



Study of Learning Motivation of Students of Educational Technology Students During The Covid-19 Pandemi

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Abstract

Motivation is one of the characteristics and psychological skills that determine the success of student learning outcomes. The problems that occur in online physical education learning during the covid pandemic have raised the issue of lack of motivation so that learning outcomes are not optimal. In the last 2-3 years, during the COVID-19 pandemic, motivation has been widely cited as a determinant of student learning success. This study aims to review and examine providing an overview of the results of a literature review regarding motivation in online physical education learning during the COVID-19 pandemic. This research is a qualitative type with a PISTKA study approach, which means conducting an external study from the results of previous studies that have been published with the theme of student physical education learning motivation during the COVID-19 pandemic. The results of the literature review are expected to be able to be used as studies or information that can be used as a theoretical basis for further research in handling student learning motivation during the COVID-19 pandemic so as to produce optimal learning success. The conclusions expressed regarding motivation are influenced by intrinsic and extrinsic then regarding the causes of the decline and solutions in handling the decline in physical education learning motivation during the covid-19 pandemic.

How to Cite

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INTRODUCTION

The Covid-19 pandemic, or the corona virus pandemic, was announced by the World Health Organization in March 2020. When world data showed an increase in the coverage and impact of this infectious and deadly disease, many countries imposed conditions emergency. Indonesia as a country with a high infected population has also implemented several policy reforms in many sectors. In the education sector, new policies have been set in the teaching and learning system. The Government of the Republic of Indonesia through the Ministry of Education and Culture has organized online teaching and learning processes as a panacea by running physical distancing programs to suppress the pandemic outbreak. Teachers and students are arranged to carry out the teaching and learning process from face-to-face to online mode (Ramadhani et al., 2020). Merdekawati, (2021) Explain that distance education (PJJ) teaches students to learn separately from the teacher, and that their learning uses Internet resources, ICT-based online learning, and uses the contribution of advanced media to support student learning success. From the impact of the corona virus outbreak, all educational process activities in Indonesia are carried out by students who are required to study at home according to a circular issued by the government in June if the covid-19 vaccination is complete. Temporarily suspend all internal and external activities in all sectors, in order to limit the chain of spread of the Corona virus, especially in the field of education (Rahayu et al., 2022).

Changes that occur in the world of education, the teaching and learning process carried out online has an impact on all learning, including physical education learning in schools and in its application it has advantages and disadvantages. Karabag, (2020) explained that during COVID-19 physical education practices in several European countries and the United States were as follows: in North Macedonia, the school year ended with online teaching and homeschooling. Different teachers use different forms such as online classes with live streaming, video recordings, assignments for students. Kim et al., (2021) explained that even physical education during the pandemic was conducted online. He continued, it was revealed that in physical education learning, we did not get maximum results when learning online. Jumareng et al., (2021) explain if online learning in general education and some revealing difficulties or planning middle and high school operations are inefficiently applied to online

physical education classes during the COVID-19 pandemic.

The application based on previous research studies revealed that it was not optimal in the learning outcomes given online. In line with this statement, Tutuk et al., (2021) explained that if the problems that exist so that learning outcomes are not optimal are the PJOK learning process in SMK Negeri 1 Sale using the Google Classroom application and most teachers giving assignments and there is no material explained beforehand or assignments to make video even though PJOK learning requires explaining the material, especially learning that has practice in it. Anggara, (2021) the level of physical education learning during the COVID-19 pandemic was categorized as less influenced by external and internal factors in the application of learning. Syofian & Gazali, (2021) explained that the application of online physical education learning has a negative and positive impact. He continued, it was revealed that the positive impact was the application of technology in physical education learning to support learning according to technological advances 5.0 but there was a negative impact, namely, stating that COVID-19 had an impact on the emotional level of students during the lockdown period, how their emotions when learning physical education had changed significantly. significantly more than before during the COVID-19 pandemic.

Talking about the ineffectiveness and maximum of online physical education learning during the pandemic, several literature studies have revealed that the problem that has the biggest impact on learning success is the motivation possessed by students. Lestari et al., (2021) explains that the reasons for not understanding and capturing physical content through audiovisual media can be: The difficulty of the explanation given by the presenter in the video and the unattractiveness of the video presented so that it can reduce students' motivation to take part in learning activities through audio-visual media. Syafei et al., (2021) explained that during the epidemic, many students experienced a decrease in their learning motivation due to some of their disabilities. Of course, there are no classes to study. Because the learning section of the Ministry of Education and Culture is lacking in using them. A whole month, there are also some students who do not have cell phones, which hinders the learning process, and the teacher does several ways and learning technology aims to make the learning process interactive and fun even though students are still not interested. The nature of learning PJOK

during a pandemic. Lots of Students evening to exercise. Factors that cause low student motivation are the lack of students' understanding of the material provided and facilities that do not support home practice. In addition, the guidance or direction from the teacher is believed to be not optimal because it is hampered by online learning. On the other hand, the application of technology in learning in schools is uneven (Saputra & Satyawan, 2021).

