Enhancing Student's Motivation Through Spada Moodle E-Learning

Azizah Husda[1], Yola Asmoro[2], Meilan Simanullang[3], Nur Lestari Br. Situngkir[4]

[1,2,3,4] Universitas Prima Indonesia
Email: azizahhusda@unprimdn.ac.id, **asmoroyola@gmail.com**,
meylan.simanullang@gmail.com, taryynls07@gmail.com

Abstract:

This research is intended for English language education students who are doing bold learning during the covid-19 pandemic. Learning that should be done face-to-face must now be oriented to distance learning. Circumstances that require students to use internet network technology, namely the use of SPADA MOODLE E-learning, SPADA MOODLE E-learning is a site that has been provided for students to take bold learning. In this study, the researcher used a descriptive qualitative method by distributing a questionnaire in the form of a google form to make it more accessible to students. This study aims to determine student motivation in participating in bold learning during the covid-19 pandemic. This research is expected to provide evaluations from various organizers who are brave in higher education, especially those involving increasing the learning motivation of English education students.

Keywords: *Online Learning, Spada Moodle E-learning, Study Motivation*

INTRODUCTION

Currently the world is experiencing lots of difficulties in every sector of living caused by the pandemic. Education also affected greatly which causes a lot of change and adjustment in order to keep up with the demand and needs of every learner. In this condition everything is replaced with online media. (Kemendikbud, 2020) issued a Circular Letter on Learning Online and Working from Home in order to Prevent the Spread of Covid-19. Learners are not in school holidays but replace the method of defense with network-based learning (online)E-learning is the latest learning model in world of education that is able to overcome the limitations of space that have been this is a weakness of conventional learning models (Hasan,2020). But this sudden change in the use of learning models can have an impact on descreasing student interset in participating in learning. In fact, interest is the main motivational device in generating motivation passion for student learning within a certain period of time (Friantini&Winata2019)According to Moore, Dickson-Deane, &Galyen (2011) quoted byAliSadikin, et al.(2020) suggest

that online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Research conducted by Zhang et al., (2004) shows that utilizing the internet and multimedia technology can overhaul the way knowledge is delivered, and can also be an alternative to learning carried out in traditional classrooms. In addition, Kuntarto (2017) also said that online learning is a learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet. Where in its life requires the support of mobile devices, such as smartphones or adroid phones, laptops, computers, tablets, and iphones that can be used to access information anytime and anywhere (Gikas& Grant, 2013)

All learners and educators are required to change their teaching or learning routine to include online learning and utilize technology to support the learning process. In this pandemic, online learning is very helpful in reducing the spread of the virus and maintaining the safety of many people. During online learning at Universitas Prima Indonesia, students are facilitated with a special site for the learning process called SPADA MOODLE. This is an online learning system which contained features that have been neatly arranged, ranging from teaching materials in the form of texts, videos that will be subject matter for students, and there is also a presence and discussion room. SPADA MOODLE also provides a pretest and a posttest that has been provided with time limits. This can help students build self-discipline when attending lectures. This highlights the positive side for students who make good use of technology. This condition greatly affects student motivation during the online learning process. There are some differences in student motivation before and after COVID-19.
The condition of the student environment greatly affects student motivation during the learning process there are several factors that affect the motivation of English education students before covid-19, among others, environmental factors or social factors, the student environment can be in the form of natural conditions, university environment and friends association. With a safe environment and good association, the spirit and motivation of learning are strengthened.

