

The Effectiveness Online Learning toward Students' Motivation at FKIP University of Riau

M. Yogi Riyantama Isjoni, Filma Alia Sari², Mifta Rizka³

¹ FKIP Universitas Riau, Pekanbaru,Riau,Indonesia; m.yogi@lecturer.unri.ac.id

² FKIP Universitas Riau, Pekanbaru,Riau,Indonesia; Filma.alia@lecturer.unri.ac.id

³ FKIP Universitas Riau, Pekanbaru,Riau,Indonesia; Mifta.rizka@lecturer.unri.ac.id

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ABSTRACT

At this time the world is shocked by the outbreak of a disease caused by a virus called corona or better known as Covid-19 (Corona Virus diseases-19). This policy has a major impact on the wheels of human life, one of which has an impact in the field of higher education Especially in FKIP students of Riau University. This study aims to analyze the effect of the effectiveness of online learning as a result of covid-19 on student learning motivation in the FKIP environment of Riau University. This study was conducted to show the effect of the effectiveness of online learning on student motivation at FKIP Riau University. The Methodology in this study is a quantitative approach with multiple linear reggressions models. The sample is 615 student at FKIP Riau University. The research instrument was a closed questionnaire based on likert using google form. Hypothesis testing using t test dan f test. The results showed that learning effectiveness had a positive and significant effect of 75.4%. These results illustrate that during Covid-19 pandemic, online learning was effectively carried out in order to increase student learning motivation.

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Corresponding Author:

M. Yogi Riyantama Isjoni

FKIP Universitas Riau, Pekanbaru Riau,Indonesia; m.yogi@lecturer.unri.ac.id

1. INTRODUCTION

The impact caused by the Covid-19 outbreak is huge. Especially what happened for Indonesian which is very impactful in the world of education. Therefore, the government issued a distance learning policy online. This policy raises pros and cons among the community. Indirectly this policy reduces the role of teachers and lecturers as educators, where teachers and lecturers cannot provide learning directly and control their learners. So that the role of education as a ruster shaper cannot be achieved to the maximum. However, behind all that online learning becomes a solution to avoid the increasing chain of spread of Covid-19 in the world of education.

Online learning is not new in college. In recent years this changing dynamic occurred in college. This change shows that college is entering another agenda than before, namely in the form of a new era of colleges growing in the age of online automation (Danim, 2014). The world has now entered the era of the Industrial Revolution 4.0. To meet these challenges, teaching in colleges is required to change.

With the entry of this era, Kemenristekdikti (Ristekdikti Resources, 2018), has responded through higher education policy to change those adapted to the conditions of the industrial revolution era 4.0. The response is contained through changes in program policies related to science and technology resources in the field, institutional, learning and student affairs, research and development and innovation. Specifically related to learning and student affairs, Director General belmawa (2018), has advocated and encouraged all universities throughout Indonesia to make curriculum changes. For the implementation of curriculum changes, Director General bilmawa has published a Guide on the Preparation of Higher Education curriculum in the Industrial Era 4.0.

The challenge of universities in developing the curriculum in the era of the Industrial Revolution 4.0 is to produce graduates who have new literacy skills including data literacy, technology literacy and human literacy that are noble based on understanding religious beliefs (Director General belmawa, 2018). To have data literacy and technology literacy skills, in learning can not be separated with online or online learning systems. Therefore, in the curriculum in the era of the industrial revolution 4.0 requires with a blended learning system that requires a learning method that requires face-to-face meetings and with online materials in harmony.

Blended learning methods demand certain requirements for students to achieve optimal results. Hutabarat (2019) states that blended learning systems are only effective if every student has a strong motivation or motivation. Learning online form without motivation in students, will not be implemented effectively. Because this motivation as a very decisive pre-requisite in the online learning system, it is important to know the influence of student learning motivation on the effectiveness of online learning as a result of covid-19.

