

The Effect of Online Learning and Learning Motivation During the Covid-19 Pandemic on Student Academic Achievement

Hasanah¹, Fadhilah Izhari², Sunarti³, Sunarti³, Mariatul Qibtiah⁴, Haikal Abdallah Chaidir⁵

^{1,2,3,4,5}Universitas Muhammadiyah Jakarta, Indonesia

Email: hasanah@umj.ac.id

Abstract

The Covid-19 pandemic has changed the process of teaching and learning activities that are carried out offline (offline) to online (online), students must adapt and transform to new habits with online learning methods which are closely related to the existence of an internet network. This study aims to determine and analyze the effect of online learning and learning motivation during the Covid-19 pandemic on the academic achievement of students of the Management Study Program, Faculty of Economics and Business, University of Muhammadiyah Jakarta. The research method used is descriptive method with a survey method with a quantitative approach. Data collection used primary data and secondary data. Population of 1546 active students according to LLDikti data, while samples were taken using the Slovin formula calculation of 341 respondents. The results of this study are that online learning and learning motivation together (simultaneously) have a positive effect on student achievement variables. That is, the better the value of online learning and learning motivation, the greater the achievement of students at the Faculty of Economics and Business at Muhammadiyah University Jakarta

Keyword: *Student, Motivation, Covid-19 Pandemic, Online Learning, Learning Achievement.*

A. INTRODUCTION

The COVID-19 pandemic has also changed habits in the learning and teaching process at both the school and university levels. Teaching and learning activities that are carried out offline (offline) become online (online), students must adapt and transform to new habits, namely with online learning methods which are closely related to the internet network.

The term online learning stands for learning in the network which means that every teaching and learning activity can be connected to a computer network (online). Online learning can be made so that the learning process can be fun with various media platforms available such as accompanied by various attractive display images or can even increase interaction between students and lecturers because a discussion platform is provided related to the course being studied.

This learning achievement is usually used by educators as a measuring tool to measure how much absorption of students' understanding in understanding the learning that has been delivered. Another obstacle that occurs for educators is that many students deliberately do not participate in online learning due to not having an internet quota and internet network problems to access learning so that these students

are left behind and do not get grades and some even do not have facilities such as cellphones to carry out learning activities.

The research problem is whether there is an effect of online learning during the Covid-19 pandemic on student academic achievement?; Is there an effect of learning motivation during the Covid-19 pandemic on student academic achievement?; Is there an effect of online learning and learning motivation during the Covid-19 pandemic together on student academic achievement?

The urgency of the research is to determine the effect of Online Learning and Learning Motivation during the Covid-19 pandemic on the Academic Achievement of Management Study Program Students, Faculty of Economics and Business, Muhammadiyah University Jakarta.

B. LITERATURE REVIEW

Online Learning is a method of teaching and learning activities that are carried out without having to meet face-to-face directly between students and teaching staff in the same room, but teaching and learning activities and information exchange are carried out using a digital platform intermediary in a special network, namely the internet Malyana (2020:67). Online learning is a teaching and learning system that is carried out using an online platform, without having the teaching staff and students meet directly in the same room.

According to I Gusti Agung Ayu Wulandari & Gusti Ngurah Sastra Agustika (2020:515), which argues that online learning is; lecturer competence during online lectures which includes the behavior and attitude of lecturers when teaching online, the ability of lecturers to master technology during lectures; Online lecture learning processes and media which include student preferences for the online learning process. Students' preferences for online learning media; Facilities during online lectures which include the availability of student facilities in learning, the availability of infrastructure in learning.

Motivation is a strong desire and tendency within a person that causes him to take certain actions consistently. According to Islamuddin (2012:259), it can be concluded that motivation can be like the energy in the body of each individual. According to Kompri (2016:233). The concept of learning motivation has several functions in the process of understanding knowledge for students, namely motivation will provide a desire, tendency, high fighting power in a student in the process of learning activities to become a high achiever; motivation will affect the actions of a student in learning actions that reflect productive activities in order to achieve their learning targets; motivation will encourage students to look for various ways and methods so that their learning targets can be achieved in the shortest period of time.

