

## Student Motivation in Online Learning for Advanced Civics Courses

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### ABSTRACT

Implementing a distance learning system has resulted in all teaching and learning activities innovated with online learning that can be accessed via distance. In this case, students certainly experience different difficulties and challenges. The encouragement and motivation from students to keep the spirit of following the lesson will determine the success of learning. This study aims to determine students' motivation to learn in online learning for advanced Civics courses at the PGMI study program at UIN Sunan Kalijaga Yogyakarta. This type of research is descriptive qualitative research, and the subject is students in the Advanced Civics course, totalling 33 students. Data collection techniques in this study were interviews and questionnaires. The data analysis technique uses an interactive model of Miles's theory; Huberman and Saldana analyze data in three stages: data condensation, presenting data (data display), and drawing conclusions or verification (conclusion drawing and verification). The results showed that the Advanced Civics Study Program students at the PGMI UIN Sunan Kalijaga Yogyakarta had high motivation, obtaining 72.66%. This means that even though students have undergone online lectures with a distance learning system for 4 semesters, it does not affect students' motivation to continue learning, even though there are several obstacles during the process. The results showed that the Advanced Civics Study Program students at the PGMI UIN Sunan Kalijaga Yogyakarta had high motivation, obtaining 72.66%. This means that even though students have undergone online lectures with a distance learning system for 4 semesters, it does not affect students' motivation to continue learning, even though there are several obstacles during the process. The results showed that the Advanced Civics Study Program students at the PGMI UIN Sunan Kalijaga Yogyakarta had high motivation, obtaining 72.66%. This means that even though students have undergone online lectures with a distance learning system for 4 semesters, it does not affect students' motivation to continue learning, even though there are several obstacles during the process.

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## 1. INTRODUCTION

Technology in its development has become potential in various fields, especially in education, so it must be responded to positively and adaptively in responding to the challenges of the 21st century, which is full of complexity (Gamar et al., 2018). The role of technology in education for the learning process is not only as a medium or tool but also as a communication tool between educators and students who interact and influence each other (Sudarsana et al., 2019). Educators must understand technological developments to apply to Education 4.0 (Anaelka, 2018). Learning using technology is not limited to classrooms, but with the help of technology, learning can be done remotely. Distance learning has recently become a trend because the world is facing a pandemic due to Covid-19. The impact of this pandemic has led to various policies aimed at minimizing the spread of the COVID-19 virus in Indonesia. One of the efforts made by the government is to apply an appeal to the public to carry out physical distancing, namely an appeal to maintain distance between people, stay away from activities in all forms of crowds, associations, and avoid gatherings that involve many people (Siahaan, 2020).

Responding to this appeal resulted in online learning being established at all education levels, including tertiary institutions. One of the universities that implement online lectures is UIN Sunan Kalijaga Yogyakarta. Online learning is beneficial in helping to provide access to learning for everyone (Mather & Sarkans, 2018). This is seen as practical to apply, especially in higher education. Online learning is designed in such a way for each subject, one of which is the Advanced Civics course in the PGMI Study Program. Citizenship Education (PKn) is a subject that aims to form students' character according to the nation's personality (Anatasya & Dewi, 2021). The characteristics of Civics subjects are developing students' cognitive, affective, and psychomotor competencies, emphasizing the development of the affective domain (Priyanto, 2022). In order to build the affective ability of students, sufficient cognitive competence is needed in building the insight and knowledge of prospective educators about Civics material (Magdalena et al., 2020). Therefore, prospective educators must be intelligent, have morals and be helpful to the community and prospective students who will be forgiven later. In addition, prospective educators must have high motivation to support their success.

According to Sardiman (2012), motivation comes from the word motive, defined as an effort that encourages someone to do something. Hamzah B. Uno (2011), learning motivation is internal and external encouragement to students who are learning to make changes in behaviour, generally with several indicators or supporting elements. Schunk emphasized that motivation is closely related to learning because motivation and learning can influence each other (Schunk, 2012). Motivation can influence what and how they learn. When students learn and gain confidence and experience that they get and feel changes in themselves, they are motivated to continue to follow the next learning process. Slavin (2018) asserts that students who are not academically motivated to learn will not learn. For this reason, researchers in the world of education need to study how students motivate online learning, primarily when learning activities are carried out during the Covid-19 pandemic (Fitriyani et al., 2020).

