

The Effect of Online Learning VS Face-To-Face Learning on Student Learning Motivation Post the Covid - 19 Pandemic at Schools and Colleges

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Abstract

This study aims to look at a comparative description of learning motivation during online learning and face-to-face learning after the end of the Covid pandemic. The Covid-19 disease outbreak is a situation beyond predictions that has brought urgent changes in various sectors of activity, including education. The development of the virus quickly spread throughout the world. This affects policies to be implemented in the world of education by changing learning that has to come to class to be sufficient at home. With the government's advice to stay at home and always keep a distance and learning are done online so that it has a decreasing impact on learning outcomes. This activity has been going on for about 2 years, resulting in a drastic decline in learning motivation. Online learning is less able to motivate students whose interactions are online using zoom, Google Meet, Google Classroom, and WhatsApp between educators and students virtually. To increase learning motivation, namely by re-enacting face-to-face learning at school. At this time, face-to-face learning has been allowed again, so that this research can be carried out. This research needs to be done to see changes in student motivation. It is hoped that there will be a comparison of learning motivation, where learning motivation by face-to-face learning increases compared to online learning.

Keywords: Learning, Covid-19, Online, Face to Face, Learning Motivation

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Introduction

During the Covid -19 pandemic, many things happened in life, including the learning process. At the beginning of 2020 there was an outbreak of the Covid-19 virus which appeared throughout the world and among others also occurred in Indonesia which spread quickly as an outbreak of a dangerous disease. The spread of the Covid-19 Virus has become a serious problem faced by all people in Indonesia which affects their daily lives. The existence of this problem results in many influences that occur in life, including in the field of education. Education is a basic need which is the most important factor when improving the quality of human resources in terms of the quality of education. Quality education will describe the quality of the learning that is carried out and improving the quality of education can be done by improving the quality of learning (Argaheni, 2020). Implementation of learning is part of one of the factors that influence efforts to achieve the goals of education (Harahap & Abidin, 2021). The presence of the Covid-19 pandemic has had a very significant effect on every business sector, especially in educational institutions, starting from the childhood level to the tertiary level. Based on the Ministry of Education and Culture Circular No. 2 of 2020 and No. 3 of 2020 concerning the prevention and handling of the coronavirus disease (Covid-19), all educational processes are carried out online or in a network (online).

The government adopts a policy that prohibits people from gathering, wearing masks, keeping their distance (physical distancing), always washing their hands thoroughly with social distancing (social distancing), and obeying and complying with the health protocols that have been enforced (Rosa, 2022). Online learning is a solution that is a step taken to carry out learning during the Covid-19 pandemic to realize an efficient, optimal, and effective teaching and learning process in the field of ICT-based education which is implemented using various approaches, one of which is through cellular learning or mobile learning (Dewi et al., 2021). Online learning is an activity carried out in learning to use an online internet network that uses connectivity, accessibility, flexibility, and the ability to bring up various types of learning interactions (Handarini, 2020).

This pandemic condition requires educators, in this case, teachers, to be able to apply and innovate to change face-to-face learning patterns into virtual online learning patterns (Anugrahana, 2020). Online learning is not fully able to overcome the learning process during the Covid-19 pandemic. Based on the responses from students to the obstacles encountered in implementing learning, namely: 1) internet quota, 2) bad internet network, 3) lack of communication between friends, 4) many assignments given by lecturers and 5) different internet networks in each region resulted in the online learning process not running optimally (Ramadhani & Abidin, 2021). The emergence of action from someone is the impact of motivation so in this case students will not be moved in carrying out learning actions if there is no motivation within them to learn (Ahmad & Amin, 2022). In online learning, it is found that students tend to have less motivation to learn when learning takes place due to a lack of mutual response between educators and students (Sriyanti & Indrawari, 2021). This resulted in the enthusiasm for learning of many students decreasing. This often happens when learning, many students only take part in learning without exploring or listening seriously and tend to play around during the online learning process. Online learning applies more assignments than the teaching and learning process which results in many students not learning and getting bad grades (Dewi, 2020).

