



Online Learning Motivation of Elementary School Teacher Education Students on The Understanding of Javanese *Paramasastra* of *Perangan Awak* Concept

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Abstract

This study aimed to explain in detail how the objective conditions of motivation experienced by students in online learning of Javanese *Paramasastra* (grammar) of *Perangan Awak* (part of the body) concept. It is based on the factual conditions of the COVID-19 pandemic, which poses serious problems for face-to-face learning activities in universities. Therefore, online learning motivation is a skill that students must master. This study applied a quantitative approach with a survey method. The research was conducted at University of Nahdlatul Ulama Al Ghazali (UNUGHA), involving 97 4th-semester students in the elementary school teacher education study program. The data collection technique in this study used a survey technique with a Likert scale. The survey was made in a Google form for easy access by students. The data analysis technique employed in this study was to calculate the percentage of data from each indicator, interpret the data presentation scores, and analyze each indicator in depth. This study's results revealed that the learning motivation of 4th-semester students in the elementary school teacher education program at Nahdlatul Ulama Al Ghazali University was very good, as seen from the percentage of motivation scores, which was 84.07%. Also, efforts to teach the Javanese language to increase students' motivation are to become cool teachers and direct students to practice Javanese *Paramasastra* of *Perangan Awak* concept in song covers.

Keywords:

Learning Motivation, Online Learning, Javanese *Paramasastra*

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Abstrak

Penelitian ini bertujuan untuk menjelaskan secara rinci bagaimana kondisi objektif motivasi yang dialami siswa dalam pembelajaran online konsep *Paramasastra* (tata bahasa) Jawa tentang *Perangan Awak* (bagian tubuh). Hal ini didasarkan pada kondisi faktual pandemi COVID-19 yang menimbulkan permasalahan serius bagi kegiatan pembelajaran tatap muka di perguruan tinggi. Oleh karena itu, motivasi belajar online merupakan keterampilan yang harus dikuasai siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Penelitian dilakukan di Universitas Nahdlatul Ulama Al Ghazali (UNUGHA) dengan melibatkan 97 mahasiswa semester 4 program studi Pendidikan Guru Sekolah Dasar. Teknik pengumpulan data dalam penelitian ini menggunakan teknik survei dengan skala Likert. Survei dibuat dalam bentuk Google Formulir untuk memudahkan akses oleh siswa. Teknik analisis data yang digunakan dalam penelitian ini adalah menghitung persentase data dari setiap indikator, menginterpretasikan skor penyajian data, dan menganalisis setiap indikator secara mendalam. Hasil penelitian ini mengungkapkan bahwa motivasi belajar siswa semester 4 program studi pendidikan guru SD di Universitas Nahdlatul Ulama Al Ghazali sangat baik, terlihat dari persentase skor motivasi yaitu 84,07%. Selain itu, upaya pengajaran bahasa Jawa untuk meningkatkan motivasi siswa adalah menjadi guru yang keren dan mengarahkan siswa untuk mempraktekkan konsep *Paramasastra* Jawa tentang *Perangan Awak* dalam cover lagu.

Kata Kunci:

Motivasi Belajar, Pembelajaran Online, *Paramasastra* Jawa

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INTRODUCTION

In early 2021, almost the whole world was alert to the presence of a COVID-19 virus that had spread, causing educational institutions to experience challenges in the learning process. Then, the government has issued a policy to maintain distance, use masks, and even large-scale social restrictions (PSBB). This condition makes people must stay at home, study at home, work at home, and worship at home. It also makes the education sector, such as schools and universities, stop the face-to-face education process, replacing it with online learning that can be carried out from their homes (Sahu, 2020). It is in accordance with Circular Letter Number 04 of 2020 issued by the Minister of Education and Culture of the Republic of Indonesia regarding policies to be aware of emergency conditions to break the COVID-19 virus.

In a university context, lecturers must ensure that teaching and learning activities continue even though students are at home. The solution is that lecturers are required to design learning media as innovations by utilizing online media. The online learning system is without face-to-face directly between lecturers and students but is carried out online using the internet network (Traxler, 2018). During online learning, students and lecturers carry out teaching and learning activities utilizing online applications, such as video conferencing applications, e-mail, and online social media.