The problem that occurs is due to the lack of motivation to learn physical education which is carried out online during the pandemic, making it a problem that must be found a way out so that learning outcomes are maximized. Based on the problems mentioned, the researcher is interested in conducting research based on a literature review regarding student learning motivation during the covid-19 pandemic. This discussion will reveal the meaning of motivation, internal and external motivation as well as things that affect student learning motivation in physical education learning during covid-19. The results of the study are expected to be able to serve as a reference on how to increase student learning motivation during the covid-19 pandemic.

METHODS

The method used is library research or literature search. Literature search is a research design used in collecting data sources related to a topic. Literature study aims to describe the main content based on information.

Data collection for literature search is carried out using the database search function as the literature search stage. This data collection uses the Preferred Reporting Items for Systematic Review and Meta Analysis (PRISMA) method. The research was conducted by analyzing journals and then summarizing the research questions and objectives. The magazine search procedure that is the material in this study is to have criteria that are in accordance with the PICOT procedure. The questions used to review the journal are adapted to the PICOT method, each question has P = problem/population. This study uses learning as a problem. I/E = implementation/intervention/exposure, researchers investigate what happened in physical education during the Covid-19 pandemic. C = control/comparative intervention, the researcher did not use a comparison or control intervention in the study. T = time, the researcher conducted a journal review study during the Covid-19 pandemic to find out what learning activities were like during the Covid-19

pandemic

Strategies used in the literature search were obtained through databases of national and international journal providers. The database of (inter)national journal providers can be accessed through various websites.

Access used to search graded articles uses a search database from Google Scholar, Eric, and Scopus, which then uses the search term Impact of COVID-19 on Physical Education.

The time span of this article in 2020 is due to the impact of E-learning by Covid-19. This study uses the inclusion criteria of 15 bibliography. The first step is to identify articles with 192 articles found on Google Scholar, 335 articles about Eric and also 44 articles about Scopus. The articles were then filtered into 30 national articles and 20 international articles. The correct and mandatory screening results are 8 National Journal articles and 7 International Journal articles.

RESULTS AND DISCUSSION

The data collection carried out resulted in information from several research articles that discussed the motivation of students in online physical education learning during the covid-19 pandemic. The data collection carried out is a collection of articles in the last 3 years, from 2020 to 2022. The results will present a discussion based on several sub-chapters which are components of motivation including understanding motivation, types of motivation, causes of decreased motivation in online physical education learning, solutions to overcome motivation low in online physical education learning.

Definition of Motivation

In the first sub-chapter in the results and discussion of this article, we will reveal the meaning of motivation as a whole. To make it easier to read the articles carried out by the analysis through the literature review, they will be presented in **Table 1** below:

Based on **Table 1** above, it reveals about the year, the author of the title, method and journal that publishes the next article will reveal the notion of motivation based on the article in table 1 above. Girard et al., (2021) revealed that motivation has the meaning of a strong urge possessed by individuals to carry out activities. He continued, it was revealed if this urge came from outside and within the individual. Motivation is one of the psychological characteristics possessed by all individuals and this character is able to make individuals successful if they have goals and the

Table 1.

Year Of	Author	Title	Method	Journal
2019	Girard S, St-Amand J, Chouinard R	Motivational Climate in Physical Education, Achievement Motivation and Physical Activity: A Latent Interaction Model	Quantitative	Journal of Teaching in Physical Education
2019	Menglu Yang, Carme Viladrich & Jaume Cruz	Measuring motivation in physical education among chinese and spanish, teenagers: comparing the psychometric properties of perceived locus of causality scale	Quantitative	Revista de Psicologia del Deporte/Journal of Sport Psychology
2020	Alberto Ferriz-Valero, Ove sterlie, Salvador García Martínez and Miguel García-Jaén	Gamification in Physical Education: Evaluation of Impact on Motivation and Academic Performance within Higher Education	Qualitative	Int. Environ. res. Public Health
2018	Arianti	Role of Teachers in Improving Student Learning Motivation	Qualitative	Didactic Journal of Education, Faculty of Tarbiyah IAIN Bone
2019	Rosmaini, Hasrudy Tanjung	The Effect of Competence, Motivation and Job Satisfaction on Employee Performance	Quantitative	Maneggio: Scientific Journal of Masters in Management

Table 2.