The lack of interest in student learning during the learning process is the impact of the learning process that is carried out online. The interaction between educators and students is only carried out virtually using zoom which results in decreased student learning motivation. Motivation to learn is one thing that needs to exist in every student to be able to learn. If there is

no motivation to learn, what happens will cause a decrease in the enthusiasm of students in learning. To realize the desired learning goals in the learning process, very active interaction is needed between educators and students so that they can create a learning atmosphere that takes place effectively and optimally which generates learning motivation from students (Nurfallah, 2021). The high level of learning motivation can be identified by several indicators, one of which is related to concentration in learning which can be seen from the students' attention and attention paid to the lesson given as a result of attraction (Fitriyani et al., 2020). Based on Melkianus Albin Tabun's research, he stated that online or online lectures are not as effective and efficient as face-to-face lectures, and online lectures do not run as optimally and maximally as face-to-face lectures (Tabun, 2021). Based on the statement above, it can be concluded that interest and enthusiasm will encourage someone to bring up an interest in gaining new knowledge in the teaching and learning process. Students who have high learning motivation will play an active role in the learning process they participate in. To increase student learning motivation, namely by carrying out face-to-face learning. Based on the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia Number 03/KB/2021, Number 384 of 2021, Number HK.01.08/MENKES/4242/2021, and Number 440-717 of 2021 regarding Guidelines for Organizing Learning During the 2019 Coronavirus Disease (COVID-19) Pandemic, we hereby inform that learning in tertiary institutions starting from the odd semester of the 2021/2022 academic year will be held with limited face-to-face learning while still implementing health protocols. Meanwhile, several high school and junior high schools have also started conducting limited face-to-face learning while still prioritizing health protocols.

This is good news for those who miss face-to-face learning. Face-to-face learning will increase enthusiasm and motivation to study hard without having to go online, which is more likely not to carry out the teaching and learning process. Face-to-face learning is expected to increase changes in student achievement after the Covid-19 pandemic which requires lectures to be conducted online. Interaction between educators and students will be more effective in person than online. So it is necessary to research to see the level of enthusiasm and motivation of student learning with face-to-face lectures. This study aims to look at a comparative description of learning motivation during online learning and face-to-face learning after the end of the Covid pandemic

Methodology

The type of research that we use in this study is quantitative research with a descriptive research design. Descriptive research design is an approach to the phenomena found that provides a more detailed description of a symptom based on existing data, presents the data, analyzes it, and interprets it. An area that becomes a generalization in which some objects/subjects have the characteristics and qualities set by the researcher as material for assessment and study and a conclusion drawn is called the population (Sugiyono, 2018). The population in this study were Universitas Graha Nusantara students, SMA Swasta Nurul Ilmi Padangsidempuan students, and MTs YPKS Padangsidempuan students. While the smallest part of the object/subject of the total that has the characteristics and quality of the population used as material by researchers is called a sample, where the sample is determined as many as 35 students at the Faculty of Engineering, 35 students at the Faculty of Teaching and Education, 35 students at SMA Swasta Nurul Ilmi Padangsidempuan and 35 students of MTs YPKS Padangsidempuan.

