

Learning Motivation of Tadris Science Students at UIN Imam Bonjol Padang on Online Learning

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ABSTRACT

The research objective is to understand the learning motivation of Tadris IPA students at UIN Imam Bonjol Padang in online learning. The sample in the survey research is 36 students of Tadris IPA with data collection in the form of a motivational aspect questionnaire containing 10 statements via google form. Questionnaire analysis shows that the average aspect of motivation is 84% (very high motivation). It can be concluded that the Tadris IPA students of UIN Imam Bonjol Padang are very motivated to learn during online learning. .

Keywords: . Motivation, Zoom, Online Learning

INTRODUCTION

Educational technology is one way to solve educational problems during the covid 19 pandemic, which can provide information and deliver material, so that learning activities do not become an obstacle during Distance Learning (PJJ) or study *online*.

learning *Online* or *e-learning*, namely the integration of technology and innovation (Banggur et al., 2018), this is carried out by starting early childhood education levels up to college level.

media is Learning designed with electronic devices or computers to support the learning process(Allen, 2016). Learning with e-learning emphasizes student activities and is taught by lecturers from a distance directly without face to face. Material, interaction, and assignments are provided entirely online via the Internet.E-learning is part of a learning tool that is taught and learned during a pandemic, has the following unique characteristics(Hanum, 2013): 1) learning objectives that are in accordance with the content, 2) the use of methods, 3) Using media elements to deliver educational materials. 4) Teaching centered on the teacher/lecturer or self-directed, 5) Developing understanding and skills related to learning objectives. There are many choices of software and applications that can be

used as e-learning tools during a pandemic, including very popular applications such as Zoom video conferencing. function (Haqien & Rahman, 2020).

Zoom is a cloud-based video application created by an American company. This application provides teleconferencing services by combining video conferencing, online conferencing, chat and mobile collaboration (Sahlani et al., 2020). This application is available through Windows, Linux, iOS, osmac, website and Android. The many zoom features that can be used in the learning process as well as online and video conferencing, conference rooms, telephone and marketing make this program a learning tool. And educational tools. Statistics show that during the boom, the use of zoom software increased significantly and reached about 19 billion sales (Romero-Ivanova et al., 2020). Many universities use this application, especially in learning. One of them is in learning science.

Scientific learning emphasizes the process of developing skills in knowledge acquisition activities while developing scientific attitudes at the same time. Therefore, good science education and learning activities must be able to develop four dimensions of science, namely: 1) the situational dimension in the form of curiosity about objects, natural phenomena, living things and causal relationships that cause new problems. Solved with proper steps; 2) The process dimension is in the form of problem solving methods with scientific methods to find scientific concepts. 3) Dimensions of the product in the form of facts, concepts, principles and theories. 4) The applied dimension is the application of scientific methods and scientific products in everyday life based on real problems in this field (Karin and Evans, 1990). The application of science refers to the characteristics of science learning which not only memorizes concepts and answers questions, but also expects students to be able to understand, observe, analyze everyday life problems and solve them (Vardani et al, 202). These activities are very well developed to build the concept of basic knowledge in the learning process that is being taught. Another benefit of implementing science learning is that it can grow skills, attitudes, and help someone in applying them in everyday life (Friedman, 2006). Several studies have shown that science learning is very effective in increasing student motivation and learning (Hamdu & Agustina, 2011).

As regulated by Pancasila in the 1945 Constitution (BSNP KTSP 2006: 271), the goal of scientific learning is critical thinking, rational, creative, actively participate, and interact with others responsibly. Some of these goals can be achieved if someone is motivated to learn both from within and from outside. Motivation to learn is part of the principle of learning. Attention plays an important role in learning activities. Students will pay attention to the class if the subject is in accordance with their needs. If the subject matter is in accordance with their needs, they will be motivated to learn it. In addition to attention, motivation also plays an important role in learning activities. Motivation is the energy that moves and directs

behavior (Dimiyati and Mudjiono in Miswowati, 2014). The biggest challenge is to maintain student learning motivation during the pandemic. The role of the lecturer and the students greatly influences the motivation. Motivation comes from the word motive which has the meaning of motive, desire, need, and will (Romadon & Maryam, 2019). Motivation is the drive that allows a person to lead, direct, and organize into action (Setiawan & Mulyapradana, 2019).