Based on preliminary research conducted in class 4A in the Advanced Civics course, it was found that there was a lack of student motivation to attend the lecture. It is evident from several meetings that students are still not enthusiastic both in expressing opinions, answering questions, and lack enthusiasm for taking part in ongoing lectures, which means students tend to be passive in participating in learning, so Civics is felt as a difficult lesson to accept. One of the success factors in learning is related

to students' motivation. Another factor that causes a decrease in students' motivation to learn is the right time to study. 61.1% of students admit that it is difficult to find the right time to study at home (Cahyani et al., 2020). stated that a less conducive family social environment causes students to be unable to focus on learning, so there must be cooperation and parental support so that students can continue to study in peace. During the COVID-19 pandemic that has hit the world, this is not an excuse for students not to have high learning motivation, although deficiencies are found in practice (Fitriyani et al., 2020).

It can be concluded that student learning motivation is one factor that determines the success of learning and creates quality students. In line with UIN Sunan Kalijaga's determination to produce quality graduates, this determination would be accompanied by efforts to increase student motivation, especially in Advanced Civics. The introduction of Civics is a very urgent matter, which requires students to develop ideas, find something new and train themselves in real situations as members of society in a very complex life, namely society, nation and state (Rusdiana & Nugroho, 2020). However, in reality, it is still not following what is expected because there are still students who lack the enthusiasm to learn. Based on this description, this study aims to improve the quality of online lectures (on the network) by knowing student motivation for online learning in Advanced Civics courses so that input can be obtained to formulate appropriate policies to improve it.

## 2. METHODS

This research is a type of descriptive qualitative research approach. Sugiyono (2019) stated that the qualitative research method is based on the philosophy of postpositivism, used to examine the condition of natural objects. Descriptive qualitative research intends to understand a phenomenon about what is experienced by the object of research (Tohirin, 2012, p. 3). Descriptive research is also carried out to develop the broad goals of science, usually to develop the basic science of problems in explanation (Maolani & Cahyana, 2016). The subjects of this study were undergraduate students in the fourth semester of class A who took the Advanced Civics Education course in the PGMI study program at the State Islamic University of Sunan Kalijaga Yogyakarta, amounting to 33 students. Data collection techniques in this study used interviews and questionnaires. The interview is a conversation between two or more people whose questions are asked by the researcher to the subject; in this case, the researcher obtains data related to student learning motivation. In contrast, the questionnaire determines the percentage of students' motivation level. The research instruments used were questionnaire data or learning motivation questionnaires and interview results.

The questionnaire contains statements about student motivation in online learning. The questionnaire consists of 10 statement items containing 5 indicators of learning motivation proposed by Sardiman and then distributed by researchers using Google. The assessment of this questionnaire uses a Likert scale. A Likert scale is a tool for measuring a person's attitudes, opinions, and responses to social phenomena that occur. While the data analysis uses qualitative data analysis techniques, the interactive model of the theory of Miles, Huberman and Saldana analyzes data in three stages: data condensation, presenting data (data display) and drawing conclusions or verification (conclusion drawing and verification). Sugiyono, (2019). Test the validity of the data using triangulation.

Table 1. Likert scale

Rating Category	Research Scale
Often (S)	4
Sometimes (KK)	3
Rarely (J)	2
Never (TP)	1

Table 2. Likert scale

Percentage of Student Learning Motivation	Interpretation
<20.00	Very Low Motivation
21.00 – 40.00	Low Motivation
41.00 – 60.00	Enough Motivation
61.00 – 80.00	High motivation
81.00 -100	Very High Motivation

Source: Rudiwan, 2013; Nasrah, 2020

### 3. FINDINGS AND DISCUSSION

Students of the 4th semester of Advanced Civics have undergone online learning for two years, from the beginning of their study to the present. Students have the drive to carry out learning activities in higher education to achieve their learning goals. The level of learning motivation of students in the Advanced Civics Study Program semester 4 class of 2020, in general, can be seen in the diagram below:

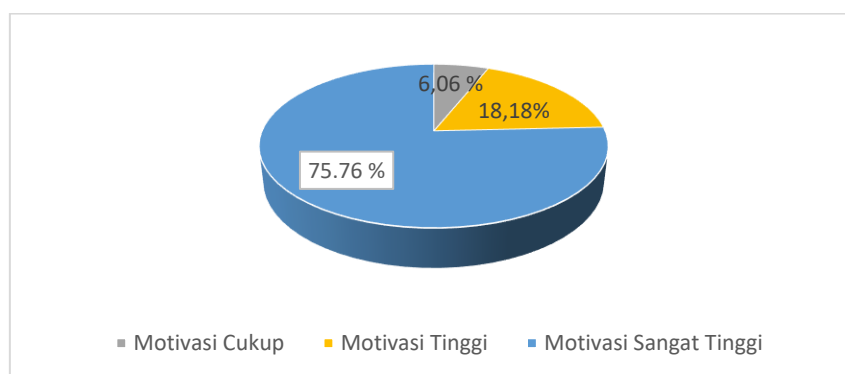


Image 1. Student Learning Motivation Percentage Diagram

Figure 1 above shows the results of the overall percentage of student motivation in the Advanced Civics course, which is known that 75.76% of students have very high motivation, 18.18% of students have high motivation, and 6.06% of students have motivation. Enough. The deficient categories get 0%. This can be interpreted that the 33 students in the Advanced Civics Study Program PGMI UIN Sunan Kalijaga class have very high learning motivation. If the level of student motivation is analyzed according to the motivational aspect, a table can be made as follows:

Table 3. Results of Analysis of the Percentage of Learning Motivation Questionnaire

Indicator	Percentage	Category
Persevere in the face of the task	72.27	High motivation
Resilience in the face of adversity	72.6%	High motivation
Interest in various problems	65.67	High motivation
Get bored quickly on routine tasks	71.94	High motivation
I prefer to work independently	80.85	Very high motivation
Average	72.66	High motivation

Based on Table 3, the results of the calculation of the percentage of each aspect in each indicator of learning motivation and the overall average and its interpretation can be seen. The first indicator is persistence in learning to get a percentage score of 72.27%, which is included in the category of high motivation. Based on the respondents' responses to the questionnaire statements, it can be concluded

that students with high motivation can do assignments simultaneously, do not procrastinate in learning and learn with online lecture conditions. Students do this diligently in dealing with learning on campus and at home. Scheduled learning at home shows students' diligent attitude wherever they are (Ratnasari et al., 2020). Although academic assignments are burdensome, students can complete them well and diligently.

This statement was reinforced by the results of interviews with several students who were resource persons, where two students stated that they could still do their assignments seriously when online, while one resource person said that they continued to work but had a desire to take offline lectures quickly. Correspondingly, the research results by Nalle et al. (2020) stated that online lectures give more time to prepare so that students remain diligent in doing online assignments even though the assignments are given simultaneously. Persistence in learning is determined by learning motivation; therefore, learning motivation provides more encouragement and energy for students to maintain the continuity of the learning process to achieve the specified goals (Wibowo et al., 2022). Furthermore, Sari (2018) argues that the indicator that shows that students have very high motivation with the frequency and persistence of completing tasks is almost 100% which is intrinsic motivation. Intrinsic motivation is a desire in a person to be competent and to do something for the sake of the effort itself. The stronger the intrinsic motivation you have, the more you show assertive behaviour to achieve goals (Santrock, 2010).

The second indicator is tenacity in facing difficulties in obtaining a percentage score of 72.6%, and the results are included in the category of high motivation. Tenacious facing difficulties is interpreted as the actions and attitudes of students when faced with learning activities that are difficult for them. Based on the respondents' responses to the questionnaire statements, it can be concluded that most of the students are still enthusiastic about completing the tasks given by the lecturer. This is reinforced by the results of interviews with several students who are resource persons, and students state that they always try to overcome the difficulties that exist in online learning. Students are always tenacious when faced with difficulties when learning online. When working on difficult questions, students with perseverance tend to be more tenacious in dealing with these difficulties. This statement is in line with the research results of Nasrah, A. Muafiah (2020), which states that students remain tenacious in encountering difficulties during online learning. A tenacious person faces difficulties based on a strong internal motivation to answer questions and his desire to excel successfully. Khodijah (2018) adds that internal motivation can be raised due to curiosity, wanting to try, and a desire to advance in learning.

The third indicator, showing interest in various problems, gets the lowest score among the other four indicators, which is getting a percentage score of 65.67%, which is included in the high motivation category. Taneo et al. (2019) concluded that the achievement of this indicator is seen from the attitude of students who always listen to every explanation from the lecturer and will ask if there is something that has not been understood. One of the elements related to motivation is the presence of reactions, including asking questions (Hamalik, 2008; Taneo et al., 2019). These results align with research Nasrah, by A. Muafiah (2020), which states that students with high motivation are students who like to find and solve problems. This is reinforced by the results of interviews with several students who became resource persons stating that students always try to find solutions to the learning problems they experience and do not hesitate to ask the lecturers when they find problems in doing assignments.