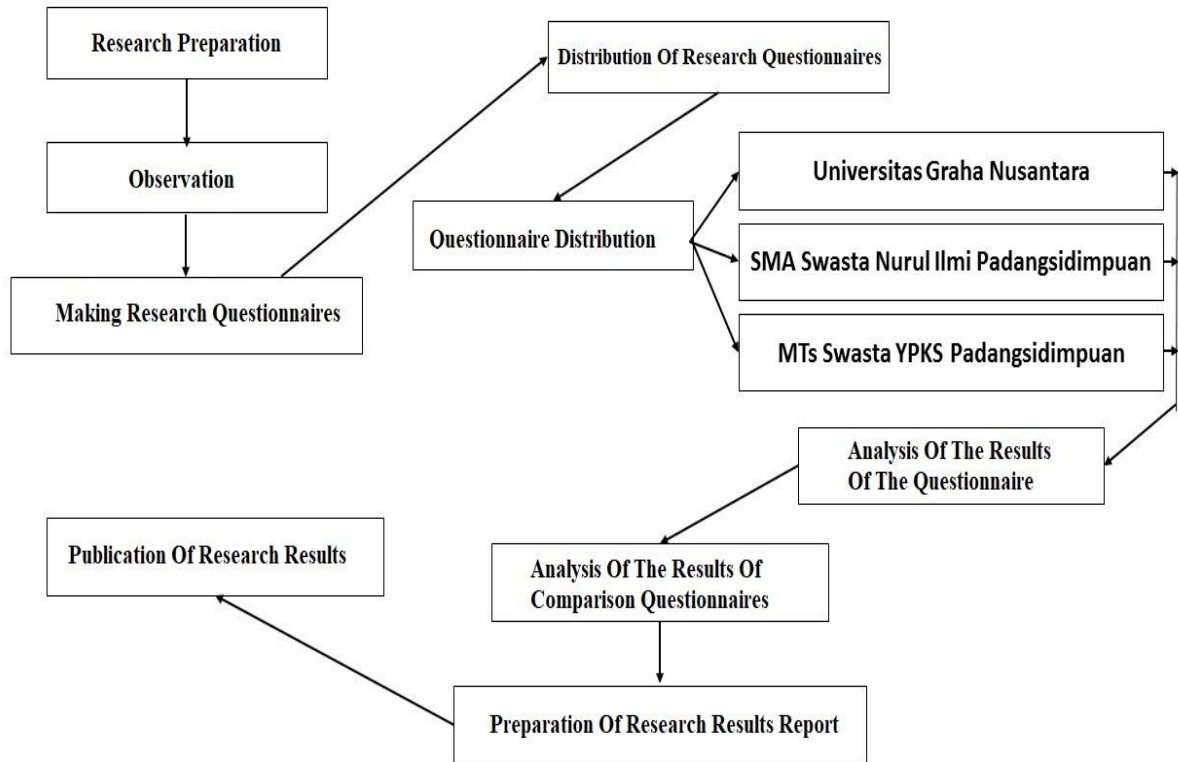


Figure 1. Research Flow

In collecting data, the researcher uses an instrument to collect data by using survey data in the form of a questionnaire via Google form, making it easier for students to access the data. The survey made aims to describe the motivation to learn in online learning during the Covid-19 Pandemic using a Likert Scale with an answer range of 1 to 5. The Likert scale table is as follows:

Table 1. Likert Scale

Assessment Criteria	Grading Scale
Strongly Agree	5
Agree	4
Enough	3
Don't Agree	2
Strongly Disagree	1

The data analysis technique in this study was carried out by calculating the percentage of the results of the values/scores that have been obtained, then tabulated. The tabulation results for each item are searched for in percentage, with the formula:

$$p = \frac{\sum skor_per_item}{skor_maks} \times 100\%$$

Results and Discussion

Research data was obtained through a questionnaire made on Google Forms which was then given to the sample to obtain data. For this study, a questionnaire was given containing to see students' learning motivation in online learning and face-to-face learning. To see learning motivation, a questionnaire made contains questions with cognitive aspects in the form of motivation related to knowledge, understanding, application, analysis, and evaluation of the learning carried out and also on affective aspects in the form of motivation related to the attitude of students towards acceptance, responsiveness, assessment, organization and characteristics of learning. Online learning causes students to be able to learn independently. So that to improve student learning outcomes, discipline, and learning styles are needed that generate motivation in carrying out learning (Matussolikhah & Rosy, 2021).

Based on research conducted by Niken Bayu Argaheni, he stated that in his research there was an impact of online learning that occurred because the use/implementation of online learning still confused students, students were less productive, students were not active in learning and tended to be passive and less creative, causing students to experience stress from learning that has many tasks (Argaheni, 2020). Along with the results of research conducted by Nisa Wijayanti which stated that the results obtained from processing data analysis related to the relationship between learning motivation and learning outcomes, namely 0.386 with a correlation coefficient of 14.5% in the low category (Wijayanti & Widodo, 2021). So it can be stated that learning motivation when learning online causes a decrease in learning motivation. This needs to be taken seriously to increase motivation to learn again. Increasing student learning motivation can increase if learning is done face to face. The results of Meri's research stated that the learning motivation obtained was relatively high (70.81%) and student learning outcomes were also high (81.4%) and these findings stated that face-to-face learning was more effective than distance learning (Meri et al., 2022). Along with Dinny Sela Seftiani's research, the results showed that PTMT ($M=112.48$; $SD=10.38$) had higher learning motivation than PJJ ($M=110.72$; $SD=9.56$) so it could be concluded limited face-to-face-learning-motivates-students-more than distance learning (Seftiani et al., 2022).

