

Factors Causing Lack of Students' Learning Motivation in the Online Learning Process During the COVID-19 Pandemic Class X at SMK Negeri 4 Sinjai

Muh. Nasrullah¹, Nur Wahdaniar², Sirajuddin Saleh³, Nurjannah⁴

^{1,2,3,4}Universitas Negeri Makassar

Abstract. Education is one of the efforts made by individuals to save the survival of culture, and civilization and builds personality according to existing norms, as well as education as an effort to realize an effective learning process to foster students. Motivation is a conscious action in the form of energy within a person or individual that encourages him to carry out activities in order to achieve the goals to be achieved. In simple terms, motivation can be interpreted as the basic impulse that moves someone to do something. Students who have high motivation in learning have a great urge to carry out learning activities or give a positive response to the learning activities that are followed. On the other hand, students who have low motivation will not take learning activities seriously. This study was carried out with the aim of knowing the factors causing the lack of learning motivation of students in the online learning process during the COVID-19 pandemic class X at SMK Negeri 4 Sinjai. This study uses a quantitative research approach with a descriptive type of research. The population in this study were students of class X SMK Negeri 4 Sinjai, with a population of 47 people. Data was collected using various techniques including observation, questionnaires, interviews, and also documentation. The data analysis technique used is factor data analysis. The results showed that the factors causing the lack of learning motivation of students during the online learning process during the Covid-19 pandemic were two factors, namely internal and external factors, which included internal factors including interest and concentration, intelligence, extracurricular, talent, attitude. which are included in external factors including the family environment, school environment.

Keywords: Motivation; online learning; Covid-19

1. Introduction

Education is one of the efforts made by individuals to save the survival of culture, and civilization and builds personality according to existing norms, as well as education as an effort to realize an effective learning process to foster students [1][2].

The year 2019 was the year where there was a COVID-19 pandemic, which initially only existed in China but spread all over the world, including Indonesia, this COVID-19 pandemic had an impact on various areas of life and spread very quickly. Education is one of the fields that have an impact on the COVID-19 pandemic [3][4], so that this virus does not spread too widely in the field of education, the government takes a policy of carrying out the learning process from home (school from home).[4]. It also requires the government to provide alternative learning processes for students to continue the education process. In accordance with the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia, Number 4 of 2020 concerning the Implementation of Education Policies in an Emergency Period for the spread of coronavirus disease (COVID-19), the learning process from home is carried out with the following conditions: 1. Learning from home through online/distance learning is implemented to provide a meaningful learning experience for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation, 2. Learning from home can be focused on life skills education, including

the Covid-19 pandemic, 3. Activities and learning tasks at home may vary between students,

Based on the circular, students are required to study from home, continue to follow the learning process from home through online media, and continue to carry out their duties as students. However, in terms of implementing the learning process, there are many obstacles faced by students, namely, in the learning process the material provided by the teacher is less understandable to students, the internet is sometimes not supportive, giving too many assignments from the teacher, giving material from the teacher that is less interesting. and too much, this has an impact on the laziness of students in learning so that it affects the motivation and interest of students in learning, as we know that motivation is the driving force of students in doing or completing a lesson.

Learning motivation is different for each student, this is because each student has a different life [5][6]. The decline in student motivation can be caused by two factors, namely internal factors and external factors that can affect learning motivation. Internal factors come from the individual himself, while external factors come from outside the individual. Students who have low learning motivation during the COVID-19 pandemic are due to the learning method provided by the teacher when learning takes place less than optimally, so that students also do not understand what is conveyed by the teacher who is teaching.

Vocational high school is a formal education that provides vocational-based education, just like high school, this vocational high school is a continuation of junior high school [7]. SMKN 4 Sinjai is one of the schools located in Sinjai Regency, Pulau Sembilan District, precisely on Harapan Island (Kambuno), this school consists of one major, namely brackishwater and marine fisheries agribusiness.

2. Method

The approach used in this research is quantitative. It is called a quantitative approach because the research data is in the form of numbers. The approach used in this research is quantitative. It is called a quantitative approach because the research data is in the form of numbers. To measure the variables in this study, the researchers used a Likert measurement scale, the Likert measurement scale in this study used a checklist form in the form of a questionnaire by asking a number of statements or questions to respondents based on predetermined indicators where each statement contained an answer containing a difference in value between one answer to another.