In the fourth indicator, namely interest in various problems, the percentage score of 65.67% is included in the category of high motivation. The fourth indicator is getting bored quickly on tasks that routinely get a percentage score of 71.94%, which is included in the category of high motivation. This study's results align with research conducted by Susana et al., (2021) which states that students who have high motivation will quickly get bored with repetitive things, so they are less effective. Students with high motivation will feel bored with repetitive tasks and less varied learning methods (Ningsih & Putri, 2021). In this case, the lecture process carried out by lecturers and students during online learning should first be designed with a plan that is not fixed using only one method. Lecturers must use various methods to attract students' attention so that students do not feel bored.

The fifth indicator that is happy to work independently obtained a percentage score of 80.85%, included in the category of very high motivation. Based on the respondents' responses to the questionnaire statements, it can be concluded that overall, students in the Advanced Civics Education course at the PGMI UIN Sunan Kalijaga study program prefer to work independently. These students do not depend on their friends to do lecture assignments and believe they can do their assignments well and correctly (Ningsih & Putri, 2021). This can be seen in students entering 2020, who have carried out online learning for two years and have their study schedule at home, so they can manage their time well studying. Students have high learning motivation to do things independently and carry out learning independently. In line with research results Words & Grace (2020) concluded that online learning during the COVID-19 pandemic had flexibility in its implementation and could encourage the emergence of independent learning and motivate students to be more active in learning. Furthermore, Hasanah et al. (2020) stated that in online learning during the COVID-19 pandemic, student activities were in a reasonably good category.

Strengthening this explanation, the conclusion from interviews with several students stated that when learning online, students carried out independent learning, one of the factors was influenced by the Covid-19 atmosphere, which required students to study from home. In addition, with online learning, one student stated that he likes to study independently because he likes to be alone. Students with high motivation will have high independence when learning is shown through strategies and initiatives in learning. Chairani (2017) argues that these strategies and initiatives arise because of motivation (Fitriani et al., 2020). This statement follows Santrock (2010) opinion, which states that motivation will provide enthusiasm, direction, and persistence in doing something.

Based on the recapitulation results of 5 indicators with an average percentage score (72.66%) in the high category. So it was concluded that high student motivation appeared to be seen from indicators of learning motivation such as perseverance in doing assignments, being tenacious in facing difficulties, being interested in various problems and solving them, being happy to work independently, and being bored with routine tasks.

The high research results on student motivation when learning online cannot be separated from the supporting factors. Supporting factors are the driving force for implementing the online lecture process to achieve the desired goals, including support from the campus, a collaboration between students and lecturers, and continuous communication so that students can understand the material well (Wibowo et al., 2022). This statement follows the results of interviews with 1 student who stated that the existence of online learning encourages students to continue to explore various kinds of technologies that support learning. In addition, online learning makes the implementation flexible because learning can be done anywhere.

In addition, the most common problems encountered in online learning are signal constraints which are the primary support in implementing online learning activities. This often happens when lecture activities occur, with obstacles that occur both from the lecturers and students, which sometimes make students not enthusiastic and motivated to participate in online learning. Motivation is essential in teaching and learning activities because the presence of motivation can encourage students' enthusiasm for learning, and conversely, a lack of motivation will weaken the spirit of learning (Amalia et al., 2021). Learning motivation is integrity in learning (Sarmiarti et al., 2018; Nalle et al., 2020). If students are motivated, the learning outcomes will be more optimal. High learning motivation must be instilled in students to achieve higher achievements.

#### 4. CONCLUSION

Based on the results of this study, it can be concluded that the learning motivation of students taking Advanced Civics courses at the PGMI UIN Sunan Kalijaga Yogyakarta as a whole has a high motivation of 72.66%. This can be seen from the average percentage of online learning motivation students obtained from a questionnaire with indicators of learning motivation. This score includes the high of 33 students who have high motivation. Reinforced by the results of interviews with selected

students, it was found that online learning was able to make students independent in learning, although there were still obstacles experienced such as network problems, a less conducive atmosphere and other factors.

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