Year Of	Author	Title	Method	Journal
2021	Moh. Fatah, Fitriah M. Suud, & Moh. Toriqua Chaer	Types of Learning Difficulties and Their Causes A Comprehensive Study on Students of SMK Muhammadiyah Tegal	Mixed method	Psycho Idea
2021	Rudi Purwanto & Muhammad Irwan Hadi	Effect of Punishment on Learning Motivation of Class V Students at Sdn 1 Sebung Ketangga Academic Year 2020/2021	Qualitative	MASALIQ: Journal of Educatio and Science
2021	Nur Meily Adlika, Nuraini Asriati, Fah-rozi Ramadan	Motivation to Learn Geography Online for Qualitative Madrasah Aliyah	Students	Journal Basesedu
2019	James N. Donald, Emma L. Bradshaw, Richard M. Ryan, Geetanjali Basarkod, Joseph Ciarrochi, Jasper J. Duineveld, Jiesi Guo, and Baljinder K. Sahdra	Mindfulness and Its Association With Varied Types of Motivation: A Systematic Review and Meta Analysis Using Self Determination Theory	Qualitative	Personality and Social Psychology Bulletin

drive to carry out their desires to the fullest. Motivation in physical education learning has been shown to be associated with positive outcomes, such as concentration, intention to exercise, and physical fitness in leisure time and influences maximal learning outcomes (Yang et al., 2019). Ferriz-Valero et al., (2020) explains that motivation has a definition, namely behavior based on motivation refers to actions that are carried out without the intention to complete the action or

with a relative absence of personal motivation for the behavior.

Arianti, (2019) explains if motivation is an internal condition or condition (sometimes interpreted as a need, desire, or desire) that gives a person's behavior direction to act actively to achieve a goal. Rosmaini & Tanjung, (2019) revealed that motivation has an understanding, namely, motivation to direct the energy and potential of subordinates to want to work together

productively and achieve and achieve predetermined goals. Get people who want to work to meet needs, both conscious needs and unconscious needs, both material and intangible needs.

Types of Motivation The

discussion is continued in the literature review research which discusses the types of motivation as a whole in the learning process. To make it easier to read the articles carried out by the analysis through the literature review, they will be presented in **Table 2** below.

Fatah et al., (2021) reveals that the type of motivation, namely motivation produced by students consciously or unconsciously, and The motivation can come from internal or external motivation, so it is expected to take action. Dewi et al., (2021) explains that if motivation is divided into two types, namely intrinsic and extrinsic motivation, intrinsic motivation is the driving force that becomes active or begins to function, it does not need to be stimulated from outside, because it is from within. Every individual has the urge to do something. For example, someone who likes to read does not need to tell or encourage him, he is diligent in reading books to read. While extrinsic motivation is an active and functioning motive due to external stimuli. Adlika et al., (2021) explained that Informant 2 also expressed an opinion about the types of motivation used in teaching so far, namely intrinsic motivation and extrinsic motivation influenced by friends. Donald et al. (2020) explains that motivation is divided into two, namely Intrinsic motivation is the most autonomous form of motivation and is the driving force behind involvement in activities because of genuine interest and pleasure. External motivation is the most controlled form of motivation. When motivated from outside, the person is driven by externally controlled possibilities such as rewards.

Causes of Low Learning Motivation

In the discussion of this sub-chapter, we will present the results of a literature review regarding the causes of the low physical education motivation of students during the covid-19 pandemic. To make it easier to read the data presentation, see **Table 3** below.

Includes many field practices so that it is related to learning success. Agustan & Rojikin, (2021) explained that the lack of student motivation for the importance of physical education learning resulted in a less effective learning process and less achievement of the learning objec-

tives. Motivation of students in participating in physical education distance learning during the COVID-19 pandemic at SMA Negeri 1 Cariu. The impact assessment observed based on the facts of the respondents themselves revealed that the low motivation to learn was due to the use of media in delivery that did not attract students' interest (Adam et al., 2022).

Ramadhani et al., (2020) revealed that the lack of learning motivation in online physical education learning is due to the lack of media and appropriate models used by teachers in providing physical education learning. He continued, it was explained that interesting and innovative learning media were needed in online learning so as to increase the success of physical education learning by students. Saputra & Satyawan, (2021) said if students feel free when studying at home, they don't feel the need to finish and feel incompetent with other students. Low student learning motivation due to the use of media that is not in accordance with the features and characteristics of the material so that learning motivation is different from offline learning.

How to Overcome Low Learning Motivation

In the discussion of this sub-chapter, we will present the results of a literature review regarding solutions that can be applied to increase students' low physical education learning motivation during the covid-19 pandemic. To make it easier to read the data presentation, see **Table 4** below.