This research data collection uses several techniques including; observation techniques, questionnaire techniques, interview techniques, and documentation techniques. The data analysis technique used in this research is technical factor analysis

3. Results and Discussion

3.1 Normality test

One of the conditions that must be met before conducting a factor analysis is that each of the indicators studied is tested for normality first. The normality test was carried out to determine the normality of the data regarding the factors causing the lack of learning motivation of students in the online learning process that had been collected at the time of conducting research. This study uses the One-Sample Kolmogorov-Smirnov Test using SPSS with the test criteria comparing the probability value with a significance level of 0.05. The basis for the decision in the normality test: - If the value of sig. > 0.05 then the data is normally distributed if the value of sig. < 0.05 then the data cannot be distributed

For more details, here are the results of the One-Sample Kolmogorov-Smirnov Test:

Table 1: Normality Test Results

One-Sample Kolmogorov-Smirnov Test	
	asyp. Sig.(2-tailed)
Interest & Concentration	,420
Intelligence	,122
Extracurricular	0.055
Talent	,102
Attitude	,077
Family environment	,139
School environment	,138
Community Environment	,484
Social Group	,228

Source: Results of Statistical Analysis Through the SPSS Program

Based on the results of the SPSS above, it can be seen that the value of sig. Interest and concentration 0.420, intelligence 0.112, extracurricular 0.055, talent 0.102, attitude 0.077, family environment 0.139, school environment 0.138, community environment 0.484, social group 0.228. Based on the basis of the decision in the normality test where if the value of sig. > 0.05 then the data is normally distributed so that all existing indicators can be said to be normal because of the value of sig. Of all indicators more than 0.05.

3.2 Factor Data Analysis

Based on the analysis of the factor data in the commonalities table, it shows the value of the indicators studied if the extraction value for each indicator is greater than 0.50 then the indicator is capable of being a factor.

Table 2: Factor Data Analysis Results

Communalities	
	Extraction
Interest & Concentration	0.746
Intelligence	0.700
Extracurricular	0.968
Talent	0.961
Attitude	0.638
Family environment	0.852
School environment	0.654
Community Environment	0.413
Social Group	0.341

Source: Results of Statistical Analysis Through the SPSS Program

Based on table 4.5 the results of the analysis of factor data, it is known that the extraction value for each indicator is different and there are two indicators whose extraction values are below 0.50. Thus, it can be concluded that there are two indicators that are not a factor causing the lack of learning motivation of students, namely the community environment and the environment. social group.

Discussion

3.1 Extracurricular

Extracurricular activities are activities carried out by schools outside of formal learning activities that are followed by students as a place to develop self-potential. The results obtained by the researchers indicate that extracurricular activities are the most influential factor in students' learning motivation, this is because, during the COVID-19 pandemic, schools no longer hold extracurricular activities at school, so the experience, skills, and knowledge that should be obtained from extracurricular activities are trust capital. students to achieve the desired goals in the learning process are no longer available. The results of the research by Jamaluddin, et al.[8] Extracurricular is able to improve religious character, discipline, hard work, creativity, independence, democracy, and responsible if students are properly nurtured.

3.2 Talent

Talent in general is an innate ability possessed by a person, talent will not be lost in a person because talent is a potential that is present from birth, bringing someone who unconsciously finds something that will be mastered. Basically, a person's talent will grow if someone continues to try to hone it.

The results obtained by researchers indicate that talent is a factor causing the lack of learning motivation of students during online learning this is because during the COVID-19 pandemic students learn through social media without interacting directly and because they are constrained by networks that do not support so that participants Students who have talent in the field of learning should ask about lessons they don't understand in the learning process and can't even ask questions so they don't understand the material or lessons delivered by the educator, therefore students feel bored, lazy and have no motivation in learning. This is reinforced by the opinion of Djamarah[9]which states that talent is an innate ability in the form of a person's potential but still needs to be trained and developed. This opinion is supported by Asmani[10]that talent is an individual's ability or potential to achieve special skills, knowledge, and skills that must be developed or trained.

According to Emma[11]"Motivation is the overall driving force within students that causes learning activities so that the learning objectives desired by students can be achieved" This is In accordance with the opinion expressed by Djamarah, Asmani, and Emma regarding talent and motivation, it can be explained that talent is an ability that can emerge of the potential possessed by individuals in carrying out a task to acquire knowledge, while motivation is the overall driving force that is within oneself, thus it can be seen how the influence of talent on students' learning motivation in the learning process. If the talents that exist in students can be achieved or realized then these students will be motivated by their talents.

3.3 Interest

Interest is a condition in which a person shows a desire or need that is in him. A sense of preference and a sense of interest in a thing or activity, without any coercion. So interest is an impulse that arises because of feelings of pleasure towards something, while concentration is focusing attention on something.

Based on the results of the research, the researchers found that interest and concentration were factors causing the lack of learning motivation of students during online learning, this was because there were students who did not have the interest and desire to participate in the learning process due to the difficult learning process and poor network. less supportive so that the concentration of students is disturbed.