There are several strategies for increasing learners' motivation. The reporting of student learning outcomes is one of them. Fadilah (2020) discovered that students had greater motivation when undertaking online learning by broadcasting their learning outcomes on social media in the form of flashing pictures, video captions, or phrases that promote student learning spirit as the results of their work. In addition, instructors express gratitude to parents. The parents who have taken the time to accompany their children to school. As a consequence, parents can keep track of their children's improvement. Students can return to school and resume their studies as they did before the pandemic. According to Rahmad (2008:14), persuasive communication with students, whether in groups or individually, is essential. Persuasive communication is the process of influencing people's attitudes, actions, and decisions. Psychological manipulation has the ability to affect someone's actions. It causes a person's conduct to shift against their will. Rahmad and Barata (2003:70), on the other hand, refer to communication. Persuade is transformed into an invitation or persuasion. As a result, someone will act appropriately. His research has demonstrated that there is a greater incentive to learn in comparison to what communicators in Suryaningsih (2020) expect. Students are more likely to respond in a group when professors utilize persuasive communication tactics, whether in a group or individually. Handing on tasks directly or posting them to WhatsApp or

Telegram has dramatically enhanced students' enthusiasm to learn.

Non-social factors, this factor comes from the physical condition around students including the circumstances during the learning process, namely classroom conditions and learning facilities. In the pre-covid-19 students have an external motivation, here students have motives to be active that are influenced by external stimuli or encouragement, previously English students actively participated in competitions held on campus and off campus such as attending English debates, speech competitions and making english short films. From the existence of the race makes the desire and desire to succeed, the desire to succeed in learning is generally called the motive of achievement. Where the motive of achievement is the motive to succeed in doing a task or work. A student who has high-achieving motivation tends to complete his task quickly without procrastinating.

At the time of covid-19 student motivation to do the learning process using SPADA is that students are more disciplined in managing time because the feature of filling the presence that is limited in time makes students disciplined to fill the presence and do pre tests and post tests that have been provided time, students shoot clues to fill the presence also makes students motivated to read the material that has been provided first, This online learning makes it easy for students to access materials when and wherever easily.

Problems Identification

Based on the background of the study, the problem of the study was stated as the following:
1. There was a difference in student motivation prior to and after the Covid-19 epidemic.
2. In the final semester, there was a drop in student motivation.

Research Problems

Based on the background of the problems that have been outlined above, the formulation of the problem used as research material is as follows:
1. How is the student's motivation enhanced through spadamoodle learning?
2. What are the strengths and weaknesses of using spadamoodle learning?

The Objective of The Study

Based on the above research problem, the researcher formulates the objective problem is:
1. To increase students' learning motivation in the learning process using SPADA MOODLE E-Learning.
2. To learn about the benefits and drawbacks of utilizing Spada Moodle learning.

Scope of Study

Based on the identification of the problems mentioned above, then;
The research focuses on UNPRI students, especially those in their third, fifth, and seventh semesters. The researcher decided to designate the research subject to students who have experienced both conventional and online learning sessions. In this study, researchers focused on examining the use of SPADA MOODLE E-learning in listening course.

Significance of the Study

The value of employing SPADA MOODLE E-Learning as a medium for online learning is theoretically demonstrated by the findings of this study. The findings of this study will aid lecturers in making better use of an online platform and online teaching style, such as SPADA MOODLE. In practice, this study serves as a benchmark for other researchers who are conducting similar research.

METHODOLOGY

This study uses classroom action research, using a research design by Kemmis and McTaggart that consists of four actions, namely: (1) planning, (2)

acting, (3) observation, and (4) reflecting (PAOR). In this study, researchers used two cycles in obtaining data, namely cycle one and cycle two.

Data and Data Source

The data in this research shows how to increase students' motivation through SPADA MOODLE E-learning. The data for this study came from semester 3,5 and 7 students from the English Education Department at Universitas Prima Indonesia.

Research Instrument

The research instrument is used to collect research data. The instruments that the researcher must understand are planning, action, observation, and reflection. After that, the researcher made a report. There are two types of research instruments used by researchers, namely: Interview

An interview is a method used by researchers to get answers from respondents by means of one-sided questions and answers. According to Esterberg in Sugiyono (2015: 72), an interview is a meeting conducted by two people to exchange information or an idea by means of questions and answers, so that it can be reduced to a conclusion or meaning on a particular topic. In this case, the researcher will prepare several questions related to increasing students' learning motivation by using SPADA MOODLE E-learning during online learning. Then the researchers included the questions in the form of a questionnaire and they would be distributed through the Google form. The types of questions used by researchers are open-ended and closed-ended.

