allow crowds and physical contact to occur, one of which is within the scope of education. The policy is also contained in the Circular Letter of the Minister of Education and Culture (Mendikbud) Number 4 of 2020 concerning the implementation of Education in the Covid-19 emergency period. As well as the Circular Letter of the Minister of Education and Culture Number 3 of 2020 concerning Prevention of Covid-19 in Education Units, and Number 36962/MPK.A/HK/2020 concerning Online learning and working from home in order to prevent the spread of Corona Virus Disease (Covid-19) (Fitriasari , 2020)

Closing schools or campuses is the most effective step to reduce the spread of the virus to students. The closure of educational institutions itself is carried out physically, meaning that only school buildings or campuses are closed but learning activities and other administrative activities are still carried out remotely. The consequence of physically closing educational institutions is a change in the teaching and learning system. Managers of educational institutions, students and lecturers must migrate to digital or online learning systems, known as e-learning or distance learning systems.

Distance learning (PJJ) according to Moore, Dickson-Deane, and Galyen (2011) is a learning method that uses the internet network with connectivity, accessibility, flexibility and the ability to bring up various types of learning interactions (Sadikin, 2020). There are many ways to do online learning, you can use video-based applications such as zoom and youtube and you can also learn by using applications for chat such as google classroom and whatsapp. Each application has its own advantages and disadvantages (Dewi, 2020).

The change from face-to-face learning to online learning that is carried out suddenly makes learning unable to run optimally. As time goes by, distance learning has an impact on students' psychology. Students began to complain about several things such as network constraints, study time was not on schedule, limited understanding of the material, limited and wasteful data packages because they had to conduct online meetings through the Zoom application, difficult practice, even online learning that had just been done by students had been given a lot of assignments, until they arrived at the school. stress points will work on tasks that must be prioritized first (Simanjuntak, 2020). So with these obstacles students will experience learning difficulties in implementing distance learning.

According to Hammil (in subini, 2011), learning difficulties are various forms of real difficulties in listening, speaking, reading, writing, reasoning, or counting activities. The disorder is an intrinsic disorder which is thought to be due to central nervous system dysfunction. Learning difficulties can coexist with other disorders (eg sensory impairments, social and emotional barriers) and environmental influences (eg cultural differences or inappropriate learning processes). Meanwhile, Ahmadi and Supriyanto (2013: 77) argue that in a situation where students cannot learn properly, that is what is called learning difficulties. Based on the description above, it can be concluded that learning difficulties are everything that results in not smooth (slow) or someone's condition that is difficult in learning, understanding, mastering and capturing a lesson given by the teacher or lecturer.

Based on the results of existing research, it was found that by doing online learning students will find it difficult to learn. Students cannot study well, how can students learn well if the facilities related to online learning are not available. (Simanjuntak, 2020). Learning difficulties experienced by students also have an impact on decreasing their learning motivation. Therefore, lecturers should pay more attention to increasing student learning motivation. According to Selvi (2010) online learning is required to remain the same as offline learning conditions because there are differences in motivation in learning. Therefore, every learning technique must think about how to make every student motivated to learn even though it is not directly supervised by the teacher like when offline.

Each student has different learning motivations, as stated by Hamzah B. Uno (2009) said that there are 8 indicators of learning motivation, namely concentration, curiosity, enthusiasm, independence, readiness, enthusiasm or encouragement, never give up, and self-confident.

In addition to learning motivation to be able to reduce the impact of learning difficulties is to use stress coping methods. Students who use stress coping well are students who are able to master, reduce or minimize the problems they are experiencing. This is due to their ability to manage behavior to overcome the simplest problems that aim to free themselves from real and unreal problems (Lazarus, in Safaria and Saputra, 2009). Students who have low stress coping abilities are students who, when faced with problems, find it difficult and make less effort in overcoming the problems they experience fully (Ningrum, 2011).