Radu et al., (2020) explains that the solution to increase motivation in online physical education learning during the covid pandemic is that teachers can improve or have the ability to design the most appropriate online learning content to keep students "engaged" in front of the screen. In terms of online assessments/exams, students are mostly satisfied in learning so they can increase their enthusiasm and motivation to learn. Mocanu et al., (2021) explains that increasing student motivation can be done through the right learning model given by the teacher. He further explained that teachers are required to be able to understand the conditions of the situation using learning models to increase student learning motivation. Awareness of the role of parents in guiding and motivating children to learn online is very important so parents need to understand the motivation of children so that children are motivated in the right way to take part in online learning activities. As for actions: One of the things parents can do is: collaborate with teachers by

Table 3.

Year Of	Author	Title	Method	Journal
2021	Joni Arta Santosa	Motivation of Students in Participating in Pjok Learning in the Covid-19 Pandemic Period	Survey	Journal of Sports Science Undiksha
2022	Adam Hartono, Setio Nugroho, Siswanto	Motivation of Students in Distance Learning of Physical Education during the Covid-19 Pandemic at SMA Negeri 1 Cariu	Quantitative	Scientific Journal of Wahana Pendidikan
2021	Boby Agustan, Deri Muhamad Rojikin, Wildan Qohhar	Mental Imagery: Student Learning Motivation in Physical Education Learning		Experiment Journal of Physical Activity Journal (PAJU)
2020	Danang Ramadhani, I Made Sriundy Mahardika, Nanik Indahwati	Evaluation of Online-Based PJOK Learning on the Level of Understanding and Learning Motivation of Class IV - VI students at SD Negeri Betro, Sedati - Sidoarjo	Qualitative	Scientific Journal of Mandala Education
2021	Dody Aldino Saputra, Imade Satyawan	Student Motivation in Following Learners PJOK in the Covid-19 Pandemic Period	Survey	of the Journal of Sports Science Undiksha

Table 4.

Year Of	Author	Title	Method	Journal
Maria	Crina Radu, Carol Schnakovszky, Eugen Herghelegiu, Vlad-Andrei Ciubotariu and Ion Cristea	The Impact of the COVID-19 Pandemic on the Quality of Educational Process: A Student Survey	Survey	Int. J. Environ. res. Public Health
2021	George Danut Mocanu, Gabriel Murariu, Daniel Andrei Iordan, Ion Sandu and Mihaela Orlanda Antonovici Munteanu	The Perception of the Online Teaching Process during the COVID-19 Pandemic for the Students of the Physical Education and Sports Domain	Quantitative	Appl. Sci
2021	Marga Adevida, Widodo	Role of Parents in Children's Learning Motivation in Online Learning During the Covid-19 Pandemic	Qualitative	Journal of Out-of-school Education
2020	Daniati, Bambang Ismanto, Dwi Iga Luhsasi	Efforts to Improve Motivation and Learning by Applying E-Learning Based on Google Classroom in the Covid-19 Pandemic Period	Quantitative	Journal : Journal of Research Results and Literature Studies in the Field of Education, Teaching and Learning

understanding children's interests and then designing appropriate learning for each child (Adevida & Widodo, 2021). Daniati et al., (2020) explains that the e-learning model can be used as a model that: increases student motivation and learning outcomes. Several applications that can be used to develop e-learning models such as google class

room, google.form, zoom.us, jitzi.it and flexible learning have been developed. Students are expected to have high learning motivation by: applying the electronic learning model. So student learning outcomes are also maximal. Educators must adapt and create favorable situations for students turning to online learning.

CONCLUSION

Based on the explanation of the discussion of the literature review above in the relevance of previous research regarding the motivation of students in physical education learning during the covid-19 pandemic. The author reveals that motivation during learning is decreased or not like learning that is done offline. It was further revealed that students felt that the media and learning models used by teachers should be appropriate so as to increase motivation and learning success. Although in the discussion it was revealed that learning motivation when the covid pandemic decreased, there were several solutions that were offered to increase motivation including, parents playing a role in paying attention to student learning, teachers being able to read the situation so that the media used to convey learning was in accordance with the circumstances and abilities of students and the selection of learning models. applied greatly affects interest, motivation, enthusiasm for learning. The conclusions expressed regarding motivation are influenced by intrinsic and extrinsic then regarding the causes of the decline and solutions in handling the decline in physical education learning motivation during the covid-19 pandemic which has been disclosed but the authors suggest conducting an in-depth research review on other psychological skills in addition to motivation for research studies or further articles on motivation to learn physical education during the covid pandemic which is done online.

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