



## Influence of *oncam* feature in *online conference* on learning motivation during the pandemic

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### ABSTRACT

The impact of the COVID-19 pandemic has affected various aspects, including education. Since the pandemic, students have been forced to do online learning. Students' unpreparedness for this change resulted in less effective teaching and learning activities. The students become inactive and find it difficult to focus during class. This, of course, affects using the on-cam feature on the level of student learning motivation during the current pandemic. In this study, the researcher used a quantitative method by using a research instrument in the form of a form containing a series of questions related to how respondents' learning behavior was while undergoing an online learning process using an online conference application that provides an on-cam feature. Participants in this study were 42 active students at the Indonesian Education University, Department of Educational Curriculum and Technology batch 2020. Based on the data obtained, it was shown that the on-cam feature could affect respondents' motivation level in learning. Therefore, according to these findings, the on-cam feature in online learning can be paid more attention to maintain student learning motivation so that the learning process can run optimally.

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### ABSTRAK

Dampak pandemi COVID-19 telah mempengaruhi ke berbagai aspek tidak terkecuali pendidikan. Semenjak pandemi berlangsung, siswa dipaksa untuk melakukan pembelajaran secara daring. Ketidaksiapan siswa terhadap perubahan ini mengakibatkan kurang efektifnya kegiatan belajar mengajar. Para siswa menjadi tidak aktif dan sulit focus selama kelas berlangsung. Hal ini tentu saja mempengaruhi tingkatan motivasi belajar pada siswa. Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh penggunaan on-cam feature pada tingkatan motivasi belajar mahasiswa di masa pandemic saat ini. Pada penelitian kali ini peneliti menggunakan metode kuantitatif dengan menggunakan instrument penelitian berupa formulir yang berisi rangkaian pertanyaan yang berkaitan dengan bagaimana perilaku belajar responden saat sedang menjalani proses pembelajaran secara daring menggunakan aplikasi online conference yang menyediakan on-cam feature. Peserta dalam penelitian ini adalah 42 mahasiswa aktif Universitas Pendidikan Indonesia Departemen Kurikulum dan Teknologi Pendidikan angkatan 2020. Berdasarkan data yang diperoleh, menunjukkan bahwa penggunaan on-cam feature dapat mempengaruhi tingkatan motivasi responden dalam belajar. Oleh karena itu, menurut hasil temuan ini, penggunaan on-cam feature pada pembelajaran daring bisa lebih diperhatikan lagi demi menjaga motivasi belajar mahasiswa agar proses pembelajaran dapat berjalan secara maksimal.

**Kata Kunci:** Implementasi kurikulum; motivasi belajar; on-cam feature; pandemi; pembelajaran daring

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## **INTRODUCTION**

On February 11 2020, WHO announced the official name of the disease due to a new type of coronavirus that developed at the end of 2019 and eventually spread throughout the world as Corona Virus Disease-2019 (COVID-19). One month later on March 11 2020, WHO officially declared it a pandemic (Syakurah & Moudy, 2020). This sudden health threat has caused significant changes to human life, including how education works. This condition forces educational institutions to create innovations that can solve problems currently being faced. One form of innovation being carried out is the implementation of online or online learning (Chang et al., 2022; Hong et al., 2021).

Like other aspects of human life, education also gets new adaptations that require people to find new ways to carry out education without having to pose a threat to students and educators. For this reason, online learning using various supporting media is also the path taken by the world of education. The use of online media is one solution so that students can understand teaching material well (Mustakim, 2020; Mustika et al., 2017).

The implementation of online learning basically does not require students to be present in class, but they can access it via the internet (Zhafira et al., 2020). Online learning is carried out using technology, especially the internet with a distance learning system, where Learning and Teaching Activities are not conducted face to face. Learning is carried out using media, both print media (modules) and non-print media (audio/video), computers/internet, conference meetings, and so forth (Firman & Rahayu, 2020). The benefits of using technology can help us undergo the distance learning process (Daulay et al., 2020). Because during a pandemic like this, studying online and working from home are ways to mediate existing problems (Komalasari, 2020). It is hoped that implementing the study-from-home regulations will reduce the interaction of many people directly in one place so that it can inhibit the spread of the COVID-19 virus (Ningsih, 2020). However, there are still several obstacles to its implementation (Mamluah & Maulidi, 2021).