Stress management is related to coping strategies, because one of the goals of coping is to defend oneself in the face of sources of stress (Harrington, 2013). Stress coping strategies that can be done by a person can be described as follows: 1) Active coping strategies, namely the process of taking active steps as an effort to move or get around the source of stress, as well as reduce the effects caused by the source of stress; 2) Planning strategy is an effort to think about how to deal with sources of stress; 3) Taking other actions to avoid stressors, namely efforts to avoid other things that are not related or can interfere with the coping process; 4) Finding the right time, namely waiting for the right opportunity to act and not taking action before the time that feels really right arrives; 5) Seeking social support, namely the behavior included in this coping strategy is seeking advice, assistance or information needed to overcome the source of stress.

Based on the theory and research studies that have been stated above, the problems of this research can be identified as follows: 1. Impact of online learning; 2. Increased stress; 3. Increased Learning Difficulties; 4. Decreased learning motivation; 5. The workload is increasing and the understanding of the material is less clear. The purpose of this study was to determine the effect of learning motivation and coping stress on student learning difficulties during the pandemic. So that the research hypotheses proposed are: 1. There is an influence of learning motivation on learning difficulties in students; 2. There is an effect of coping stress on learning difficulties in students; 3. There is a joint influence between learning motivation and coping stress on learning difficulties in students.

METHOD

Research Respondents

The population of this research is new students at the Faculty of Agriculture and Animal Husbandry, Tjut Nyak Dhien University, Medan in 2020 as many as 120 students, but this study involved as many as 93 new students as research samples. The sampling technique used was random sampling with the Slovin formula, namely 93 new students from the Class of 2020 were taken randomly.

Research Instruments

Learning Motivation Scale

The instrument in this study was taken based on the characteristics of learning motivation according to Uno (2016) which can be classified as follows: the existence of a desire and desire to succeed (3 items), the encouragement and need in learning (5 items) and the existence of interesting activities in learning (3 items) and the existence of a conducive learning environment (3 items). This scale consists of 14 items with five responses, namely 1 = strongly disagree and 5 = strongly agree. The learning motivation scale has good reliability with Cronbach's alpha value of 0.850.

Coping Stress Scale

The instrument in this study was taken based on aspects according to Lazarus and Folkam (in Safaria and Saputra, 2009) namely Emotion-focused coping (22 items) and Problem-focused coping (13 items). This scale consists of 35 items with five responses, namely 1 = strongly disagree and 5 = strongly agree. The learning motivation scale has very good reliability with Cronbach's alpha value of 0.933.

Learning Difficulty Scale

The instruments in this study were taken based on aspects of learning difficulties according to Mulyadi (2010), namely: Learning Disorder (5 items), Learning Disabilities (5 items), Learning

dysfunction (5 items), Under Achiever (12 items), Slow Learner (6 items). This scale consists of 33 items with five responses, namely 1 = strongly disagree and 5 = strongly agree. The learning motivation scale has very good reliability with Cronbach's alpha value of 0.920.

Research procedure

This implementation is carried out by carrying out various stages of research, including the following: First, before conducting research, the researcher first takes care of the administration related to the research to be carried out, namely taking care of a permit from the Master Program of the State Islamic University of North Sumatra to the Faculty of Agriculture and Plantation of the University Tjut Nyak Dien Medan. Second, pre-research, before determining the research problem to be studied, the researcher first collects data in the form of observations and interviews with the Faculty of Agriculture and Plantation, Tjut Nyak Dhien University Medan, which aims to uncover problems that arise in the Faculty. This pre-research was conducted in May 2020. Third, after the research problem was obtained, the researcher sought as many theoretical references as possible to support this research and studied the behavior of students' learning difficulties at the Faculty of Agriculture and Plantation, Tjut Nyak Dhien University, Medan. Fourth, the researcher adapts the scale that will be used for research. Fifth, the researcher distributed the scale to students. Sixth, After the data has been collected in accordance with the research needs, then the data is processed statistically by using formula calculations in Microsoft Excel and the computer program SPSS version 23.0 for windows.

Data analysis

The data of this study were analyzed to reveal the three hypotheses proposed, namely: Regression test to determine the contribution between learning motivation and coping stress on learning difficulties.