Observation

Observation is a research instrument that is used to obtain facts that occur in an object being studied, either directly or indirectly. According to Riyanto (2010:96), "observation is a data collection method that uses direct or indirect observations."In this study, researchers used two types of observation, namely pre-observation and post-observation. In pre-observation, the researcher examined the weaknesses and advantages of using SPADA MODLE E-learning during learning during the pandemic. In the pre-observation, the researcher used an interview via Google Form. In post-observation, the researcher investigated whether students' learning motivation was increased by using SPADA MOODLE E-learning during online learning. At this stage, the researcher uses an interview via Google form to get the results of the respondents' answers.

Data Procedures

Based on the research described previously, the CAR design or model used is the Kemmis and McTaggart research model, which includes the following steps: 1. Planning, 2. Action, 3. Observation, 4. reflection. In this study, the researcher used two cycles in observing the object to be studied, namely increasing student learning motivation through SPADA MOODLE E-learning during online learning.
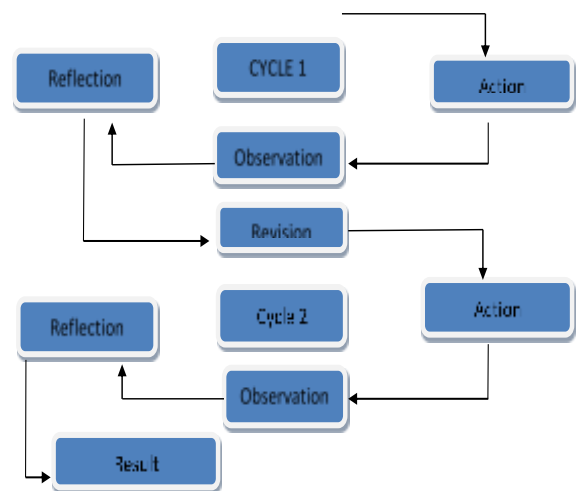
Picture 1. The step of Research
The picture is the classroom action research cycle model according to Kemmis and McTaggart.
Miles and Huberman as follows
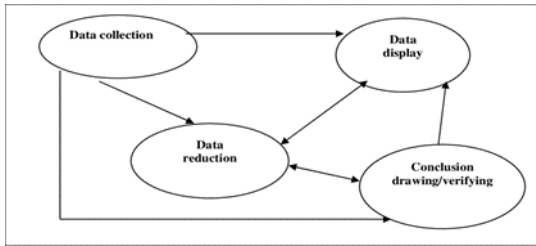
Picture 2. Cycle model according to Kemmis and McTaggart

Picture data analysis based Miles and Huberman

1. Data Collection

Researchers collected data, namely observation and surveys. In this process, the researcher conducted 30 respondents from semesters 3,5, and 7 of the faculty of teaching and education at Universitas Prima Indonesia. By giving open and closed questions

2. Data Reduction

At this stage, the researcher has obtained sufficient data. Therefore, the researcher made a summary and notes. Reducing data means that the researcher summarizes and selects critical things and focuses on the objectives to be obtained. A process that makes it easier for researchers to make it easier for researchers to obtain research results.

3. Data Display

After reducing the data, the next step is to present the data. In qualitative research, the data is presented in the form of tables and narratives. This is intended to assist researchers in getting an overview of research results.

4. Drawing conclusion

Conclusions are drawn from the research process carried out. At this stage, the researcher collects the research results. The conclusions drawn are carried out in two processes. First,making temporary conclusions because at the time the research was taking place, the researcher got additional data. Second, Drawing conclusions: after all the data has been collected.