The results of the study were then strengthened by the statement put forward by Nasrullah[12]that "interest in learning is a motivating factor for students in learning based on interest or pleasure and students' desire to learn". According to Saleh[13] Someone who concentrates while studying will find it easier to convey his ideas and opinions on a lesson. They will be very enthusiastic about learning. High enthusiasm will make it easier for someone to accept and understand the lesson so it will lead to motivation to learn.

3.4 Intelligence

Based on the results of the research obtained by the researchers, it showed that intelligence was a factor causing the lack of learning motivation of students during online learning, this was due to the less supportive network conditions and the lack of confidence of students during learning so that students who were smart but did not understand learning did not exist. the desire to ask something that they do not understand and there is no desire to learn so students become unmotivated in learning.

Intelligence to receive, store, and process information into facts. Intelligence refers to an ability to regulate and manage the impulses contained in the individual so that students are able to be motivated by their intelligence.[14], [15].

3.5 Attitude

Attitude is a person's response or reaction to something, whether it is a negative attitude or a positive attitude. Through attitude we can predict behavior, if we interpret attitude as behavior and motivation as encouragement, it can be concluded that attitude becomes our motivation to behave. Someone who likes or dislikes something has a tendency to want and don't want to do it. From the research results obtained by researchers in the field that learning motivation has an effect on student motivation,

This is reinforced by the opinion of Syam[16]) who states that "Attitude becomes an internal symptom with an active dimension in the form of a tendency to react or respond in a relatively fixed way to objects, people, goods and so on, both positively and negatively". Research results from[11] state that students who have a positive attitude will increase learning motivation

3.6 Family environment

The family environment is one of the factors causing the lack of motivation to learn in students. Included in the family environment are the way parents educate their children at home, social relations in the family, and a conducive and calm atmosphere in the home that can increase students' learning motivation. Based on the results of the study, the researchers showed that the family environment became the third point of the nine indicators that were the factors causing the lack of motivation to learn students during online learning, this was due to the lack of encouragement from students and the lack of response from parents of students regarding student learning during at home.

The family environment is the first educational environment because it is in this family that children first receive education and guidance. It is also said that the environment is the main one because most of the child's life is in the family, so the education that is received by many children is in the family [17], [18]. So a good family environment is a family environment that provides encouragement and a good response to children's learning, then it will automatically make children motivated, because children feel there are demands from the family to study hard, and vice versa, if the family environment does not provide encouragement and a good response to If the child learns, then the child will not be motivated because there are no demands in him.

3.7 School environment

The results obtained by the researchers indicate that the school environment is a factor causing the lack of learning motivation of students during online learning, this is because during the online learning process during the COVID-19 pandemic, the lack of interaction that occurs during the learning process takes place, students do not feel the school atmosphere. and the absence of learning methods that can make students interested in participating in online learning, so that students are less motivated in learning.

The results of the study, it was strengthened by Asniar's opinion which stated that the school environment was one of the factors causing the lack of student motivation to learn. The school environment affects the learning motivation of students, motivation is needed in a learning activity to achieve educational goals. School is the second educational environment after the family environment, besides that the school environment functions to continue the education of children in the family environment with educators as a substitute for parents. The school environment is an environment for students to study formally. The school environment has an important role in increasing students' learning motivation. The better the school environment, the learning motivation of students will also increase.

4. Conclusion

The results showed that the school environment was a factor causing the lack of learning motivation of students during online learning, this was because during the online learning process during the COVID-19 pandemic the lack of interaction that occurred during the learning process, students did not feel the school atmosphere and did not the existence of learning methods that can make students interested in participating in online learning, so that students are less motivated in learning.

From the results of the study, it was strengthened by Asniar's opinion which stated that the school environment was one of the factors causing the lack of student motivation to learn. The school environment affects the learning motivation of students, motivation is needed in a learning activity to achieve educational goals. School is the second educational environment after the family environment, besides that the school environment functions to continue the education of children in the family environment with educators as a substitute for parents. The school environment is an environment for students to study formally. The school environment has an important role in increasing students' learning motivation. The better the school environment, the learning motivation of students will also increase.