Online learning is also an educational innovation involving information technology elements in learning. According to Mustofa et al. (2019), online learning is a distance education system with a set of teaching methods in which teaching activities are carried out separately. Alessandro in *Digital Skills and Competence, and Digital and Online Learning* said that online learning is held through the internet and web 2.0 networks, meaning that online learning involves elements of technology as a means and the internet network as a system. Online learning has been widely carried out in the context of universities, as evidenced by several studies that explain this (Crews & Parker, 2017; Mather & Sarkans, 2018). Online learning also provides benefits in helping to provide access

to learning for everyone, thereby removing physical barriers as a factor for learning in a classroom setting (Ahmed, 2018). Even more, it is seen as something effective to be applied, especially in higher education. However, according to Pilkington (2018), it is undeniable that not all learning can be transferred to an online learning environment.

On the other hand, motivation in online learning is an aspect that needs to be studied in depth. Given the obstacles in the learning process, it can affect students' motivation and interest in learning, not only students but all elements of education, including lecturers and college students. Sumirah et al., (2021) explain that learning motivation is necessary for the learning process because someone who does not have the motivation in learning is unlikely to carry out learning activities.

The essence of motivation in learning is internal and external encouragement for students learning to make behavior changes, with several indicators or supporting elements. It has a very big role in a person's success in learning. Uno in *Teori Motivasi dan Pengukurannya Analisis di Bidang Pendidikan [Theory of Motivation and Its Measurement Analysis in the Field of Education]* said that indicators in learning motivation include (1) desire to succeed, (2) encouragement and need for learning, (3) appreciation in learning, (4) interesting activities in learning, (5) conducive learning environment, thus enabling a student to study well.

There are several characteristics of students who have high learning motivation. It can be seen through the high teaching and learning process in the classroom, as stated by Petrides (2006), including 1) being interested in the teacher, namely not being indifferent, 2) being interested in the subject being taught, 3) having high enthusiasm and controlling their attention, especially to the teacher, 4) always remembering the lesson and studying it again, 5) wanting always to join the class group, and 6) their actions, habits, and morals always in self-control.

How the learning delivered can be understood by students includes reading, listening, speaking, and writing. Specifically, the importance of understanding the Javanese language is not only to achieve a goal in learning but also to help students understand

each concept in depth and can apply it communicatively, an embodiment of cultural attitudes with noble values that need to be preserved so that it does not disappear; thus, it is necessary to adjust learning to read the Javanese letters *Hanacaraka* (Supartinah, 2010).

In this case, online learning allows students to have the flexibility of study time to study anytime and anywhere. In addition, students can interact with lecturers utilizing several applications, such as e-classroom, video conference, telephone, live chat, zoom, *hanacaraka* application, or WhatsApp groups (Dhull & Sakshi, 2017). This learning activity is an educational innovation to answer the challenge of the availability of varied learning resources. Besides, the success of a model or learning media depends on the characteristics of the students. It was revealed by Nakayama et al. (2014) that all literature indicates that not all students will be successful in online learning. It is due to differences in learning environment factors and student characteristics. Conversely, one of the successes in learning is related to students' motivation (Schunk & Usher, 2012).

According to Brophy (in Tiara & Amrizal, 2019), motivation is a theoretical construct to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. Motivation provides an impetus for purposeful action in the desired direction, both physically and mentally, so activity becomes a crucial part of motivation (Lee & Martin, 2017). Motivation can also influence what we learn, how we learn, and when we choose to learn (Schunk & Usher, 2012). It is also shown from research, which explained that motivated students are more likely to do challenging activities, be actively involved, enjoy the process of learning activities, and show increased learning outcomes, persistence, and creativity (El-Seoud et al., 2014). In addition, designing a learning environment that motivates students will attract students' attention (Keller, 2016).