RESULT AND DISCUSSION

This study aims to determine the level of student learning motivation by using SPADA MOODLE E-learning during a pandemic or online learning. As explained in the research method section, in this case the researcher examines Prima Indonesia university students as the main object of research where the researcher examines English education students in semesters 3, 5, and 7. In each semester the researchers examine 10 people from each semester, so that a total of 30 respondents. However, from the results of the questionnaire, the researchers got 32 respondents. However, the researcher limited the answers to only 30 answers because the researcher wanted to focus on the answers that the respondents had given. The method used is interview and observation. The questions provided by the researcher amounted to 9 questions with the type of open-close-ended question. In research that uses the theory of Kemmis and Mc Taggart the researcher uses 2 research cycles, namely cycle 1 and cycle 2. The following is the number of respondent data presented by the researcher in the form of a diagram.
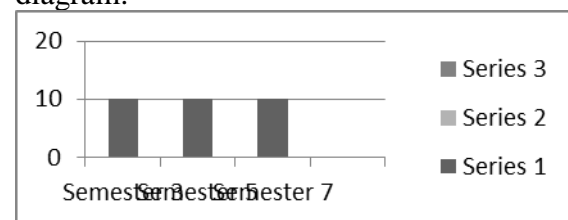

From the results obtained by the researcher who received the respondent's answers, the researcher first examined it according to the type of question, namely closed-ended question. The following are cosed-ended type questions which are described as follows:

1. Does classes during covid-19 provide a proper and easy to follow lesson?

o Yes
o No

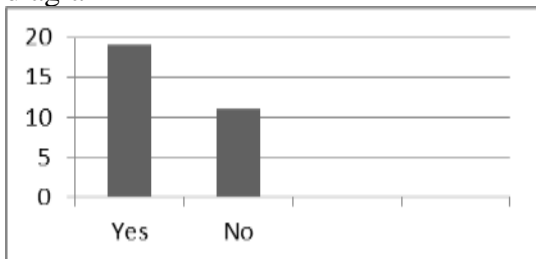To show the data from respondents' answers, the researcher shows it in the form of a diagram, as follows
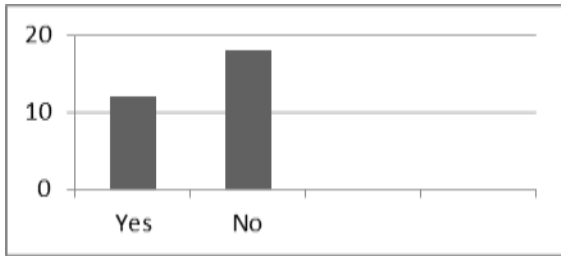
Picture 4. Respondent' answer 1

2. Is SPADA MOODLE E-Learning media easy enough to use?
- o Yes, it is
- o No, it's not

From the answers given by 30 respondents, the researcher made it in the form of a diagram
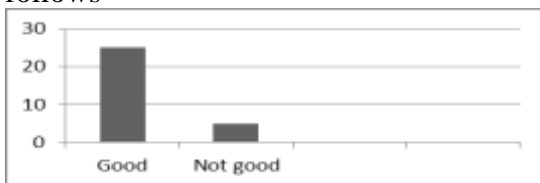

Picture 5. Respondent' answer 2

3.How about your test performance results when using SPADA?
- o God
- o Not good

Respondents' answers to this question are as follows

Picture 6. Respondent' answer 3

After collecting data on respondents' answers to the type of closed-ended question, the researcher will then describe the answers to the type of open-ended question which is described in the form of a table as follows

Based on the data received by the researcher from the results of the answers given by the respondents, the researcher is not satisfied because the researcher has not gotten the maximum results and is not in accordance with the results to be achieved. This happened because some respondents did not really understand what was meant in the question, so the respondents chose to leave the answers blank. In this case, the researcher only included a few answers because the researcher summarized the answers from the respondents because many of their answers had similarities. Therefore, after evaluating the results of the answers given by respondents, the researcher will conduct a second cycle of research with the same question but the researcher provides an explanation of the intent of the question to achieve the desired results.