Motivation is part of an individual's psychological process that explains the interaction between attitudes, perceptions, needs, and decisions (Hakim, 2019). Motivation has three characteristics which include effort, will, direction, or purpose (Setiawan & Mulyapradana, 2019). The motivation studied in this article is learning motivation if students are encouraged to achieve an optimal learning activity or have the ability to carry out a learning activity. The characteristics of high learning motivation include hard work, perseverance, never give up, having future goals, enthusiasm for completing tasks with moderate difficulty levels, and problem solving abilities (Mulyaningsih, 2014). Arko Pujadi said that the factors that influence student learning motivation are internal factors and external factors (Pujadi, 2007). I Made Ari's research (Winangun, 2020), *Motivated Learning* has two dimensions, namely the intrinsic dimension which consists of the desire to succeed, drive, need to learn, hope.

The extrinsic dimension consists of an appreciation of learning, exciting learning activities, and a conducive environment for learning. Seeing this phenomenon, most of the students were still motivated to continue the learning process, although some students experienced a decrease in motivation. This is supported by the findings of the research "Motivation of online learning during the COVID-19 Pandemic" by Fitriyani et al., 2020. When the COVID-19 pandemic hit the world, they said there were several obstacles in its implementation, but that did not become an obstacle for students to keep learning enthusiasm. Moving on from this phenomenon, the focus of this article is to understand the learning motivation of Tadris IPA students at UIN Imam Bonjol Padang in online learning.

METHOD

The type of research is survey research, conducted to understand the learning motivation of 36 Tadris IPA students at UIN Imam Bonjol Padang in online learning. The research instrument used a questionnaire in the use of zoom meetings and motivational aspects made on *google form*, containing 10 questions, using a scale of 5 with details of strongly agree (SS), agree (S), quite agree (CS), disagree (KS) and strongly disagree (STS), (Sugiono, 2014). Details of the aspects of the questionnaire based on the motivational aspects consist of: (1). Persistence in learning, (2). Keep the spirit in the face of difficulties, (3). Interest and attention to learning, (4). learning achievement and (5). Independent

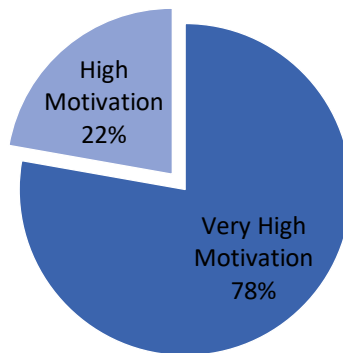
learning(Sardiman in Nasrah&Muafiah, 2020).

Measurement of the results of the learning motivation aspect of Tadris IPA students at UIN Imam Bonjol Padang refers to the criteria (Riduwan, 2013). The results of this interpretation become the basis for analyzing the learning motivation of Tadris IPA students at UIN Imam Bonjol in online learning.

RESULTS AND DISCUSSION

In general, the level of learning motivation of Tadris IPA students at UIN Imam Bonjol Padang can be seen in graph 1.

Graph 1. Percentage of Student



data shows that of all students of Tadris IPA UIN Imam Bonjol Padang 78% of all students have very high motivation and 22% of all students have high motivation. This aspect of student motivation is as shown in table 1 below:

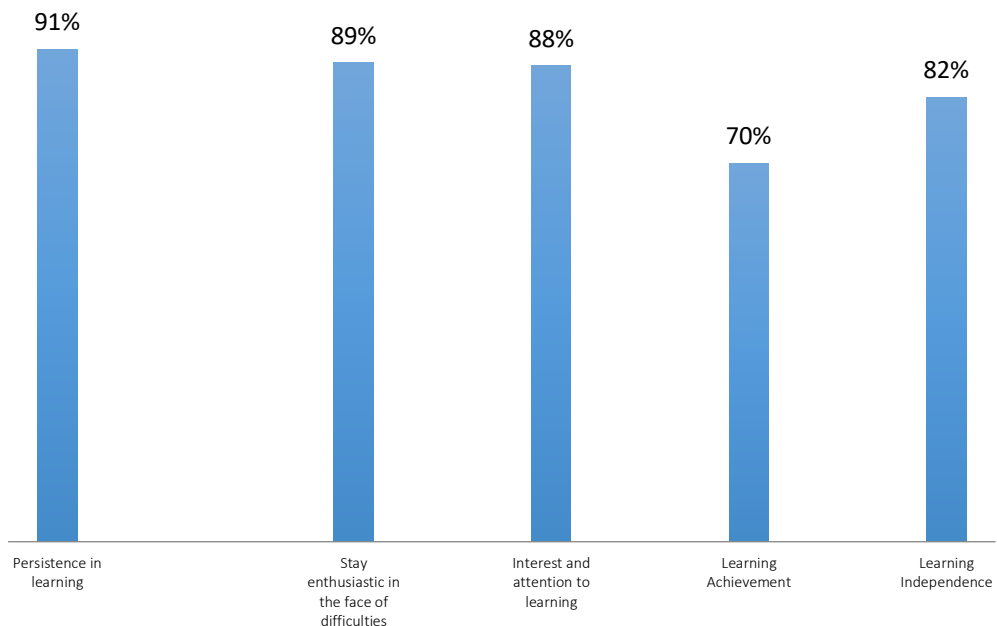
Table 1. Analysis of Motivation

| No | Aspects of Motivation | Percentage | Note |
|----|---------------------------------------------|------------|----------------------|
| 1 | Persistence in learning | 91 | Very high Motivation |
| 2 | Keep the spirit in the face of difficulties | 89 | Very high Motivation |
| 3 | Interest and attention to learning | 88 | Very high Motivation |
| 4 | Learning achievement | 70 | High Motivation |