The results of previous research, the results of this study showed that motivation increases when learning is face-to-face. Based on the data that has been obtained, data management is carried out, data management is carried out by finding the average of the results of student answers on the Google Form using a Likert scale and the percentage of the answers. From the results of data analysis, the average result was using a Likert Scale for online learning motivation at FKIP UGN based on the cognitive aspect, namely 2.97, and on the affective aspect, namely 2.706667 and for the percentage on the cognitive aspect, namely 59.4 in the "enough" category and the affective aspect, namely 54.13333 in the "enough" category. " while the average results using the Likert Scale for face-to-face learning motivation at FKIP UGN are based on cognitive aspects, namely 3.874194 and on affective aspects, namely 3.93871 and for the percentage on cognitive aspects, namely 77.48387 in the "good" category and affective aspects, namely 78.77419 in the "good" category. Furthermore, the average results using the Likert Scale for online learning motivation at the UGN Faculty of Engineering are based on cognitive aspects, namely 2.513636, and on the affective aspect, namely 2.013636 and for the percentage on cognitive aspects, namely 50.27273 in the "enough" category and affective aspects, namely 40.27273 in the "enough" category, while the results the average use of the Likert Scale for face-to-face learning motivation at the UGN Faculty of Engineering is based on the cognitive aspect, which is 3.875 and on the affective aspect, namely 4.23 and for the percentage on the cognitive aspect, namely 77.5 in the "good" category and the affective aspect, namely 84.6 in the "very good" category.

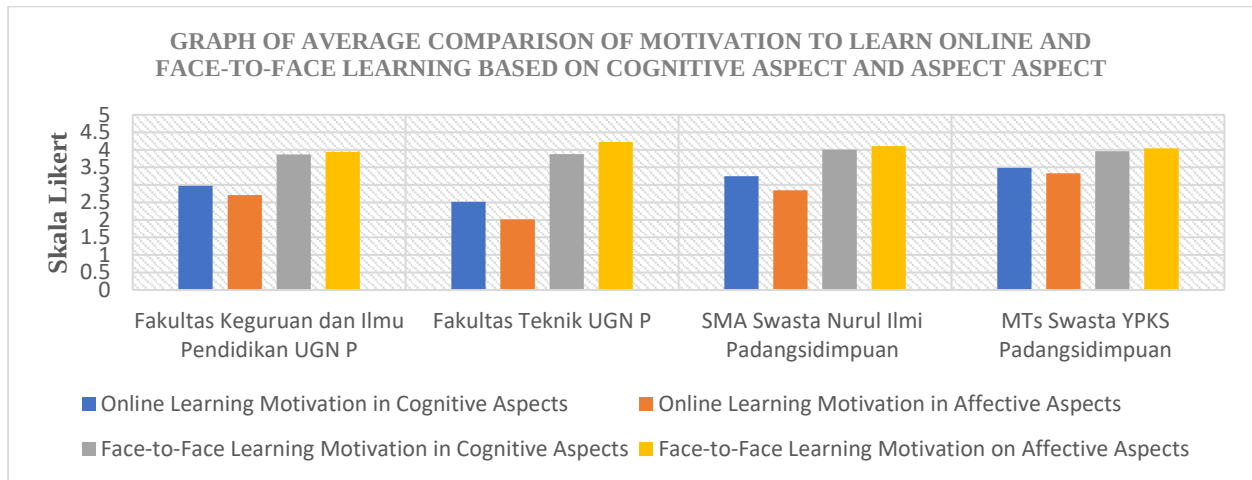


Figure 2. Average comparison of motivation for online learning and face-to-face learning based on cognitive aspects and affective aspects

Furthermore, the average result of using the Likert Scale for online learning motivation at SMA Swasta Nurul Ilmi Padangsidempuan based on the cognitive aspect is 3.246667 and on the affective aspect is 2.846667 and for the percentage on the cognitive aspect is 64.93333 the "good" category and the affective aspect is 56.93333 the "enough" category while the average result of using the Likert Scale for face-to-face learning motivation at SMA Swasta Nurul Ilmi Padangsidempuan based on the cognitive aspect is 4.008571 and on the affective aspect is 4.102857 and for the percentage on the cognitive aspect is 80.17143 the category "very good" and the affective aspect is 82.05714 the category "very good". Then for the average results using the Likert Scale for online learning motivation at MTs YPKS Padangsidempuan based on the cognitive aspect, namely 3.488571 and on the affective aspect, namely 3.328571, and for the percentage on the cognitive aspect, namely 69.77143 in the "good" category and the affective aspect, namely 66.57143 in the "enough" category while the average result of using the Likert Scale for face-to-face learning motivation at MTs YPKS Padangsidempuan based on the cognitive aspect is 3.964286 and on the affective aspect is 4.040476 and for the percentage on the cognitive aspect is 79.28571 the category "very good" and the affective aspect is 80.80952 the category "very good".

