

The Online Learning Process Increases the Learning Motivation of Nursing Students at the University of Indonesia Maju During the Covid-19 Pandemic

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Abstract

Introduction: Due to the spread of the Covid-19 virus which has resulted in the entire teaching and learning system in educational institutions switching to online teaching and learning methods. Disruption of the learning process causes several changes in students which ultimately affect their learning motivation. Learning motivation itself is a driving force or impetus that can make someone interested in learning so that they will learn continuously. Factors that can affect student learning motivation are factors that are within oneself (intrinsic) and factors that are outside oneself (extrinsic).

Objectives: To find out the relationship between the online learning process and the learning motivation of Universitas Indonesia Maju nursing students during the Covid-19 pandemic.

Methods: Correlational research method. The population in this study was the 7th semester of advanced nursing students at the University of Indonesia as many as 75 people and the sampling in the study used the Total Sampling technique and amounted to 75 respondents. The instruments in this study are the online learning questionnaire and the learning motivation questionnaire using a Likert Scale given to students. The data analysis technique in this research is a Univariate and Bivariate Test using a nonparametric statistical test, namely Spearman Rank (Spearman Correlation).

Results: The results of the study found that there was a significant relationship between the online learning process and the learning motivation of the University of Indonesia Maju students during the covid-19 pandemic with a p-value of 0.023 <0.05 with a close level of relationship between variables of 0.262, which means it is sufficient.

Conclusion: There is a relationship between the online learning process and the learning motivation of advanced Indonesian university nursing students during the covid-19 pandemic.

Keywords: covid-19, learning motivation, online learning

Introduction

Towards the end of 2019, the world was shocked by the outbreak of the epidemic which is now known as the Coronavirus. Coronavirus is a very annoying problem on this earth. Similarly, the transmission of the coronavirus that starts from one person and then to the next can occur through the air that is carried when a person with the coronavirus wheezes or coughs.¹ Coronavirus was first detected in December 2019 in Wuhan, Hubei Region. The territory of China, and then spread to the rest of the world, caused the Covid-19 pandemic to date.²

In Indonesia itself, the first case of the Coronavirus was recorded on March 2, 2020, after the Vice President of the Republic of Indonesia reported on the fourth day that Indonesia had survived Covid-19.³ On April 9, the pandemic spread throughout Indonesia after Gorontalo identified the main cases, with DKI Jakarta, West Java, and East Java being the most impacted areas. As of around 7 August 2020, Indonesia had nearly 119,000 positive cases and 5,521 deaths.⁴ Currently, due to the Coronavirus infection episode, the Indonesian school system is facing new difficulties, with the entire educational and learning arrangement of educational institutions turning to online-based learning. Annoyances in educating and developing experiences cause many changes in students that can affect their learning motivation.⁵

Students themselves are an important part of instruction. Students' basic ability is to apply their thinking to learning and improvement. Learning is the main action that occurs fairly consistently to obtain information, news, and expected values for students. Each student has a character that does not match with other students. There are differences in understanding of the handling of data and information obtained by students during learning.⁶ Online-based learning exercises which are currently used as a companion to classroom learning strategies during this pandemic, should be the main learning strategy to continue to be able to complement the educational and educating experience. The current online-based address framework is also a basic learning framework during the Coronavirus pandemic, in keeping with the approach of public authorities to close open offices and close learning exercises around. This certainly greatly affects the developing experience, both for speakers and students.⁷ Online-based addresses that use applications such as Zoom, Google Classroom, Google Meet, and various other web-based applications, clearly require a portion of web information for lecturers and students.⁷ The idea of online-based learning allows the process of increasing information that occurs in the classroom, but with the help of equipment such as computers and organizations, all students can also effectively carry out learning and learning experiences anywhere and anytime even though they are not close and personal and one another. room with the lecturer.

Based on the results of a preliminary study at the University of Indonesia Maju, it can be obtained from student data collection and location surveys that the number of students in the seventh semester is 75 people. From the results of field studies conducted, it was found that some of the students said that during online learning their learning motivation decreased because of online learning which made them bored and bored, some lecturers did not attend lectures and rarely entered, did not understand the material given by the lecturer because the existence of signal problems, the number of assignments given by lecturers and also the high cost of spending to buy study quotas during online learning, thus making some of the motivation of students decrease. Some other students also said that online learning increased their motivation to learn because by learning online they could learn independently and could explore many things with the internet from the material provided by the lecturer it made them more enthusiastic about learning online. From these problems, students begin to feel anxious and can experience stress, depression, and loneliness due to academic problems, Covid-19 conditions, family and others. so that it affects the personality of the students themselves, for

example, the mindset becomes negative and overthinking. So these problems have an impact on the decline in student grades.