Moreover, online learning is often required to be more motivation because the learning environment usually relies on motivation and related characteristics of curiosity and self-regulation to involve in the learning process (Selvi, 2010). In fact,

technology itself is seen by some as inherently motivating because it provides several qualities recognized as essential in cultivating intrinsic motivation, namely challenge, curiosity, novelty, and fantasy (Lepper et al., 2005). Motivation is also considered an important factor for successful learning, including in online learning environments, so it is necessary to reconsider learning motivation in learning environments that use technology (Harandi, 2015). For this reason, researchers in the world of education need to study in-depth how student motivation in online learning is, especially when learning activities are carried out during the COVID-19 pandemic (Zhou et al., 2020). Meanwhile, the aspects studied in this study are related to the previously described aspects (Uno in Arrixavier & Wulanyani, 2020), listing eight indicators of learning motivation: concentration, curiosity, passion, independence, readiness, enthusiasm, encouragement, never giving up, and self-confidence.

Therefore, this study was conducted to provide an objective description of how students' learning motivation in online learning is about the concept of understanding Java *paramasastra* (grammar) of *perangan awak* (part of the body) because they can memorize part of the body with song conversions so that they are easy to memorize and become evaluation material in creating effective learning. In addition, this research can be used as study material for other researchers related to student motivation in online learning during the COVID-19 pandemic.

METHODS

This research was conducted on students from Nahdlatul Ulama Al Ghazali University with the address at Jalan Merdeka Barat No.17, Gligir, Kesugihan Kidul, Kesuguhan Sub-district, Cilacap Regency. This study used a quantitative approach with a survey method following Creswell in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. The resource persons for this research were 97 Nahdlatul Ulama Al Ghazali University students from the elementary school teacher education study program for the

regular and employee classes in 2020 and 2021. This determination was made because they represented students who had done face-to-face lectures and had never done face-to-face lectures before. This research was conducted in February 2021. The instrument used in this research was survey data, looking for relevant things from various sources, such as *Perangan Awak* (part of the body) from articles or news. Meanwhile, the survey was in the form of a questionnaire made in a Google Form to be easily accessed by students. The survey aimed to reveal in detail student motivation in online learning for three months, while the type of survey employed a Likert scale. According to Sugiyono in *Metode Penelitian Kuantitatif, Kualitatif dan R&D [Quantitative, Qualitative and R&D Research Methods]*, the Likert scale measures attitudes, opinions, and perceptions of individuals or groups of people towards social phenomena. The Likert scale table is presented below.

Table 1. Likert Scale

Assessment criteria	Scoring scale
Strongly agree	5
Agree	4
Fair/Neutral	3
Disagree	2
Strongly disagree	1

Meanwhile, the data analysis technique in this study was carried out by calculating the percentage of the scores that had been obtained. The formula for calculating the percentage is as follows.

$$Index\ formula\ \% = \frac{T \times P_n}{V} \times 100$$

Figure 1. Respondent Percentage Score Formula

Description:

- T : Total number of respondents who chose
- P_n : Choice of Likert score numbers
- Y : Ideal score

The percentage results obtained were interpreted based on the following interval table.

Table 2. Criteria for Score Interpretation

Percentage	Description
0 % - 19.99 %	Not very good
20 % - 39.99 %	Not good
40 % - 59.99 %	Enough
60 % - 79.99 %	Well
80 % - 100 %	Very good

Table 2 above is the basis for analyzing in-depth and concluding how the learning motivation of 4th-semester students of the elementary school teacher education study program at Nahdlatul Ulama Al Ghazali University Cilacap in online learning on understanding the Javanese language during the COVID-19 pandemic.

RESULTS AND DISCUSSION

The research results on Nahdlatul Ulama Al Ghazali University students revealed the following data and information:

Applications Utilized by Lecturers in Online Lectures

The online lecture applications used by lecturers at UNUGHA are as follows:

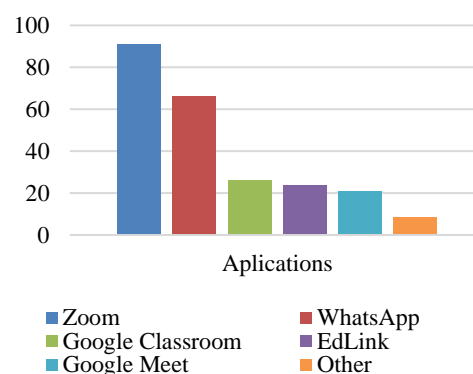


Figure 2. Online Lecture Applications Used by Lecturers at UNUGHA

Based on the questionnaire distributed to students of the elementary school teacher education study program at UNUGHA, the applications utilized in online lectures were 66% WhatsApp, 25.8% Google Classroom, 20.6% Google Meet, 90.7% Zoom, 23.7% edlinks, and 8.2% using other media not mentioned.