Then from the analysis, it was also obtained that the average result of students' online learning motivation answers for FKIP UGN was 2.838333 and for the percentage of online learning, motivation was 56.76667 in the "enough" category while the average results for students' face-to-face learning motivation answers for FKIP UGN were 3.906452 and for the percentage of face-to-face learning motivation, namely 78.12903 with the "good" category. For the average results of students' online learning motivation answers for the UGN Faculty of Engineering, namely 2.263636, and for the percentage of online learning motivation, namely 45.27273 in the "enough" category, while the average results for face-to-face learning motivation answers for students for the UGN Faculty of Engineering are 4.052500 and for the percentage, face-to-face learning motivation is 81.05000 in the "very good" category.

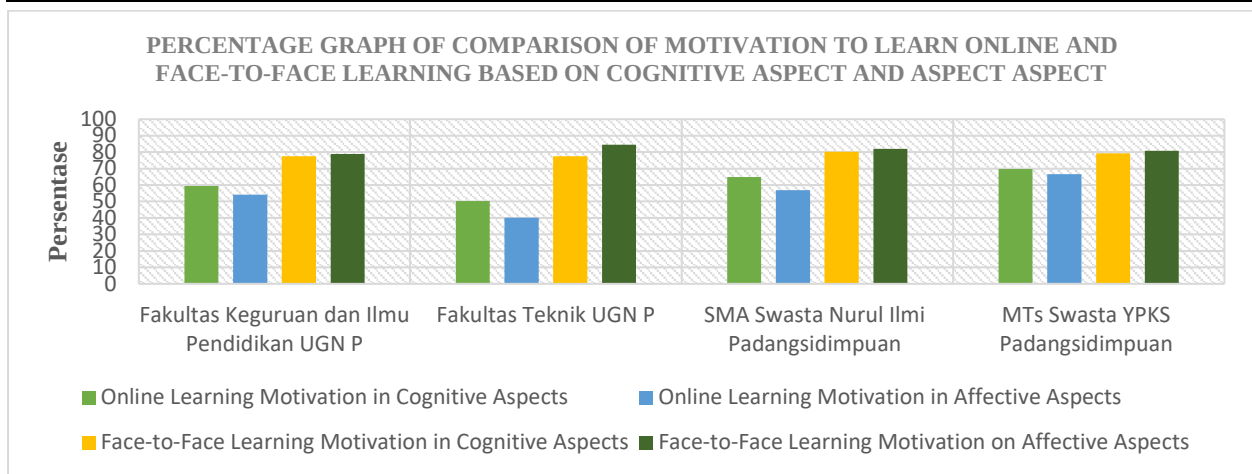


Figure 3. Percentage of motivation for online learning and face-to-face learning based on cognitive aspects and affective aspects

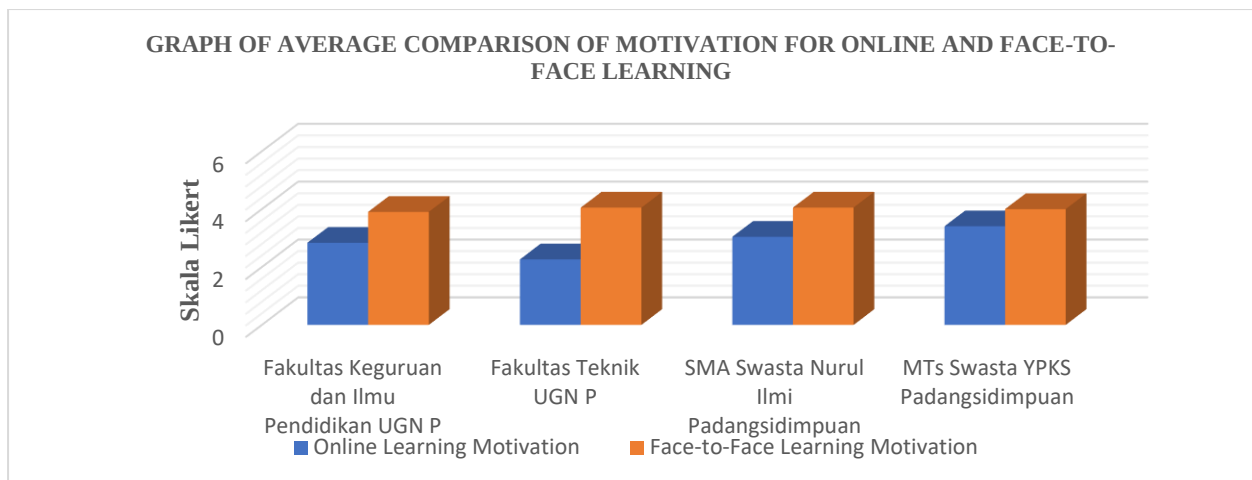


Figure 4. Average comparison of motivation for online learning and face-to-face learning