According to Hipjillah (2015), academic achievement is an assessment of educational results in the form of changes in the fields of knowledge, understanding, application, analytical power, synthesis and evaluation, where the results of the assessment are given based on the results of tests, evaluations or exams from each course, these results are interpreted objectively and applied in the form of numbers

and sentences according to what is achieved by each student in a certain period. The dimensions of academic achievement are; self-concept includes helping other students, respecting fellow students, conveying information, quickly completing assignments; knowledge includes mastery of standard lecture material, ability to complete tasks, ability to solve social problems; skills include competency expertise according to teaching targets, initiative in learning, completion of practical and theoretical assignments.

C. METHODS

In this study, the research method used is a descriptive method with a survey method with a quantitative approach, as well as Associative research, namely research that will analyze the relationship between three variables. The independent variables in this study are Online Learning (X_1) and Learning Motivation (X_2). While Student Academic Achievement (Y) is the dependent variable. With a population of 1546 students of the FEB UMJ management study program. sampling is done using the Slovin formula calculation. In this sampling technique, the researcher uses the Non-Probability Sampling technique with the Slovin formula sample measurement method, namely a sample of 341 active student respondents. The data collection method uses questionnaires, with the help of software, namely IBM SPSS version 26. The data analysis method used in this study is: Data Instrument Test, consisting of validity test and reliability test.

Classical Assumption Test, is a test to measure whether the regression analysis model used in the study is feasible, including (Data Normality Test, Heteroscedasticity Test, and Multicollinearity Test). Multiple Regression (Multiple linear regression). This multiple linear regression is used because it wants to know about the effect of Online Learning (X_1), Learning Motivation (X_2), on Student Academic Achievement (Y). Coefficient of Determination, Testing the coefficient of determination (R^2) on a data, its essence is understood as a method to test and measure the ability of the data model in the study. Hypothesis Test includes (Partial Test and Simultaneous Test).

D. RESULTS AND DISCUSSION

1. Characteristics of Respondents

Based on the research data, there are more female respondents than male respondents. Female respondents were 62.46% or 213 respondents, while male respondents were 37.54% or 128 respondents. While the respondents were grouped into 2 groups, namely the first group aged 17-20 years, 53.96% or as many as 184 respondents, the second group was aged 21-24 years, 46.04% or 157 respondents.

2. Validity Test

Used to determine whether a questionnaire is valid or not. A model is said to be valid if the significant value is below 5%. The test criteria or conditions are if $r_{count} > r_{table}$ then the statement instrument correlates significantly to the total score

(declared valid). The results of the research obtained are that all research variables X1, X2, and Y all instruments are valid.

3. Reliability Test

Tabel 1 Reliability Test Results

Variable	Cronbach's Alpha	Limitations	Description
Student Achievement (Y)	0,828	0,600	Reliable
Online Learning (X1)	0,818	0,600	Reliable
Learning Motivation (X2)	0,850	0,600	Reliable

Source: SPSS Data Processing Results

Based on the results of table 1, it shows that each independent and dependent variable has a Cronbach's Alpha value of more than 0.600, so it can be concluded that the results of each variable, both dependent and independent variables, are reliable.

4. Multicollinearity Test

Table 2. Multicollinearity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Collinearity Statistics	
	B	Std. Error	Tolerance	VIF
(Constant)	7.347	1.972		
Online Learning (X ₁)	.344	.053	.644	1.552
Learning Motivation (X ₂)	.528	.058	.644	1.522

Dependent Variable: Student Achievement (Y)

Source: SPSS 26 Data Processing Results

Based on table 2 above, it shows that the VIF (Variance Inflation Factor) value is $1.552 < 10$ and the Tolerance value is $0.644 > 0.10$ in all independents used in the study. This shows that the data in this study does not have multicollinearity problems or there is no relationship between the independent variables. So that the data has met the requirements of a good regression model.