Study Motivation Survey Results

The learning motivation survey was given to 97 fourth-semester students of the elementary school teacher education study program at Nahdlatul Ulama Al Ghazali University Cilacap, with details of 12 male students and 85 female students. Meanwhile, the survey results are described in the figure below.

Table 3. Results of Student Motivation Survey on Online Learning

Indicator	Aspect	%	Criteria
Concentration	Attention to the delivery of competence	90.75	Very good
	Understanding the instructions given by the lecturer	88.25	Very good
	Concentration on teaching materials	83.75	Very good
	Listening carefully to every explanation of the material presented	76.50	Good
	Paying attention to the delivery and explanation of the lecturer	83.75	Very good
	Taking notes on the material presented at the time of learning	73.75	Good
	Complying with the rules given during the learning process	85.00	Very good
Curiosity	Interest in the materials presented	88.00	Very good
	Asking questions about the material being taught	88.50	Very good
Passion	Passion for conveying ideas and opinions during learning	85.25	Very good
Independence	Able to answer or do well the tasks given	82.75	Very good

Readiness	Enthusiastic and ready to answer or do the tasks given	85.25	Very good
Enthusiasm	Having a desire to get the best value from each task	95.00	Very good
Encouragement	Be serious in doing the job	89.25	Very good
Never give up	Confident in doing assignments	79.75	Good
Self-confident	Be confident with the score to be received	79.75	Good
Average		84.07	Very good

Students who have high learning motivation have a desire to get good grades. Thus, to achieve these goals, students study hard and diligently. High motivation students can be seen based on indicators, one of which is related to concentration. According to Azizah (2015), concentration will make students understand the material being taught; It is based on the fact that attention will be focused on what is currently attracting students and college students.

From the table above, several aspects considered in student concentration included 1) attention to the delivery of competencies scored 90.75%, including very good criteria. At the beginning of learning, the competencies to be achieved were usually conveyed, and it is essential as a reference in learning activities. The percentage score shows that students were very concerned about the competence of each subject to be taught. 2) Understanding the instructions given by the lecturer had a score of 88.25%, including very good criteria. 3) Concentration on teaching materials with a score of 83.75% included in very good criteria so that it can be interpreted that students had excellent concentration and focus skills on the Javanese language material taught in learning activities. Here, the lecturer's ability to prepare teaching materials will help students understand the Javanese language material to be delivered.

4) Listening well to each explanation of the Javanese language material delivered had a

score of 76.5%, including the very good criteria. It indicates that the process of online learning activities cannot always run optimally. 5) Paying attention to the delivery and explanation with a score of 83.75% included in very good criteria. 6) Taking notes on the material delivered at the time of learning with a score of 73.75% included in the good criteria. In this case, the activity of noting the important points of each material presented will help students achieve good learning outcomes. 7) Complying with the rules given during the learning process got a score of 85%, including very good criteria. Hence, it can be interpreted that students could understand and carry out every lecture rule mutually agreed upon.

Among those seven aspects, lecturers and students had a reciprocal pedagogical relationship. In learning activities, several things must be considered in increasing student concentration, including using applications that support the learning process and interactive media and teaching materials. In addition, students' difficulty in understanding the material presented is usually due to poor network access. It is also explained by Husamah (in Hima, 2017) that if the network is inadequate, it will affect the learning carried out, making it ineffective.

The second indicator related to learning motivation is student curiosity. Curiosity is a vital initial capital in the learning process; with high curiosity, desire will encourage students to find what they want to know (Fauzi et al., 2017). Meanwhile, the aspects of curiosity studied included 1) interest in the material presented with a score of 88%, including very good criteria and 2) asking questions about the material being taught with a score of 88.5%, including very good criteria. Thus, it can be interpreted that students could have the courage to ask questions to create active and two-way learning, not just one-way.