Furthermore, the average result of students' online learning motivation answers for SMA Swasta Nurul Ilmi Padangsidempuan, namely 3.046667, and for the percentage of online learning motivation, namely 60.93333 in the "good" category while for face-to-face learning, namely the average result of students' face-to-face learning motivation answers for SMA Swasta Nurul Ilmi Padangsidempuan is 4.055714 and for the percentage of face-to-face learning motivation is 81.11429 in the "very good" category. For the average result of students' online learning motivation answers for MTs YPKS Padangsidempuan, namely 3.4085714, and for the percentage of online learning motivation, namely 68.17143 in the "good" category, while for face-to-face learning, the average result of students' face-to-face learning motivation answers for MTs YPKS Padangsidempuan is 4.0023809 and for the percentage of face-to-face learning motivation is 80.04762 in the "very good" category.

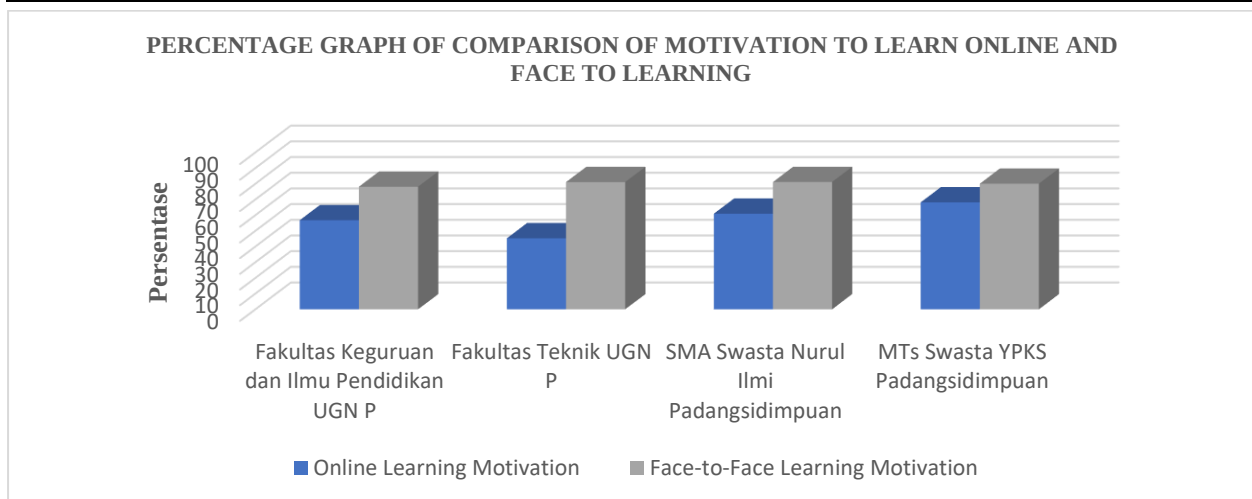


Figure 5. Percentage comparison of online learning motivation and face-to-face learning

Based on that the results of the data analysis that has been carried out illustrate that learning motivation increases when face-to-face learning is applied. Where it can be seen the graph that shows students' learning motivation when learning online is lower when compared to face-to-face learning.

Conclusion

The conclusion drawn from this study is that an increase in student learning motivation will increase or increase if face-to-face learning is applied compared to online learning. The results were obtained based on the results of a questionnaire that was given to students at the Teaching and Education Faculty and the Engineering Faculty Universitas Graha Nusantara, as well as students at SMA Swasta Nurul Ilmi Padangsidempuan and YPKS MTs YPKS Padangsidempuan. In the online learning process, student learning motivation decreases as a result of learning that is not carried out directly but virtually so many students are less interested in the learning process. Allowing face-to-face learning to return while adhering to health protocols, results in an increase in learning motivation by carrying out face-to-face learning. This increase in motivation comes from the existence of reciprocal interactions when learning in a class or room. So the researchers suggest continuing to carry out face-to-face learning.

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