References

- [1] D. Y. Sulanjari, 'E-Government Implementation in the Education Zone Service in Makassar City', *J. Ad'ministrare*, vol. 6, no. 2, pp. 153-158, 2020.
- [2] M. S. Saggaf, R. Salam, M. Darwis, and M. Jamaluddin, 'Examining Academic Service using Importance Performance Analysis (IPA)', 2017.
- [3] S. Suprianto, S. H. Arhas, M. Mahmuddin, and A. O. Siagian, 'The Effectiveness of Online Learning Amid the COVID-19 Pandemic', *J. Ad'ministrare*, vol. 7, no. 2, pp. 321-330, 2020.
- [4] M. Darwis, S. H. Arhas, and M. Nasrullah, 'Online Learning Based on the Borneo E-Learning Application (A Study of Student Satisfaction Analysis in the Use of the BEL Application at the Universitas Borneo Tarakan)', in *International Joined Conference on Social Science (ICSS 2021)*, 2021, pp. 576-581.
- [5] S. K. Amanurhidayani, H. Akib, and M. Darwis, 'Pengaruh Budaya Organisasi terhadap Motivasi Belajar di SMK YPLP PGRI 1 Makassar The Influence of Organizational Culture on Motivation to Learn in Vocational School YPLP PGRI 1 Makassar', *J. Off.*, vol. 3, no. 2, 2017.
- [6] M. Nasrullah, I. Ilmawati, S. Saleh, R. Niswaty, and R. Salam, 'Minat dan Motivasi Menjadi Guru Pada Mahasiswa Program Studi Pendidikan Administrasi Perkantoran Fakultas Ilmu Sosial Universitas Negeri Makassar', *Ad'ministrare*, vol. 5, no. 1, pp. 1-6, 2018.
- [7] S. Suprianto, S. H. Arhas, and R. Salam, 'Pengaruh Media Pembelajaran dan Pengelolaan Kelas terhadap Prestasi Belajar Siswa di SMK Negeri Kecamatan Tanete Riattang, Kabupaten Bone', *J. Ad'ministrare*, vol. 5, no. 2, pp. 137-146, 2018.
- [8] J. Jamaluddin, S. Syam, S. Saleh, and N. Nasrullah, 'The Influence of Extracurricular Activities on Character Building of Students of SMPN 22 Makassar', *J. Off.*, vol. 7, no. 1, pp. 1-10, 2021.
- [9] S. B. Djamarah, 'Guru dan Anak Didik dalam Interaksi Edukatif'. Rineka Cipta, 2014.
- [10] J. M. Asmani, 'Kiat Mengembangkan Bakat Anak di Sekolah', *Yogyakarta: Divapers*, 2012.
- [11] E. J. M. Sirait, S. H. Arhas, and S. Suprianto, 'The Influence of Assignment of Lecturers at School (ALS) Program on Students Learning Motivation in Tarakan City', *J. Ad'ministrare*, vol. 6, no. 1, pp. 79-88, 2019.
- [12] M. Nasrullah, I. Ilmawati, S. Saleh, R. Niswaty, and R. Salam, 'Minat Menjadi Guru Pada Mahasiswa Program Studi Pendidikan Administrasi Perkantoran Fakultas Ilmu Sosial Universitas Negeri Makassar', *J. Ad'ministrare*, vol. 5, no. 1, pp. 1-6, 2018.
- [13] M. Muayyadah, S. Saleh, and M. Darwis, 'Pengaruh Kelengkapan Perpustakaan terhadap Minat Baca Siswa di SMK Pesantren Pembangunan Muhammadiyah Tana Toraja'. Universitas Negeri Makassar, 2020.
- [14] M. Laeeq Khan, H. T. Welser, C. Cisneros, G. Manatong, and I. K. Idris, 'Digital inequality in the Appalachian Ohio: Understanding how demographics, internet access, and skills can shape vital information use (VIU)', *Telemat. Informatics*, vol. 50, p. 101380, 2020, doi: <https://doi.org/10.1016/j.tele.2020.101380>.
- [15] V. M. Moghadam, 'Building human resources and women's capabilities in Afghanistan: A retrospect and prospects', *World Dev.*, vol. 22, no. 6, pp. 859-875, 1994, doi: [https://doi.org/10.1016/0305-750X\(94\)90058-2](https://doi.org/10.1016/0305-750X(94)90058-2).
- [16] A. Syam, H. Akib, M. Yunus, and S. Hasbiah, 'Determinants of Entrepreneurship Motivation for Students at Educational Institution and Education Personnel in Indonesia', *J. Entrep. Educ.*, 2018.
- [17] F. Cano and M. Cardelle-Elawar, 'Family environment, epistemological beliefs, learning

strategies, and academic performance: A path analysis', in *Knowing, Knowledge and Beliefs*, Springer, 2008, pp. 219-239.

- [18] K. Marjoribanks, 'The Evaluation of a Family Learning Environment Model.', *Stud. Educ. Eval.*, vol. 9, no. 3, pp. 343-351, 1983.