5. Heteroscedasticity Test

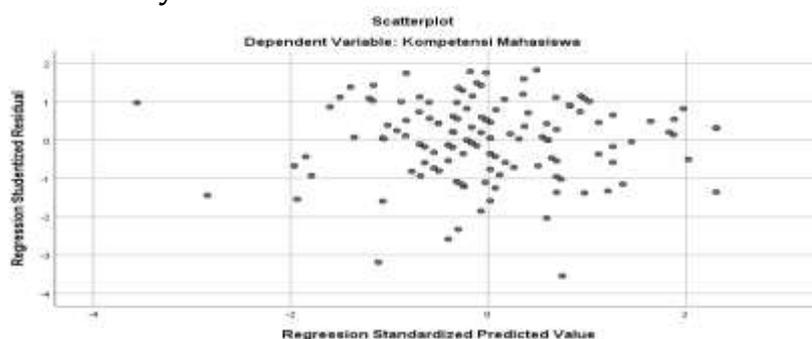


Figure 1. Heteroscedasticity Test Results

Source: SPSS 26 Data Processing Results

Based on Figure 1 the results of the heteroscedasticity test using scatterplot can be analyzed and it is noted that the points are randomly distributed and scattered in fairly separate and evenly distributed locations both above and below the number 0

on the Y axis so that it can be concluded that in the regression model, so the regression model is free from heteroscedasticity problems so that the data that has been processed is suitable for use in testing and researchers can continue the testing process at the next stage.

6. Normality Test



Figure 2. Normality Test Results

Source: SPSS 26 Data Processing Results

Based on the normality test seen from the table on the Normal P-Plot graph, the distribution of data around the diagonal line is quite consistent in following the direction of the diagonal line. And the histogram graph obtained is quite symmetrical, so based on the results obtained it can be concluded that the regression model in this study is normally distributed.

7. Multiple Linear Regression

Based on the results of the SPSS calculation, the multiple linear regression equation can be arranged as follows: $Y = 7.347 + 0.344 X_1 + 0.528 X_2$.

$\alpha = 7.347$, the value of Online Learning (X_1) and Learning Motivation (X_2) shows a positive value, meaning that there is a positive influence between Online Learning (X_1) and Learning Motivation (X_2) on Student Achievement (Y). It can be concluded that, if the value of Online Learning (X_1) and Learning Motivation (X_2) is 0, then the value of Y (Student Achievement) will show a level or equal to 7.347 points.

$\beta_1 = 0.344$ this shows that the regression coefficient of the Online Learning variable has a positive regression direction, where every 1 (one) point increase in the value of X_1 (Online Learning), the value of Y (Student Achievement) will increase by 0.344 points.

$\beta_2 = 0.528$ this shows the regression coefficient of the Learning Motivation variable has a positive regression direction, where every increase of 1 (one) point in the value of X_2 (Learning Motivation) the value of Y (Student Achievement) will increase by 0.528 points.

8. Determination Coefficient Test

Table 3. Test Results of the Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.833 ^a	.694	.689	2.452

Predictors: (Constant), Learning Motivation (X2), Online Learning (X1)

Dependent Variable: Student Achievement (Y)

Source: Results of SPSS V.26 Data Processing

Based on the results of table 4.11, it can be seen that the coefficient of determination (R²) is 0.694 or 69.4%. From these results it can be concluded that the Student Achievement variable (Y) is influenced by the Online Learning variable (X1), and Learning Motivation (X2) by 0.694 or 69.4%, so that 30.6% (100%-69.4%) is determined by other variables.

