

Increasing Students' Learning Motivation in the Middle of the Covid-19 Pandemic

Imam Tabroni^{1*}, Irma Mawaddah Nur²
STAI Dr. KH. EZ. Muttaqien Purwakarta

ABSTRACT: Covid-19 pandemic causes precautionary measures by dismissing schools, especially in the red zone of the spread of Covid-19. In Regency Kotawaringin Timur is one of the red zones that requires schools from KB to universities to dismiss their students. This resulted in inhibition of the learning process. The teachers who usually teach in the classroom become confused in carrying out the learning process. One way that teachers do is to give assignments to students via via whatsapp. But these efforts do not motivate students. This study aims to increase students' learning motivation in learning Religious education Produktifisme with online methods using Google Classroom in class XII students of MA ALHUDA JATILUHUR in the academic year 2020/2021, in class XII SCIENCE 1 who took online classes via Google Classroom totaling 20 people. This research was conducted on 15 March, 2020 until May 15, 2020. The research method used was classroom action research. The study was conducted in one cycle consisting of four meetings. This research instrument was in the form of a Questionnaire Sheet for implementing Online Classes or Online Classes. Based on data analysis, the number of students who have high learning motivation is 15 people, and 5 student has the motivation to learn mathematics while online learning is done through Google classroom.

Keywords: Learning motivation, online method, google classroom.

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Corresponding Author: imamtabroni70@gmail.com

INTRODUCTION

In the midst of the current Covid-19 pandemic, the world of education has undergone many changes. These changes, not only in negative things, but in fact gave birth to many positive things. The Covid-19 pandemic has made education in Indonesia more and more innovative and foster creativity, both for students and educators (Tabroni & Qutbiyah, 2022).

Since July 13, 2020, the school has entered a new school year, but face-to-face learning activities at schools have not been carried out. Until now there has been no firmness when the face-to-face learning process in schools will begin, even though government policies have led to a new normal order. The Ministry of Education and Culture (Kemendikbud) together with the Ministry of Home Affairs (Kemendagri) have evaluated the implementation of learning for the 2020/2021 school year which is already running. From the results of the evaluation, the Minister of Education and Culture reaffirmed the importance of the health and safety of students, educators, and education personnel during the Covid-19 pandemic. The high rate of spread of the corona virus in various regions has caused the government not to dare to take the risk of holding face-to-face learning in schools.

Thus, distance learning is still the main choice, although there are still many obstacles experienced by both students and educators. On the other hand, learning during this pandemic provides an extraordinary experience for students and educators. Educators who were previously indifferent to learning based on information and communication technology (ICT), are now forced to want to learn. Likewise, schools that initially had doubts, slowly began to learn to develop ICT-based school management (Tabroni, n.d.).

The current problem is that there are still many students who consider the Basics of Plant Cultivation Less important so that their interest in learning decreases. The difficulties that exist in the Basics of Plant Cultivation subject require the creativity of the Productive subject teacher to develop their learning, both in terms of the methods and media used. The use of online media or multimedia-based media is one solution to make students able to understand the subject matter well. In the midst of this Covid-19 pandemic, our education system must be ready to make a leap to transform online learning for all students and by all teachers. We are entering a new era to build creativity, hone student skills, and improve self-quality by changing systems, perspectives and patterns of our interaction with technology. The net generation only needs to move the mouse on the board or just touch the computer screen and can enter and exit the cyber world without having to leave the house. The net generation expresses their freedom more to the world so that they feel more respected by the world around them. One way that can be used to carry out the online learning process is to use Google Classroom. (Herliandry & Suban, 2020).

THEORETICAL REVIEW

Google Classroom

Google Classroom is an application created by Google that aims to help teachers and students when both of these things are hindered, organize classes and communicate with students without having to be tied to the learning schedule in class. Besides, the teacher can give assignments and directly give value to students. Delivery of learning with e-learning is learning by utilizing internet technology to improve the learning environment with rich content with a broad scope. E-learning is the use of learning media using the internet, to deliver a series of solutions that can improve knowledge and skills. Each learning method must contain a formulation of the organization of lesson materials, delivery strategies, and management of activities by taking into account the factors of learning objectives, learning barriers, student characteristics, in order to obtain effectiveness, efficiency, and attractiveness of learning (Sabran & Sabara, 2019) (Tabroni, 2019).