Unfortunately, technological advances that exist during a pandemic like today have not been able to have a good impact on learning motivation because the changes in circumstances forced by the COVID-19 pandemic have caused learning to be less efficient (Al-Hakim & Azis, 2021; Almendingen et al. al., 2021). This is due to the unpreparedness of educators and students to suddenly move from a conventional learning system to an online learning system (Asmuni, 2020). As a result, students can become less active in conveying their aspirations and thoughts, resulting in boring learning. This is because it is difficult for the interaction between educators and students to occur, so the learning process often only occurs in one direction (Safarati, 2021), so that learning is centered on the teacher only, while students become passive during the learning process takes place (Bariham et al., 2022; Daniati et al., 2020). These reasons can be the cause of students' learning outcomes not progressing even though the teaching and learning process should continue to optimize the delivery of material properly to maintain the quality of learning outcomes, including increasing student learning motivation during the COVID-19 pandemic as it is today (Almendingen et al., 2021; Mandailina et al., 2021; Hapsari et al., 2021). Therefore, a stimulus is needed to move students to get the enthusiasm for learning needed to have broad insights into knowledge and realize an increase in learning achievement as expected.

## **LITERATURE REVIEW**

Motivation to learn is a mover or driving force that makes someone interested in learning at school, and their students will learn continuously. What we learn, how, and when we choose to learn are closely related to motivation (Fitriyani et al., 2020; Sarnoto & Romli, 2019; Suharni, 2021). Therefore, research on the use of the on-cam feature in online conferencing applications is an interesting matter to discuss because the link between motivation and online learning affects how we learn during a pandemic like today. In implementing distance learning, motivation needs to be of further concern because, with the high motivation in students, it is hoped that they can obtain good learning outcomes (Nasrah & Muafiah, 2020; Syafari & Montessori, 2021).

Online learning that uses online conferencing applications such as Zoom is a form of synchronous online learning that can provide new experiences for students (Mustopa & Hidayat, 2020; Ismayanti, 2021). Synchronous learning or activity of educators and students carried out synchronous learning using online conferencing allows direct interaction between educators and students even though they are in different places (Martin & Bolliger, 2018; Monica & Fitriawati, 2020). With the benefits provided by this application, many universities use it to carry out the learning process (Kelana et al., 2021; Riyandi et al., 2020).

This online conference application has an on-cam feature that will turn on the camera on the participant's device and display it on the other participant's device. We can use this feature during learning to shape students' learning motivation because it creates the illusion of being together. Based on this, proving the existence of a relationship between the on-cam features available in online conferencing applications and learning motivation in online learning during the COVID-19 pandemic is the main concern of this research.

## **METHODS**

The method used in this study is a quantitative approach. This research seeks to prove how the on-cam feature in online conferencing applications can influence learning motivation in online learning during a pandemic. This research was conducted on active students of the Indonesian University of Education's Department of Curriculum and Educational Technology class of 2020 who were undergoing online learning while this research was taking place.

## **RESULT AND DISCUSSION**

The research subjects of the researchers were active students of the Indonesian University of Education's Department of Curriculum and Educational Technology class of 2020 who were undergoing online learning. The questionnaire was distributed online using the Google Forms service as a forum for answers from the respondents. Table 1 shows the age distribution of the respondents in this study:

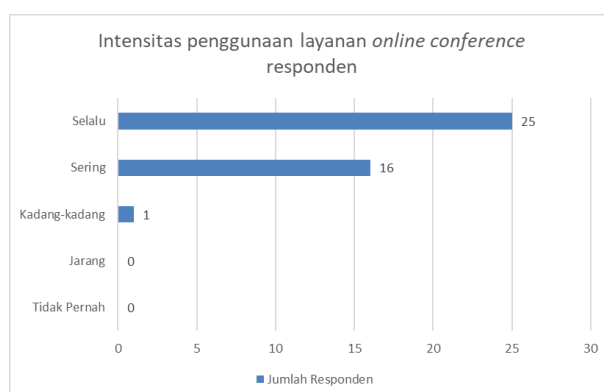
**Table 1.** Respondent Age

No.	Age	Frequency
1	18 Years	13 People
2	19 Years	22 People
3	20 Years	6 People
4	21 Years	1 People

*Source: Research 2021*

Based on these data, there is an age difference, although not too far. However, this could be the diversity of research subjects, which shows that the ages of the respondents in this study varied.