Departing from this classification, the author is interested in raising this issue as research material, especially regarding the relationship between online learning and the learning motivation of Nursing students at the University of Indonesia Maju during the coronavirus pandemic.

Methods

The type of research conducted is correlational quantitative research. The sampling technique in this study is the Total Sampling technique with a sample size of 75 students. The instruments used are online learning process questionnaires and learning motivation questionnaires. The test used is non-parametric that is using the Rank Spearman correlation test.

Results

Characteristics of Respondents

Table 1. Frequency Distribution by Age and Gender

Age	Frequency (f)	Percentage (%)
20	11	14.7
21	34	45.3
22	24	32.0
23	6	8.0
Gender		
Man	12	16.0
Woman	63	84.0

Based on the table above, it was obtained from 75 respondents, the majority of respondents were 21 years old, namely 34 respondents (45.3%), and for gender, the majority of respondents were women as many as 63 respondents (84.0%).

Univariate Analysis

Table 2. Frequency Distribution of Respondents Based on Online Learning and Motivation to Learn

Online Learning	Frequency (f)	Percentage (%)
Well	36	48.0
Bad	39	52.0
Total	75	100
Motivation to learn		
Low	7	9.3
Currently	60	80.0
Tall	8	10.7
Total	75	100

Based on the table above, it was found that the students felt that online learning was in a good category as many as 36 respondents (48.0%) and the bad category obtained as many as 39 respondents (52.0%). it was found that 7 respondents (9.3%) had low learning motivation, 60 respondents (80.0%) had moderate learning motivation and 8 respondents (10.7%) had high learning motivation.

Bivariate Analysis

Table 3. Analysis of the Relationship between Online Learning Processes and Learning Motivation of Nursing Students, Universitas Indonesia Maju

Spearman	Correlation Coefficient	P-Value
Online learning process	0.279	0.015
Motivation to learn		

Based on the table above, the results obtained are the correlation coefficient value in the online learning process with learning motivation of 0.279 and from the results of statistical tests carried out it is obtained and obtained data p-value = 0.015 with a significance value of 0.05, this result shows that the p-value < means H_a accepted and H_0 is rejected. So it can be concluded that there is a relationship between the online learning process and the learning motivation of nursing students at the University of Indonesia Maju (UIMA) during the covid-19 pandemic.

Discussion

Based on the Characteristics of Respondents

From the synopsis above, it can be said that the respondents in this study made the biggest contribution at the age of 21 years. For seventh-semester nursing students, the age group is 21-22 years at most. Most of the respondents who took part in this study were women. This is because most of the seventh-semester nursing undergraduate students are women. This result is to the results of the examination conducted by Muhammad Taufik, et al in 2020 which stated that the majority of respondents with a female orientation in nursing study programs were above 78 respondents with a rate of 91.8%.⁸ These results are also to the results of a study led by Daniel and Immanuel in 2020 in orientation, most of the respondents from nursing study programs who participated in the study were women as much as 85 or 68.5%.⁹

It can be concluded that in the nursing study program, there are students with the most gender contributing and participating in research, namely only partially female and male.

Overview of the Online Learning Process

Based on the results of the univariate test on the online learning process variable, it was found that students felt online learning was very inadequate with poor classification, more than 39 respondents (52.0%). Online learning is an instructive worldview that is unexpected compared to before, and requires a variety of skills that are not yet fully developed by lecturers.¹⁰ Online learning is a formal instructive establishment that utilizes special intelligent tools to connect lecturers and students, as well as another important resource.¹¹ This is at least not the same as the results of a 2020 study by Widya, Minhatul and Mostafa which found that most online learning research subjects were good or successful, with the most prominent score being number 3 which was addressed to about 26 respondents who agreed to use the online learning system.¹² The reason for online learning is the delivery of excellent learning administration in a broad and open organization to reach enthusiasts of additional study spaces.¹³