The following is the data obtained after conducting the research cycle 2:
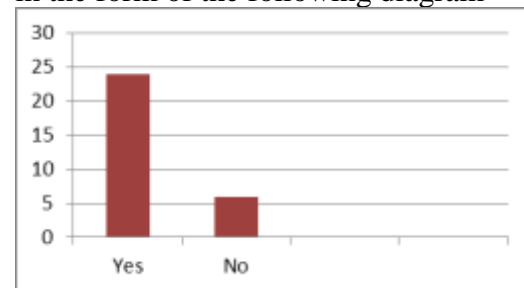
4. Does classes during covid-19 provide a proper and easy to follow lessons?

To answer the researcher's question, make the following diagram:
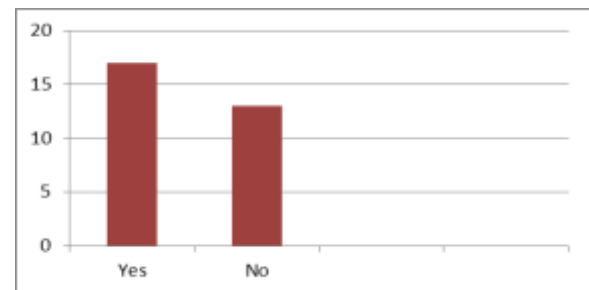
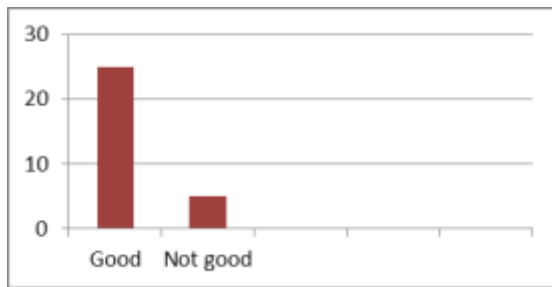5. Is SPADA MOODLE E-Learning media easy enough to use?

From the data of 30 respondents, it is made in the form of the following diagram

Picture 8. Respondent' answer no 5

6. How about your test performance results when using SPADA?

For answers about achieving learning outcomes when using SPADA are also made in the following diagram:

206

Picture 9. Respondent' answer no 6

Based on the results of the second research that has been carried out by researchers and described in the form of diagrams, it will be easier for researchers to see the representation or level of comparison in each of the answers presented. It can also help readers to more easily understand the results of the research achievements. So from the results of respondents' answers it can be concluded that: 1. 17 out of 30 students were able to take part in learning through SPADA MOODLE e-learning during the learning period, while 13 were less fortunate. So it can be concluded that from 30 students 56.6% were able to take part in online learning through SPADA MODLE E-LEARNING 2. 24 out of 30 students stated that the use of SPADA MOODLE E-Learning was easy to use while 6 students said it was not. So it can be concluded that 80% of students are able to use SPADA MOODLE E-LEARNING 3. 25 out of 30 students stated that students experienced an increase in grades when using SPADA MOODLE E-Learning while 5 people said no. So it can be concluded that 83.3% experienced an increase in value when using SPADA MOODLE E-Learning while 16.6% did not. 4. Based on the responses given by respondents to question number 4 about the situation, learning materials and learning methods applied by lecturers to students, it is good and easy for students to understand 5. According to the response given by students in question number 5 about the problem faced by students is the poor internet connection in certain areas so that it becomes an obstacle in participating in online learning. Another thing that is a

problem is the SPADA MOODLE E-Learning service which sometimes crashes when used 6. From the responses given by students the reasons they like SPADA Moodle E-Learning contained in question number 6 are as follows: - Because it provides quiz (pre test and post test) - Because it is an effective, fast and credible communication medium for delivering e-learning materials from lecturers - It helps to keep learning even during the pandemic - We can study anywhere - It's easy to access - Time to study can be done at any time without being tied to study hours - The material provided by the lecturer is more complete - Because we can reread the material before the exam - Because it is easy to use with the simple method - Because it has complete features 7. Based on question number 7, the researcher received an answer from the respondent that the reason they did not like SPADA MOODLE E-Learning was because learning was more monotonous than offline learning, the SPADA server sometimes had errors, and the lack of networks in several places. 8. Based on the answers in number 8 regarding the opinion of respondents with the presence of pretest and post at the time of learning, namely students feel helped by the pretest and posttest quizzes because with that students can find out their level of understanding in the lessons they have learned. 9. And finally to question number 9, the students' responses to the advantages and disadvantages of using SPADA MOODLE E_Learning are almost the same as the answers to numbers 6 and 7, namely the advantages of being able to learn anytime and anywhere, the features in SPADA are very complete making it easier for students to use it. Meanwhile, on the weakness of the students, most of the weaknesses are found in the network.