9. Partial Significance Test (t)

Table 4. t Test Result

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7,347	1.972		3.727	.000
Online Learning (X ₁)	.344	.053	.386	6.431	.000
Learning Motivation (X ₂)	.528	.058	.543	9.045	.000

Dependent Variable: Student Achievement (Y)

Source: SPSS 26 Data Processing Results

10. Simultaneous Significance Test (F)

The results of the F test (simultaneous test) were sought using the program IBM SPSS Statistics V.26 program can be seen in the following figure

Table 5. F Test Results

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1795.915	2	897.958	149.39	.000 ^b
Residua	793,418	132	6.011	2	
Total	2589.333	134			

Dependent Variable: Student Achievement (Y)

Predictors: (Constant), Learning Motivation (X2), Online Learning (X1)

Source: SPSS 26 Data Processing Results

E. CONCLUSIONS

Online learning has a positive effect on student achievement. This means that the better the value of online learning, the better student achievement. This positive effect is 0.344 at the Faculty of Economics and Business at Muhammadiyah University Jakarta. Learning motivation has a positive effect on student achievement. This means that the better the value of learning motivation, the greater the student achievement.

This positive influence is 0.528 at the Faculty of Economics and Business at Muhammadiyah University Jakarta.

Online Learning and Learning Motivation together (simultaneously) have a positive effect on student achievement variables. This means that the better the value of online learning and learning motivation, the greater the student achievement at the Faculty of Economics and Business at Muhammadiyah University Jakarta. In addition to online learning and learning motivation, there is an influence of other variables of 30.6% on student achievement. This means that further research is needed on other variables that can affect student achievement at the Faculty of Economics and Business at Muhammadiyah University Jakarta.

REFERENCES

1. Bilfaqih, Y., & Qomarudin, M. N. (2015). *Esensi Pengembangan Pembelajaran Daring*. Sleman: Deepublish
2. Brian, A., & Finny, A. (2013). *Pedoman Lengkap Profesional SDM Indonesia*. Jakarta: PPM.
3. Dewi, W. A. F. (2020). Dampak COVID-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2, 55–61.
4. Griffin, R. W. (2003). *Manajemen*. Jakarta: Erlangga.
5. Islamuddin, H. (2012). *Psikologi Pendidikan*. Yogyakarta: Pustaka Pelajar
6. Kompri. (2016). *Motivasi Pembelajaran Perspektif Guru dan Siswa*. Bandung: Remaja Rosdakarya.
7. Khusniyah, N., & Hakim, L. (2019). Efektivitas Pembelajaran Berbasis Daring: Sebuah Bukti pada Pembelajaran Bahasa Inggris. *Jurnal Tatsqif*, 1, 19–33.
8. Kuntarto, E. (2017). Keefektifan Model Pembelajaran Daring dalam Perkuliahan Bahasa Indonesia di Perguruan Tinggi. *Journal Indonesian Language Education and Literature*, 3, 99-110.
9. Malyana, A. (2020). Pelaksanaan Pembelajaran Daring dan Luring dengan Metode Bimbingan Berkelanjutan Pada Guru Sekolah Dasar di Teluk Betung Utara Bandar Lampung. *Jurnal Ilmiah Pendidikan Dasar Indonesia*, 2, 67–76.
10. Priansa, D. J. (2015). *Manajemen Peserta Didik dan Model Pembelajaran*. Bandung: Alfabeta
11. Sedarmayanti. (2011). *Manajemen Sumber Daya Manusia, Reformasi Birokrasi dan Manajemen Pegawai Negeri Sipil*. Bandung: Refika Aditama.
12. Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R dan D*. Bandung: Alfabeta
13. Sugiyono. (2013). *Statistika Untuk Penelitian*. Bandung: Alfabeta.
14. Uno, H. B. (2007). *Teori Motivasi & Pengukurannya*. Jakarta: Bumi Aksara.
15. Wulandari, I. G. A. A., & Agustika, G. N. S. (2020). Dramatik Pembelajaran Daring Pada Masa Pandemi Covid-19 (Studi Pada Persepsi Mahasiswa PGSD Undiksha). *Mimbar PGSD Undiksha*, 515–526.