Furthermore, according to (Kuntarto, 2017) online learning is also named OLM (Online Learning Models). Thus, in practice OLM is not designed to be used separately from conventional lectures that prioritize the face-to-face learning process. OLM is used synergistically alongside face-to-face learning. OLM is positioned as a student student student support. Online model learning is also effective in increasing learners' learning motivation (Rambarizki, 2017)

Motivation is a psychological condition that encourages a person to do something and can be seen in one's behavior, namely showing attitudes toward certain goals, encouraging to increase effort and strength, increasing effort and perseverance, heightening cognitive processes, determining strengthened consequences, encouraging to improve actions (Ormrod, 2009). Maslow (C, 2010) Students' motivation is a complex variable and is interrelated with various other factors such as anxiety (check), need to achieve, need to be accepted, curiosity, and other needs outlined. This is in line with opinion (Suciani & Safitri, 2014) learning motivation is the overall driving force in students that give rise to learning activities that ensure the continuity of learning activities that ensure the continuity of learning activities and that provide direction to learning activities, so that the desired goals by students can be achieved.

The implementation of "School's Out, But Class's On" is inseparable from the support of online education. The problem that each school needs to consider for online teaching during the delayed start period is how to use the network for teacher and student learning and management on the basis of ensuring the health of teachers and students to ensure high quality and high efficiency of online teaching Dai, D., & Lin, G. (2020).

The use of online learning technologies places high demands on teachers. Excellent knowledge of the subject area, professional computer knowledge, communication skills, clarity of expression, emotional connection with students and other necessary skills to meet the needs of online platforms, as well as the ability to solve small problems during and after online classes are considered as online learning skills and methods necessary for teaching online in this

pandemic. The experience of working in a virtual classroom, patience, empathy, caring for students, excellent presentation skills with an appeal to a given topic, correct handling of learning tools, accessible, with convenient functions, were additional skills necessary for managing the online learning process. Danchikov, E. A., Prodanova, N. A., Kovalenko, Y. N., & Bondarenko, T. G. (2021)

Then Mustofa, M. I., Chodzirin, M., Sayekti, L., & Fauzan, R. (2019). Said A one-step using network technology and information technology for the development of learning system in universities is online lecturing system. This learning system is assessed as highly efficient, because the same learning resources can be used by hundred people at the same time. So, college student that lives in isolated area can access the subjects of reputable universities in Indonesia. Hence, the quality disparity of universities will be decreased.

This research is in line with the results of research conducted by (Kuntarto, 2017) showing that the online learning model or Online Interactive Learning Model, effectively used in lectures and able to increase the absorption of students to lecture material by 81% compared to face-to-face lectures. And this online method provides a new and challenging experience for students compared to conventional lectures. Meanwhile, according to the results of the study (Rimbarizki & Susilo, 2017) on the Application of Combination Online Learning in increasing the learning motivation of vocational C package learners. From the results of this study obtained that the application of pkbm combination online learning includes the stages of preparation, implementation and assessment, Second, from the application of combination online learning has an impact on improving the motivation of learning learners although not yet maximal. Third, factors supporting the application of combination online learning include learning methods, learning media, and structuring the learning environment, thus creating a learning situation that allows the achievement of the pre-planned direction. As for the inhibiting factor of the lack of facilities outside the institution so that learning outcomes have not been maximal. Yuliansyah, A., & Ayu, M. (2021). By implementation of online systems strategy indirectly forces teachers and students to master the uses of technology in learning process. Online learning is needed to facilitate the teacher delivering the material to students during the pandemic situation.

The research Wolo, K. A., & Nugroho, P. I. (2021). Therefore, it takes motivation to learn as a form of critical attitude in balancing the currently worrisome educational situation. Motivation to learn is an essential factor in the field of education. This research was purposed to see the effect of online learning on the learning motivation of SWCU Accounting FEB students. This study uses a quantitative approach, by distributing questionnaires to accounting FEB students and the analysis technique used in this study is a simple linear regression analysis technique. This research was also conducted by testing the validity and reliability, data normality test, linearity test, hypothesis testing and determinant coefficient. The results showed that the significance value of the hypothesis testing was 0.000 less than 0.005. It means that online learning has a positive effect on the learning motivation of SWCU accounting FEB students. In addition, the value of the determinant coefficient or r square is 0.248, which means that online learning contributes to learning motivation by 0.248 or 24.8% and the rest is influenced by other variables.