| | | | |
|---------|----------------------|----|----------------------|
| 5 | Independent learning | 82 | Very high Motivation |
| Average | | 84 | Very high Motivation |

Table 1 shows that very high motivation is found in the aspect of persistence in learning, staying enthusiastic in the face of difficulties, interest and attention to learning, independence in learning. As for the aspect of achievement in learning is at a high motivation.

Diagram of Motivational Aspects



The first aspect, namely persistence in learning, has very high motivation (91%), Persistence is an individual's effort to overcome challenges or obstacles to get the desired result and this can also serve as individual motivation for an achievement. The persistence of the individual can be seen from the behavior of the individual himself, where the individual will work hard, not be distracted by other goals but remain in the stance he has chosen. The success rate of individuals who have this persistence alone depends on this individual himself (Duckworth et al., 2007). There are factors that influence persistence in individuals, namely the age at which individuals who are more mature usually have higher persistence (Vanthournout et al., 2012).

The second aspect is staying enthusiastic in the face of difficulties, very high motivation (89%), is a very important effort in the learning process, if high

enthusiasm and curiosity will encourage students to find what they want to know (Fitriyani et al., 2020).

The third aspect, namely interest and attention to learning, obtained very high motivation (88%), According to Djamarah(2002), interest and attention to learning were feelings of liking/pleasure, statements of liking, a sense of interest and awareness to learn without being asked. A person's interest in learning is not always stable, but always changing. By him that needs to be directed and developed to something predetermined selection through factors through internal factors and external factors such as the support of teachers and parents. This is in line with the research of Dhitaningrum and Izzati(2013) that parents specifically as part of the family have a strong influence on learning motivation.

The fourth aspect is achievement in learning, high motivation is obtained (70%), the most influential factor in learning achievement is motivation, physical condition, intelligence, school environment, teachers, community, family (parents), facilities and infrastructure, curriculum, and others. other. The most important thing in learning achievement is motivation. Motivation is very important to do and achieve something that can be influenced from outside and from within the individual. Motivation is very important in the learning and teaching process in the world of education or academics (Gunawan, 2014).

The fifth aspect, namely learning independence, obtained high motivation (82%), there is a significant relationship between learning independence and learning outcomes both in direct learning and in online learning. One aspect of independence is that students are able to answer or do the given task well.

Referring to the average results of the questionnaire from 5 aspects of learning motivation, the average percentage is 84% (very high level of motivation). This proves that when learning online, students are able to motivate themselves and be able to control themselves with their surroundings. Students who have high learning motivation will make it easier to get maximum learning outcomes.

Research conducted by Fitriyani et al., (2020) also argues that based on the data analysis that has been carried out there is an average percentage of the eight indicators of learning motivation of 80.27% meaning that student motivation in online learning is included in the very good criteria.

According to Tokan&Imakulata (2019), one of the factors that can influence student learning outcomes is their learning motivation. Student values are not only a form of acquired knowledge, but also include the attitudes and skills possessed by students. Students will get learning outcomes as a form of evaluation in the ongoing learning process in the form of values and include students' knowledge, attitudes, and skills. According to Shofiya&Sukiman(in Hilmiatussadiah, 2020) learning outcomes are the responsibility of each individual concerned. Both in the individual cognitive domain or knowledge, affective domain or individual attitudes and

behavior as well as in the psychomotor domain or individual skills.

CONCLUSION

Based on the results of the questionnaire, it was concluded that the Tadris IPA students of UIN Imam Bonjol Padang had very high motivation (84%). This means that students can generate self-motivation and are able to participate in learning activities smoothly and can maximize their learning.

The learning motivation of each individual cannot be completely left to the individual, although the main and first factor that influences motivation is the individual himself, but the environment also plays a very important role in bringing up the learning motivation of each individual. The learning environment should be able to provide full support for the individual learning process, but what is unfortunate is when we cannot control every event that occurs in the surrounding environment. This will be an important task for parents, families and teachers or educators to be able to optimize the learning process so that students gain knowledge from learning activities carried out.

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