The online learning model is also carried out at the University of Indonesia Maju by utilizing various devices such as Zoom, Google Meet, Whatsapp, and others to direct online-based learning and associate with teachers. This learning model must be well planned considering that not all students are familiar with learning via the Internet, and many lecturers, especially in various fields, are not familiar with impressions using web innovations or social

media.¹⁴ For online-based learning to remain ideal, it is related to learning motivation, especially reflection such as confidence in using PC/web, free learning, student control, and learning inspiration and trust in online communication.¹⁵

Researchers assume that online-based learning is generally not as easy as imagined. Students face various difficulties during the online-based learning process, including possible new changes with implications affecting students' theoretical and practical learning, busy considerations during evolving learning, and unreliable internet connections. This interaction interferes with learning while at the same time storing student data and students need time to adjust. In addition, because each student's special abilities and finances are different, not all students support online-based learning exercises. This is to a study led by Rahmawati and Putri in 2020, the results of which showed that most students had difficulty understanding material on the internet. According to him, the change from eye-to-eye learning examples to internet learning design requires a transformation that is generally troublesome, expecting students to try to understand the material they have not received.¹⁶

Online learning is not the right time for students, they feel some obstacles such as signal interference during learning, they feel useless because their quota runs out quickly, it is difficult to understand the material introduced by the lecturer, and they don't get along with friends who feel that exercise did not go well and most students felt that online learning was not feasible because lecturers often gave assignments rather than explaining the material.¹⁷ Online learning has a good effect, namely saving space and time, easy access to materials and improving IT skills. Meanwhile, the bad result is the lack of understanding of the material, disturbing eye health, the absence of serious learning and the absence of perspective and character framing.¹⁸

Mechanical progress in the era of the Industrial Revolution 4.0 has changed the pattern of individual lives, everyone should have the choice to adapt to the innovative turn of events and understand how to use them to make life easier for everyone.¹⁹ Mechanical improvement is possible in many fields, particularly in education, and we must be proactive and versatile in taking note of the confusing difficulties of the 21st century. The presence of innovation for schools is an implication that can be used as a means of delivering learning programs that are one-way and interactive.²⁰ Moreover, the use of innovation has empowered distance learning and spurred even more important developments in improving the quality of education. demonstrate strategies inside and outside the classroom.²¹

From the explanation above, the researcher assumes that online learning is very effective and is a progress that actually must be followed and developed, online learning has many positive impacts on

students and these obstacles should be used as motivation for students to keep learning and studying, where in the era of the 19th century. In the 21st century, everything is done using online. The decrease in motivation to learn is not only from the impact of online learning but can be from the person himself and the environment. So, online learning should still exist in today's modern era so that we don't go out of fashion. So that the online learning process is not boring, what educators can do is make online-based learning more volatile, adopt strategies that are superior to students, use media that make students interested and finally, endless expressions from instructors must have options to spur.

Overview of Learning Motivation

Based on the results of the univariate test on the learning motivation variable, it was found that the majority of students had moderate learning motivation, with as many as 60 respondents (80.0%). Learning motivation is one of the factors of student achievement to get maximum learning outcomes. Students who are very eager to learn are better at taking

illustrations as well as the mentality given by students will be more confident in learning. Motivation is one of the repulsions that occur because of internal and external improvements that make a person need to change the way he behaves or his activities. This way of behaving is driven by organic demands, impulses, and other mental variables that are influenced by the rise of human culture.²² Inspiration is very important for learning achievement, even in an online-based learning process.²³

The results from the table on the learning motivation variable show that 7 respondents (9.3%) have low learning motivation, 60 respondents (80.0%) have moderate learning motivation and 8 respondents (10.7%) have high learning motivation. These results are by Fitriani and Fauzi's 2020 research which states that the results of online student learning motivation research during the Coronavirus episode show that the general average level of 80.27% is very good, so it tends to mean that students have good learning motivation towards online learning during coronavirus pandemic.²⁴

From the explanation above, the researcher assumes that the Coronavirus pandemic period cannot damage students' motivation to complete online learning exercises, although practically online learning also has weaknesses, this does not become a barrier to the progress of online learning, considering that in a crisis like now In progress, the technology system is the only link in transferring knowledge from lecturers to students. Online learning is not the main factor that reduces students' learning motivation.²⁵