RESULTS

Characteristics of Research Respondents

Determining the categorization score of learning difficulties, learning motivation and coping stress based on Azwar (2012) revealed the results of calculating the mean ideal score and ideal standard deviation, the data was then clarified into three categories, namely: high, medium, and low with the following conditions:

If x : ≥ μ + 1.SD = high category
If x : between μ ± 1.SD = medium category
If x : μ – 1.SD = low category
Note : μ = mean empiric
SD = standar deviasi empiric

The results of the categories of learning motivation scores, coping stress and learning difficulties are as follows:

Table 1 ***Categorization of learning difficulty scores***

Category	Value Range	Frequency	Percentage
High	x ≥ 100,2	28	30,11%
Medium	77,6<x>100,2	51	54,84%
Low	x < 77,6	14	15,05

Most of the research respondents belong to the moderate category (54.84%) for the variable of learning difficulties.

Table 2. *Categorization of learning motivation scores*

Category	Value Range	Frequency	Percentage
High	x ≥ 61,75	17	18,28%
Medium	49,89<x>61,75	59	63,44%
Low	x < 49,89	17	18,28%

Most of the research respondents belong to the medium category (63.44%) for the variable of learning motivation.

Table 3. Categorization of coping stress scores

Category	Value Range	Frequency	Percentage
High	x ≥ 145,48	12	12,90%
Medium	119,1<x>145,4	65	69,89%
Low	x < 119,1	16	17,20%

Most of the research respondents belonged to the moderate category (63.44%) for the stress coping variable.

Assumption Test Results

Homogeneity Test

Homogeneity test for variables of learning motivation, coping stress and learning difficulties with the chi square formula.

Table 4. *Homogeneity Test*

Variable	S^2	B	χ^2 count	χ^2 table	Decision
X_1 on X_4	258,01	163,99	25,33	88,25	Homogen
X_2 on X_4	309,63	124,54	30,64	67,50	Homogen

Based on the results of the summary analysis of homogeneity in the table above, it can be said that the sample in this study is homogeneous, which means that the sample has the same empirical character as the problem being studied.

Linearity Test

Table 5. Linearity Test of Learning Motivation on Learning Difficulties

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	2020,94	23	87,88	0,895	0,603
Residual	6672,67	68	98,12		
Total	17873,16	92			

From the table above, it is obtained that Fcount < Ftable (0.895 <3.95). Because Fcount is smaller than Ftable, it can be concluded that there is a significant relationship between the variables of learning motivation and learning difficulties.

Table 6. *Coping Stress Linearity Test on Learning Difficulties*

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	10081,87	53	190,22	1,464	0,110
Residual	4935,91	38	129,89		

Total	17873,16	92

From the table above, it is obtained that Fcount < Ftable (1.4645 <3.95). Because Fcount is smaller than Ftable, it can be concluded that there is a significant relationship between the variables of learning motivation and learning difficulties.

Normality test

Normality test for variables of learning motivation, coping stress and learning difficulties was carried out using the Lilifors test. The results can be seen in table 7.

Tabel 7. *Normality Test*

Variable	Lilifors L_o Value	L_{table}	Decision
X_1 on Y	0.086	0.092	Normal
X_2 on Y	0.088	0.092	Normal

The results of the normality test for learning motivation variables, coping stress and learning difficulties can be said to be normally distributed.

Hypothesis Test Results

Hypothesis 1: There is an effect of learning motivation with learning difficulties in students.

Based on the results of the regression test showed that there was a significant influence between learning motivation and learning difficulties (β = .717, p < .001). Furthermore, based on the determinant coefficient (R2), learning motivation affects learning difficulties by 51.4%. This proves the hypothesis proposed in this study is acceptable.

Table 8. *Pearson's Product Moment Correlation between learning motivation and learning difficulties*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.717[a]	.514	.508	9.774

Hypothesis 2: There is an effect of Coping Stress with learning difficulties in students.

Based on the results of the regression test showed that there was a significant effect between coping stress on learning difficulties (β = .400, p < .001). Furthermore, based on the results of the determinant coefficient (R2), it is obtained that 16% of the coping stress variables affect learning difficulties. This proves the hypothesis proposed in this study is acceptable.