CONCLUSION

Based on the results and discussion, it can be concluded that The education system of a nation plays a significant role in the success of its human resources,

improvement, and development of a nation (Handoko, H., Tola, B., Supriyati, Y., & Rangka, I. B., 2019). Among other things is the nd Friends, 2021)online while online. The complete features contained in SPADA MOODLE E-learning are one of the factors that motivate students to study online. With the pretest and posttest quizzes, it is very helpful for students to know the level of understanding in the lessons that have been studied previously. and based on the value received by researchers from the results of student transcripts, it shows an increase in the value or achievement index of students. So the use of this model can be used during a pandemic so that students do not miss students when they have to study from home and to reduce the chain of spread of the covid 19 virus. The teacher and parents should be aware of the problem for online learning such as, how to use the technology, for learning (Sahrazad, S. and friends, 2021)

REFERENCES

Ati, A. P., Shedriko, S., Harie, S., Prabowo, H. A., Purwaningsih, D., Sandiar, L., & Widiyarto, S. (2021). PKM Pelatihan Wirausaha Dengan E-Learning Menggunakan Cisco Webex Pada Komunitas Wirausaha Pemula Nusantara Yayasan Kawis Dan Pkt Kecamatan Pasar Rebo. *Jurnal Pengabdian UntukMu NegeRI*, *5*(1), 121-132.

Ati, A. P., Cleopatra, M., & Widiyarto, S. (2020). Strategi pembelajaran dan pengajaran menulis bahasa Indonesia: Tantangan di era revolusi industri 4.0. *Prosiding Samasta*.

Handoko, H., Tola, B., Supriyati, Y., & Rangka, I. B. (2019). The Change of National Exam System from Paper-Based Test into Computer-Based Test.

Handoko, H., Siregar, R. J. E., & Wulansari, L. (2018, September). Pengaruh Perhatian Orangtua Dan Minat Belajar Terhadap Prestasi Belajar Siswa. In *Prosiding Seminar Dosen Hasil Penelitian Dan Pengabdian Kepada Masyarakat Tahun 2018*.

Miskanik, M., & Handoko, H. (2018, September). Layanan Informasi "M3 (My Habits, My Choice, My Succes)" Dalam Mempersiapkan Peserta Didik Menjadi Pribadi Unggul Di Era Post Modern. In *Seminar Nasional dan Diskusi Panel Multidisiplin Hasil Penelitian dan Pengabdian Kepada Masyarakat 2018* (Vol. 1, No. 1).

Ningtyas, M. (20014). Bab III - Metode Penelitian Metode Penelitian. *Metode Penelitian*, 32–41.

Noor, J. (2015). *Analisis Data Penelitian*. 31–40.

Ratnawati, E., & Putra Utama, A. (2021). Kesulitan Mahasiswa Dalam Pembelajaran Daring Pada Masa Pandemi Covid-19. *Edueksos : Jurnal Pendidikan Sosial & Ekonomi*, *10*(1), 96–113. https://doi.org/10.24235/edueksos.v10i1.8085

Sahrazad, S., Cleopatra, M., Alifah, S., Widiyarto, S., & Suyana, N. (2021). Identifikasi Faktor-Faktor Penghambat Pembelajaran Jarak Jauh (Pjj) Di Musim Pandemi Corona Pada Siswa SMP. *Jurnal Bahasa Indonesia Prima (BIP)*, *3*(2), 190-194.

Ulfa, E. H. (2020). No Titleتتت. *SELL Journal*, *5*(1), 55.