METHODOLOGY

This online teaching activity was carried out from March but the first time online the teacher only used WA media on cellphones in the teaching and learning process, because the covid 19 pandemic outbreak lasted a long time when entering 1 month of online learning the method of delivering material was changed using Google Classroom. The object of learning is all students of class XII IPA 1 MA ALHUDA JATILIHUR. with the number of students as many as 20 people who take the Google Classroom Online class. This learning process is carried out online for Class XII IPA 1 MA ALHUDA JATILUHUR students. While the implementation begins on Wednesday April 15 2020. The learning process with this method is carried out by means of online interviews via Whatsapp to subject teachers, distribution of online questionnaires (Goolge Forms) to obtain information about the learning system of the Basics of Plant Cultivation during the Online Method or Online is done due to the impact of Covid-19.

Before doing learning, Productive Teachers conduct a preliminary study by comparing student learning outcomes (grades) before using the Google Classroom method and after using this method. This is to find out what applications are used and what obstacles are experienced in using the Online method during the ban on schools being implemented due to the Covid-19 Pandemic.

RESULTS

The Learning Process and Analysis of learning outcomes to determine the improvement of learning outcomes and student motivation with the Google Classroom method are carried out at the same time as the learning implementation of Plant Cultivation Fundamentals and using observation sheets every time assignments and class meetings are held in Google Classroom. The observation sheet is used by the observer in observing the behavior of students which is a reflection of the motivational aspect of learning the Basics of Plant Cultivation at home online. The observation sheet in teaching was analyzed qualitatively. Sugiyono (2013) suggests qualitative data analysis techniques consist of three main stages, among others: 1) Sugiyono (2017) suggests qualitative data analysis techniques consist of three main stages, among others: 1) Data Reduction, namely the activity of summarizing , selecting the main points, and focusing the data from the observations in accordance with the focus of the motivational aspect of learning the Fundamentals of Plant Cultivation being studied; 2) Data Display, namely data from observations that have been summarized through data reduction activities and then presented in narrative form; 3) Conclusion Drawing, namely observational data presented in narrative form and then generalized to obtain conclusions. These conclusions will represent all data or information from the observations of students' learning motivation.

DISCUSSION

Motivation is from within students to carry out certain activities in order to achieve a goal in learning science (Sari & Sunarno, 2018) (Imam Tabroni et al., 2022). Learning motivation is the overall psychic driving data in students that lead to learning activities (Syaripah, 2012). Learning motivation is an internal and external drive that changes energy in individuals to move behavior and maintain it, resulting in changes in behavior that lead to learning activities (Hamzah B Uno, 2006) (Maesaroh et al.,). Fundamentals of Plant Cultivation. Motivation is a force that can encourage someone to do an action, including learning. Students who study hard because of the drive to get high grades. Because they are motivated to get high scores, students become diligent in studying (Soleha, 2010). Due to the Covid-19 pandemic that has occurred since March 2020, the entire learning process in schools has been shifted to distance learning. The learning process is carried out online from each student's home. With the change in learning activities from the habit of face-to-face learning activities in schools to distance learning, it requires educators to participate in the transformation to explore their creativity in delivering learning materials using available learning media, such as: Google Class Room, Zoom, Google Meet, and others. others so that learning can continue (Mustakim, 2020). Of course this gives a different nuance, both for students and educators. Distance learning provides its own challenges for educators in designing learning activities. (Komariah et al., 2021), (Tabroni et al., 2021).

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of several meetings that have been conducted in the google classroom, the teacher can conclude that after learning online, students can learn how to use online learning applications or apply e-learning quizzes. Online learning can increase students' learning motivation in learning the Basics of Plant Cultivation, in this study the researchers used google classroom for class interaction, google form for absent, google form was also used during surveys to find out suitable applications for online learning so that it is known the application that students asked for was Google classroom, and the provision of materials and assignments in the google classroom, e-learning online quizzes, and finally distributing a google form questionnaire after using the online method of google classroom. From 20 students, there was an increase in student learning motivation which was higher than at the beginning of the COVID-19 pandemic, teachers only used Whatsapp via cellphones during the online teaching and learning process which was carried out at the beginning of the COVID-19 pandemic in March 2020.

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