Table 9. *Pearson's Product Moment Correlation between learning motivation and learning difficulties*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.400[a]	.160	.151	12.846

Hypothesis 3: There is an effect of Learning Motivation and Coping Stress with learning difficulties in students.

Based on the results of the regression test showed that there was a significant influence between learning motivation and coping stress on learning difficulties (β = .273, p < .001). Based on the results

of the determinant coefficient (R2) obtained from the variable of learning motivation, coping stress affects learning difficulties by 58.6%. This proves the hypothesis proposed in this study is acceptable.

Table 10. *Pearson's Product Moment Correlation between learning motivation and learning difficulties*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756[a]	.586	.576	9.071

DISCUSSION

Motivation plays an important role in the world of education and teaching and learning process, because motivation affects a person's behavior which includes what, when, and how students learn. Students who are strongly motivated have a lot of energy to carry out learning activities. The student shows interest, attention, and enthusiasm in carrying out learning activities, trying to succeed, pursuing assignments, and using effective learning strategies. Sardiman (2011) states that learning motivation is the overall driving force that creates a desire to learn, which ensures the continuity of learning activities and gives direction to learning activities so that the goals desired by the learning subject can be achieved. Someone with high learning motivation will be encouraged to study hard and study hard, so that the higher a person's learning motivation, the lower the person's learning difficulties.

Based on the results of statistical analysis showed the variable of learning motivation (X1), it is known that most students have learning motivation in the medium category (63.44%). The influence of learning motivation has an impact on the ability of students to overcome learning difficulties. This is confirmed by research conducted by Torppa, et al. (2019) which emphasizes the importance of learning motivation in overcoming difficulties in reading comprehension.

For the Coping Stress variable (X2), it is known that 65 students (69.89%) have moderate category of coping stress, meaning that the better the student's coping stress, the lower the learning difficulties experienced by these students. The efforts or efforts of students to go out or find solutions to online learning problems have also been proven by Osman's research (2020), that the role of the teacher is very helpful for students to overcome their learning difficulties. In addition, the positive benefits of coping with stress include increasing self-efficacy (Ersan et al, 2018), reducing academic stress (Park & Kim, 2018), strengthening resilience (Denovan & Macaskill, 2017).

Lazarus and Folkman (in Safaria and Saputra, 2009) define coping as a process in which individuals try to manage the distance that exists between demands, both demands that come from individuals and those from the environment and the resources they use in their life. deal with stress. Based on the results of the study in general, it shows that there is an influence of learning motivation and coping stress on student learning difficulties during the online learning period. The absence of research related to the role of learning motivation and coping with stress on learning difficulties during the pandemic, especially for new students, is the novelty of this research. Considering that new students are a developmental phase where a teenager goes to the next phase of development, namely early adulthood and has the responsibility of not only acting as a student but also as an early adult, so that he is considered capable of being independent and solving problems.

CONCLUSION

These results have proven that partially there is a significant influence between learning motivation on new students' learning difficulties during online learning. This means that the higher the student's learning motivation, the lower the student's learning difficulties. Likewise, there is a significant influence between coping stress on student learning difficulties during online learning, meaning that the higher the use of coping stress on students, the lower the learning difficulties experienced by these students.

Simultaneously, learning motivation and coping stress have a significant influence on students' learning difficulties during online learning. This means that the higher the motivation to learn and the

use of good stress coping by students, the more capable the student is to overcome difficulties in learning, and vice versa.

Research Implication

The implication in this study is the importance of learning motivation and coping with stress that students must have in facing difficulties in learning, especially in online learning today, by means of students having to be more active in doing positive activities, for example by watching motivational events both online and offline events and You can watch via videos on Youtube. Furthermore, the way that stress coping can run optimally in dealing with learning difficulties is that students can form groups both online through existing social media groups, so that communication in completing learning is more active and good. The results of this study also have positive suggestions for future researchers, namely considering the number of problems encountered by students during online learning, it is possible to vary the research variables based on external factors, such as the role of social support, and the importance of involving demographic factors (eg age, family factors) in have a positive impact on students.

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