2. METHODS

This research uses quantitative descriptive research while the instruments used in this study survey data are made using google form so that it can be easily filled by students. While the design of the questionnaire is closed, collect data through questionnaire filled by students FKIP (faculty teachers and education) in Riau University. This was done at FKIP Students of Riau University with a closed questionnaire design that was distributed through Google Form to FKIP Students of Riau University. The population of this study is the Student of FKIP Universitas Riau Force 2018-2020. While the sample of this study is 615 students obtained through proportional random sampling techniques. Charging The

questionnaire 28 closed-doorreals based on assessments of performance, awards, challenges, responsibilities, development, engagement and opportunity. The statement in this questionnaire is used in order to answer research questions about the effectiveness of online on sudent learning motivation. The data analysis techniques used in this study are descriptive analysis and inductive analysis. Descriptive analysis aims to describe what is found in the results of the study and provide information that is in accordance with what is obtained on the ground. Inductive analysis aims to associate two or more variables. In this study, the authors looked for the effectiveness of online learning on student learning motivation. Inductive analysis tests use normality tests, linearity tests and simple regression analysis.

3. FINDINGS AND DISCUSSION

This research data consists of two variables, namely one bound variable and one free variable. Variable bound (Y) is learning motivation, while free variable (X) is the effectiveness of online learning. Based on the answers to the research questionnaire used obtained a description of the respondent's achievement level (TCR) as shown in table 1:

Table 1. Variable Descriptive Test Results

| Variable | Average Score | TCR | Category |
|----------|---------------|-------|----------|
| X | 3.49 | 69.85 | Enough |
| Y | 3.64 | 72.71 | Enough |

From the results of each indicator can be concluded that the effectiveness of online learning is quite sufficient, which can be seen from the average score of 3.49 and the achievement rate of respondents 6.85. Variable motivation to learn is also quite enough after being seen from each indicator with an average value of 3.64 with a respondent achievement rate of 72.71. It can be concluded that the variable effectiveness of learning affects student learning motivation with sufficient categories.

The normality test in this study was conducted with the aim of knowing whether the distribution of data of each variable is normal or not. This test is conducted using the Kolmogorov-Smirnov normality test provided that if the significance value (sig) or probability value < 0.05 then the distributed data is not normal.. Normality Test testing can be seen in table 2 below:

Table 2. Normality Test Results

| No. | Kolmogorov-Smirnov | Sig | Conclusion |
|-----|--------------------|-------|------------|
| 1 | 0.817 | 0.108 | Usual |

Source: SPSS Processing

The results of the above normality test stated the value of Kolmogorov-Smirnov of $0.108 > 0.05$. Based on these results, it can be stated that the data used in this study has been distributed normally and can be continued for further investigation.

Furthermore, the linearity test aims to find out whether the data varies significantly or not. This test is used as a parametric statistical prerequisite, especially in correlation analysis or linear regression included in the associative hypothesis. Linearity testing is included in the associative hypothesis. Linearity testing uses the help of SPSS program version 17.0. The linearity tests of the variable effectiveness of online learning (X) and Learning Motivation (Y) are as follows:

Table 3. Homogeneity of Variance Test Results

| No. | Variable | Sig | Conclusion |
|-----|----------|-------|------------|
| 1 | X | 0.634 | Linear |

Variable Dependents: Learning Motivation

Based on the table above obtained the significance value (sig) Deviation From Linearity is 0.634 greater than 0.05. It can then be concluded that there is a linear relationship with significance between the variable effectiveness of online learning (X) and learning motivation (Y).