The third indicator relates to the passion for learning. In this regard, motivation and passion for learning have a crucial relationship in learning activities. It illustrates that lecturers and students must show high passion in every learning activity. In fact, according to Siagian (2015), educators' passion for teaching students is closely related to the interest of students in learning. In this study, the aspects

studied were related to passion in conveying ideas and opinions during learning, getting a percentage score of 85.25% and including very good criteria. Therefore, it can be interpreted that students were brave in expressing their ideas and opinions, even using online learning.

The fourth indicator is related to independence. Independence in learning is also important in exploring every aspect that will be studied. Several studies have explained a significant relationship between learning independence and learning outcomes, both direct and distance learning (Nurhayati, 2019). Meanwhile, the aspect of concern in independence in this study was answering or doing well on the tasks given with a score of 82.75%. It denotes that students' independence in completing the tasks given by the lecturer was very good.

The fifth indicator relates to student readiness. Meanwhile, the aspects studied were enthusiasm and readiness to answer or do the tasks given, resulting in a score of 85.25%. It can be interpreted that students had excellent readiness and enthusiasm for each task given. However, the conditions for online learning during the COVID-19 pandemic have few limitations. It is what makes some lecturers often give coursework, and even students think that the assignments given during the COVID-19 pandemic are far more than normal lectures face-to-face.

The sixth indicator is related to enthusiasm and encouragement. The aspect studied was the desire to get the best value from each task with a score of 95%, with very good criteria. It signifies that students had a strong enthusiasm and drive to get the best value from each task given after the learning process. The desire to get the best grades must be encouraged with high effort and hard work, both in the process of learning activities and when working on learning assignments.

The seventh indicator is related to never giving up on learning. Never giving up is the main key for every student to get the best grades. In this study, the aspect studied was being serious in doing the task, with a score of 89.25% on the very good criteria. It shows that students had a very good attitude of never giving up, seriously in doing the assignments given by the lecturer. It is based on the desire

of students to get the best value, as described previously.

The last indicator, the eighth, is confidence. The aspects studied comprised 1) self-confidence in doing assignments with a score of 79.75% on good criteria. It means that students already have good self-confidence in doing the assignments given by the lecturer. Also, 2) confidence obtained 79.75% and was included in the good criteria. Thus, it can be interpreted that students had good self-confidence with scores from the tasks that have been done. However, the desire to get the best value from each lesson has not been seen in the students' self-confidence. It indicates that some students still felt less confident about their tasks.

Based on the analysis results, student motivation for online learning during the COVID-19 pandemic obtained from the table above revealed an average overall score of 84.07% in the very good category. Hence, it means that elementary school teacher education study program students at Nahdlatul Ulama Al Ghazali University Cilacap had very high motivation toward online learning during the COVID-19 pandemic. The COVID-19 pandemic period did not hinder students' motivation in conducting online learning activities. Amid emergencies that hit the world, there is no other choice but to apply the online learning concept. According to Hung et al. (2010), several notes must be considered so that online learning remains optimal; it relates to learning readiness, including confidence in the use of computers or the internet, independent learning, student or college student control, motivation to learn, and confidence in online communication.

CONCLUSION

Based on the results of the data analysis described previously, it can be concluded that of the eight indicators of learning motivation, namely concentration, curiosity, passion, independence, readiness, enthusiasm or encouragement, never give up, and self-confidence, the average score was 84, 07%, included in the very good criteria. During the COVID-19 pandemic that has hit the world, it is not a reason for students not to have high learning motivation. Although there are

deficiencies found in its implementation, there is no other choice but to optimize online learning. Only technology is the bridge in transferring knowledge from lecturers to students in an emergency like this.

This study's results are expected to be used as evaluation material for various parties conducting online learning in universities. This research is also expected to be a study material for other researchers in analyzing and developing student learning motivation in online learning in future emergencies. In conducting online learning, both lecturers and students must prepare for learning to encourage the expected learning outcomes. Meanwhile, the preparations that teachers and students must make are related to the pedagogical relationship between lecturers and students and the availability of learning facilities (media, materials, utilization of applications, and network access).

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