Correlation between Online Learning Process and Student Learning Motivation

Based on the results of the study, there is a relationship between the online learning process and learning motivation during the covid-19 pandemic with the results of the statistical tests carried out and the p-value = 0.023, with a significance value of 0.05. These results are from research directed by Tafdhila et al in 2021, which stated that there was an effect of online learning on students' learning motivation during the Coronavirus pandemic in students. With statistical test results obtained $0.016 < 0.05$.²⁶

Based on the statement above, the researcher assumes that online learning will not interfere with students' learning motivation. Although there are still many shortcomings in the implementation of online learning, such as network constraints, internet quotas, lack of facilities and infrastructure, such as laptops or cell phones and the ability of lecturers to complete their duties as facilitators does not work well, but this does not become a barrier for students to concentrate on studying at school. Coronavirus pandemic.

The results of this study are also by previous research by Astuti et al in 2020 which stated that online-based learning is very interesting during a pandemic and learning can affect student learning motivation because it can increase student learning motivation.²⁷ This is also to the research of Simatupang et al in 2020, which stated that during the coronavirus online-based learning was only feasible and students were very enthusiastic during the online learning process.²⁸ Students and lecturers should have the option to show solidarity which is beneficial in the learning process. Online-based learning makes teaching and learning activities customizable and allows students to openly access learning materials as often as possible, and they can also talk to instructors so that they can more easily master educational materials.²⁹

Based on the above affirmation, the researcher assumes that online-based learning that is carried out can make the respondents' learning motivation in the middle or middle class. This is because students say that effective online-based learning during the pandemic will encourage students to concentrate freely on looking for additional learning materials and finding answers to subjects that they find confusing, but the inspiration for student learning is not high because Universitas Indonesia Maju is a Nursing Campus. and different from other Campuses that are

not Nursing Campuses so that it can make students' learning motivation high when studying online.

In addition, nursing students have many tasks, for example, providing nursing care, training in research facilities and clinical practice, so that during internet learning students have problems taking training courses during online-based learning, because lab exercises and clinical practice are not interesting every time they are done by studying at home. on line. Online-based learning makes it difficult for students to understand the material provided by lecturers related to practicum and clinical practice, in addition to online learning students cannot do direct practice in this field, so students will not have better capacities or abilities. As a result, students' learning motivation is only in the middle category and not in the high category when participating in online-based learning.

From the interpretation of the correlation coefficient value, it is found that the coefficient value lies in the sufficient category, where there is a coefficient value of 0.279 which is included in the range of 0.26 - 0.50. The results of these numbers indicate that there is a positive relationship, namely the higher the online learning process, the higher the learning motivation and vice versa, if the lower the online learning process, the lower the student learning motivation.

The results of this study are by Syafari and Montessori's research in 2020 which states that there is a positive and large relationship between online learning and learning motivation, which means that if the online learning variable increases, the student's learning motivation will also increase and vice versa if the online learning variable decreases. , then the variable of student learning motivation will also decrease.³⁰ The results of this study are also by Mulyapradana and Hakim's 2020 research which states that the use of online media and learning motivation has good value, meaning that the better the decision to use online media and learning motivation, the students will feel satisfied.¹⁴ Learning media in the educational process can create new longings and interests, increasing motivation in learning exercises. Learning media that can build students' learning motivation are interesting and intuitive learning tools, which are likely to be aimed at online learning.³¹

Given the above statement, it is possible to reason that online learning is connected with learning motivation. Therefore, lecturers must have choices to create a successful learning atmosphere, for example making learning very interesting and not boring, basically fun for students, making intuitive associations with all students, providing equal friendship to all students, offering assistance to all students. students in learning, so that students have a high interest and obligation to take part in learning exercises during the *coronavirus pandemic*.

Conclusions

From the results of the univariate analysis, it was found that the frequency distribution of respondents was based on online learning with the result that there was the majority in the bad category as many as 39 respondents (52.0%). Meanwhile, from the univariate analysis, the frequency distribution based on learning motivation obtained the majority of the results in the moderate category as many as 60 respondents (80.0%). The results of the research correlation test showed that there is a significant relationship between online learning and learning motivation in Nursing students at the University of Indonesia Maju. This is evidenced by the results of the Spearman Rank correlation test, namely there is a positive and significant relationship between online learning and learning motivation with a significance value of 0.015 <0.05 with a Pearson Correlation value of 0.279 in the sufficient category.

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