Furthermore, regarding the intensity of the use of online conferencing services, the data can be seen as follows (see **Figure 1**):



**Figure 1.** Graph of respondents' intensity of using online conferencing services  
*Source: Research 2021*

Based on the respondent's data, it was found that 25 respondents claimed always to carry out online lectures using online conferencing services. This conference is normal and familiar for most students to take their online lectures. What needs to be underlined here is that respondents use the Zoom meeting service as an online conference service provider when online lectures are held. This is in line with research conducted by [Daulay et al, \(2020\)](#) that the use of this technology, one of which is in the form of online conferencing, helps in the process of distance learning.

Further data regarding the use of the on cam feature (see **Table 2**):

**Table 2.** Respondents' considerations for using the on-cam feature during lectures

No.	Respondent's consideration	Frequency
1	Are ready to undergo lectures	17 People
2	The majority of the camera is on	14 People
3	Respect lecturers and presenters	8 People
4	Like the course	3 People

*Source: Research 2021*

The decision to use the on-cam feature was influenced by various considerations from the respondents who participated in the research. One of the highest forms of consideration is the readiness of students to take part in a series of lectures that will be held. This form of consideration is recognized by 17 respondents, and the second highest consideration is

because the majority of students use the on-cam feature also during lectures, this form of consideration is recognized by 14 respondents, and it was followed by a form of consideration to respect the lecturers and presenters as many as eight respondents, and as many as three more respondents used the on-cam feature because they were in their favorite course. Respondents' decisions in using the on-cam feature are closely related to their learning motivation, so they are considered highly motivated and expected to obtain good learning outcomes (Nasrah & Muafiah, 2020).

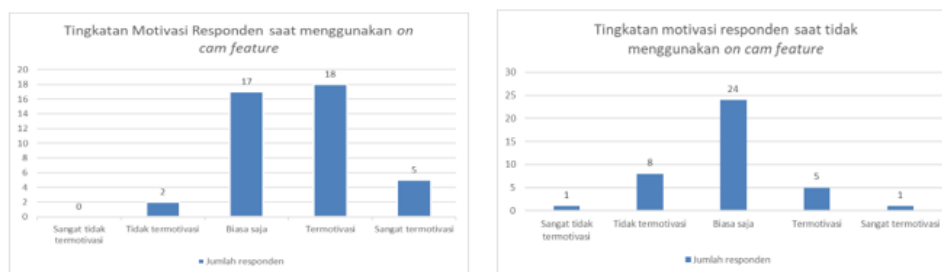
**Table 3** is the decision data not to use the on-cam feature, and it can be seen as follows:

**Table 3** Respondents' considerations for not using the on-cam feature during lectures

No.	Respondent's consideration	Frequency
1	Not ready to go to college	19 People
2	The majority of the camera does not turn on	17 People
3	Do not like the course	1 People
4	Personal reasons	4 People

Source: Research 2021

Based on the data above, it can be seen that there is a close relationship between self-readiness to take part in lectures and the influence of other students' decisions to behave during lectures (choosing to use the on-cam feature or not) is one of the most determining factors for respondents to decide whether they will use the on-cam feature or not during the lecture. This is in line with research conducted by Asmuni (2020). The results of the questionnaire also show that a trend of higher levels of motivation occurs when respondents decide to use the on-cam feature during lectures when compared to respondents who have an average level of motivation during lectures when they decide not to use the on-cam feature (see **Figure 2**):



**Figure 2** Comparison of respondents' motivation levels when using and not using the on-cam feature

Source: Research 2021

This shows that there is a mutually supportive relationship between intrinsic and extrinsic motivation where students will be motivated to take lectures because they are ready to learn and receive material from the lecturer, and this is shown by their behavior in using the on-cam feature in the online conferencing service. Then there is encouragement from outside, namely, other students who use the on-cam feature. Students who use this feature indirectly encourage others to use the on-cam feature. This can be said to be in line with the statement

from Sarnoto & Romli (2019), Fitriyani et al. (2020), and Suharni (2021) that what is learned, how, and when we choose to learn has a close relationship with motivation. The results of this study show that the majority of students feel more motivated when they use the on-cam feature during lectures, and the use of this on-cam feature is included in their 'how' to learn.

## **CONCLUSION**

The results of this study indicate that maximizing the little things in the learning process influences learning motivation. In education during a pandemic like this, the little thing is the on-cam feature in the online conferencing service used in online learning. In the results of this study, the on-cam feature is related to the learning motivation experienced by students. The results of existing research show that there is a slight increase in the level of motivation students recognize when they use the on-cam feature during lectures. The results of this study can become an in-depth understanding of the online learning process and its relation to learning motivation, especially online learning that uses online conferencing services, which are very popular in Indonesia.

## **AUTHOR'S NOTE**

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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