The results of the test of the analysis requirements showed that the scores of each research variable had been qualified for use in subsequent statistical analysis i.e. hypothesis testing. Hypothesis testing in this study aims to test hypotheses that have been formulated. Here is presented testing the research hypothesis:

$$H_0 : \rho_{x,y} \leq 0$$

$$H_1 : \rho_{x,y} > 0$$

Hypothesis testing is conducted using Pearson correlation tests, regression equation tests, influence tests using significance tests (hypothesis tests of the absence or absence of influence), and tests the magnitude of influence through the Summary Model. Pearson correlation test results are presented at the following table:

Table 4. Pearson Correlation Test

| No. | Variable | N | Pearson Correlation | Sig |
|-----|----------|-----|---------------------|-------|
| 1 | X | 615 | 0.754 | 0.000 |

Variable Dependents: Learning Motivation (Y)

Based on the table above about pearson correlation test between the effectiveness of online learning (X) and Learning Motivation (Y) calculated by the correlation coefficient, pearson correlation is obtained at 0.75. This shows that there is a significant relationship between the effectiveness of online learning (X) and learning motivation (Y) and P value / Sig which is $0.000 < 0.05$ so it can be concluded that there is a significant relationship between the two variables.

As for the calculation of the test t calculation of coefficients can be seen in the following table:

Table 5. Test t Calculate Coefficient

| Variable | B | Sig |
|--------------------------------|---------|-------|
| Constant Value | 6.011 | 0,000 |
| Effectiveness of Learning(X)) | 0.. 868 | |

Variable Dependents: Learning Motivation (Y)

Based on the table above on the variable coefficient of learning effectiveness (X) against learning motivation (Y), obtained values $a = 6.011$ and $b = 0.868$ so that the regression equation becomes $Y = 6.011 + 0.868X$, and the regression equation can be interpreted that the relationship of the two variables is significant and linear. Constant (a) of 6,011 states that if there is no effectiveness of online learning (X), then learning motivation (Y) is 0.868. Regression coefficient (b) of 0.868 means that each increase of one unit on the learning effectiveness variable is followed by an increase in learning motivation by 0.868 one unit.

From the Tabel coefficient is obtained also the probability value where the value is used to determine the hypothesis accepted or rejected. If the probability value is greater ($\text{sig} > 0.05$) then H_0 is accepted and H_1 is rejected, meaning insignificant, whereas if the probability value is smaller ($\text{sig} < 0.05$) then H_0 is rejected and H_1 is accepted it is significant. Seen in the probability value table sig 0.00

< 0.05 then H_0 is rejected and H_1 is accepted so that the effectiveness of online learning (X) significantly affects student learning (Y).

Testing hypotheses that turned out to be received positively and significantly, it is also necessary to know how much influence the effective variable of online learning (X) on learning motivation (Y). This can be explained in the following table:

Table 6.

| The Effect of Variables of Effectiveness of Online Learning against Motivation Learn | | | | |
|--|----------|---------------|------------------|----------------|
| R | R Square | Sig, F Change | Contribution (%) | Interpretation |
| 0.868 ^a | 0.754 | 0.. 000 | 75.4% | Tall |

In the table above obtained R Square (r^2) = 0.754 or 75.4 % means that the influence of variable effectiveness of online learning on learning motivation is 75.4% while the remaining 24.6% is determined by other factors that are not part of this study. Thus it can be concluded, that the magnitude of the influence of the effectiveness of online learning on student learning motivation has a high interpretation or influence.

Based on hypothesis tests it can be known that there is a significant influence between the effectiveness of online learning on the learning motivation of FKIP students of Riau University. The effect of the effectiveness of online learning on student learning motivation is positive. This means that the higher the influence of the effectiveness of online learning, the higher the student's learning motivation will increase. The results of descriptive analysis of learning effectiveness obtained an average score of 3.49 and TCR 69.85% with sufficient categories. This means that the effectiveness of online learning according to students is sufficient in order to increase student learning motivation. While the results of descriptive analysis of learning motivation obtained an average score of 3.64 and TCR 72.71 with sufficient categories. This means that student learning motivation is still quite enough in order to increase student learning motivation. And then not all student have a good motivation spirit for a pay attention material theory. Motivated students are able to understand the learning materials and are responsible in learning activities.

Multiple regression analysis tests showed a magnitude of 74.4% effect on learning effectiveness on learning motivation. This suggests that learning motivation is influenced by the effectiveness of online learning. This research is in accordance with the theory put forward by (Dalyono, 2007), That the success of learners in mastering a subject is influenced by two factors, namely internal factors and external factors. Internal factors are factors that arise from within the learners themselves including physical condition, intelligence, talent, interest and attention, emotional state, discipline, and intensity of learning. While external factors are factors that arise from outside the learners including teachers, friends, parents, learning facilities and others.

The results of this study are also supported by research conducted by (Hu et al., 2016), related to learning motivation which has a significant influence on learning and is the main determining factor related to academic performance or learning outcomes. Increasing learning motivation is important for the learning process because motivation will affect how lecturers and students interact with learning materials. Therefore, to improve the quality of learning, lecturers must be able to motivate students to study harder. In addition, the results of the research by Rimbarizki and Heryanto (2017) on the Application of Combination Online Learning in increasing the learning motivation of students in the vocational C package. From the results of this study, it was found that the application of PKBM combined online learning includes the stages of preparation, implementation and assessment. Second, the application of combined online learning has an impact on increasing students' learning motivation although it is not optimal. Third, the supporting factors for the application of combined online learning include learning methods, learning media, and structuring the learning environment,

so as to create a learning situation that allows the achievement of the previously planned goals. The results of the study (Purba, 2021), regarding the effect of learning effectiveness on learning motivation, showed that during the Covid-19 pandemic to increase student learning motivation, efforts were needed to increase the effectiveness of online learning. One way to improve effective learning is supported by the role of lecturers in providing material and interaction to students. The results of the study (Burchinal et al., 2008) show that the interaction and role of lecturers with students in the learning process is very important. Araniri, N. (2021) explained *The learning process during the COVID-19 pandemic is certainly different, learning that is usually face-to-face has now been turned into online learning. In this case, of course, teachers must understand a good level of digital literacy because the online learning process requires skills and mastery of technology.* Just like A Theory Damayanthi, A. (2020). The results of the study indicate that online learning that is carried out is sufficient to replace face-to-face learning, but when viewed from the effectiveness, online learning has not been able to achieve learning objectives. The unpreparedness of students and lecturers, both in terms of the ability to use technology and the availability of adequate learning facilities, poor internet network connections at home, costs, and the inability of students and lecturers to adapt to new learning methods to be able to provide virtual conducive classroom conditions. factors that make online learning has not been effectively implemented. This is the reason they prefer face-to-face learning to be applied again when the covid-19 pandemic ends.

4. CONCLUSION

From the results of this study, the conclusion formulated that the effectiveness of online learning has a positive and significant effect on the learning motivation of FKIP students of Riau University during the New Normal period with an influence of 75.4%. This means that if the effectiveness of learning increases, the learning motivation of FKIP Students of Riau University will also increase. Based on the findings of this study, it is expected to lecturers to further improve the effectiveness of online learning during this new normal by increasing creativity in the implementation of online learning for example with the use of diverse technologies in terms of transfer knowledge So that online learning becomes more attractive to students and increases student motivation in lectures. Furthermore, students need to increase motivation in attending lectures so that online learning can take place in a conducive manner. Based on the conclusions of this study, the advice that will be given is: Follow-up to educators or lecturers is recommended to increase the intensity of communication with students in order to carry out tasks in accordance with the program so that goals can be achieved properly through effective learning. To the study program in FKIP UNRI must provide good services to lecturers and students to establish harmonious relationships with the environment, find ideas, integrate activities, set examples and develop innovative learning models in order to improve the effectiveness of student learning. To the next researcher in order to be able to examine other factors that affect student motivation in terms of online learning.

The use of online learning technologies places high demands on teachers. Excellent knowledge of the subject area, professional computer knowledge, communication skills, clarity of expression, emotional connection with students and other necessary skills to meet the needs of online platforms.

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