
**ANALYSIS OF THE EFFECTIVENESS OF LEARNING ACTIVITIES AND
LEARNING MOTIVATION ON STUDENTS' LEARNING ACHIEVEMENT
DURING THE COVID 19 PANDEMIC
(CASE STUDY AT THE FACULTY OF BUSINESS ECONOMICS, WIDYATAMA
UNIVERSITY)**

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Abstract

This study aims to determine how much influence the effectiveness of learning and learning motivation has on learning achievement during the Covid 19 pandemic at Widyatama University. Due to the Covid-19 outbreak, the learning model that was previously carried out face-to-face learning has now changed to online learning. The population in this study were active students of the Faculty of Economics and Business, Widyatama University batch 2018 and 2019 as many as 1,484 people, with a sample of 80 people. This study uses a descriptive method with a quantitative approach. The data collection technique uses primary data, in the form of a survey using a questionnaire with the google form platform. This research employs multiple linear regression analysis methods for data processing and analysis techniques. SPSS version 20.0 program is used to calculate the data. The results show that the effectiveness of learning and student motivation has a significant effect on student achievement. Learning methods that have changed to online are less effective that it reduces student learning motivation and have an impact on student achievement.

Keywords: Learning Effectiveness, Student Learning Motivation, Student Learning Achievement.

1. INTRODUCTION

Since the beginning of March 2020, the Covid-19 virus pandemic has hit Indonesia until the time this research was conducted, namely August 2021. Reporting from covid19.go.id, to date 3,774,155 people have been confirmed infected, 3,247,715 people have been infected. Declared cured, and 113,664 people died as a result of the Covid-19 virus. With this pandemic, almost all sectors were affected, including the economic sector, manufacturing, tourism, transportation, trade, construction, and even education. The Community Activity Restriction Policy (PPKM) is implemented by the Government to minimize the spread of the Covid-19 virus. This affects the learning system which was previously applied to the conventional learning system so that it has moved to *online* or *online*.

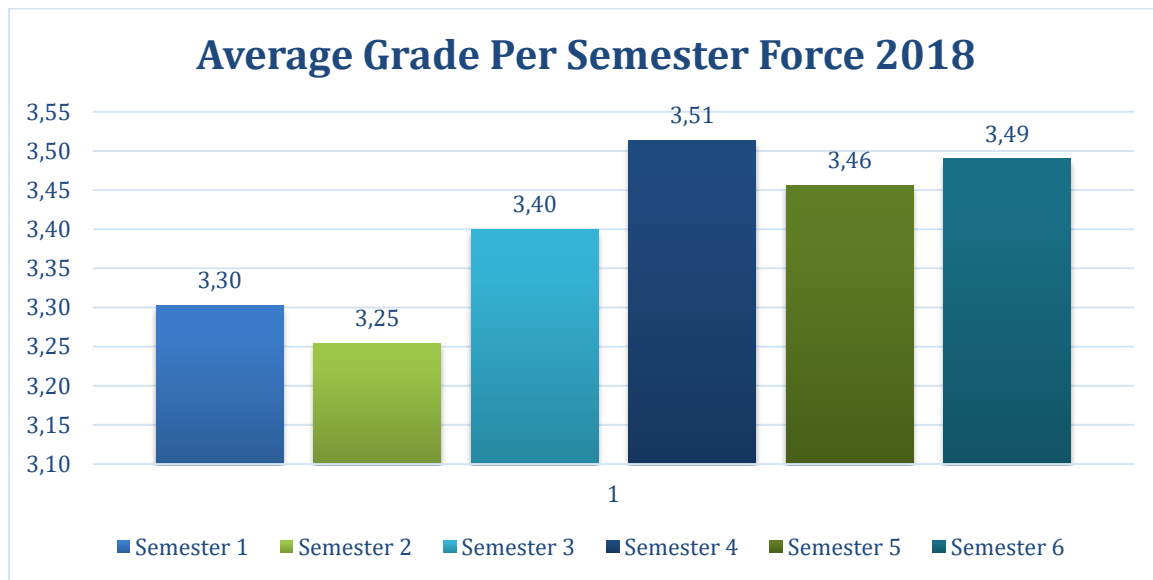
The implementation of *physical distancing* has affected the rules that apply in various fields, especially the affected field is the education sector, all face-to-face learning activities are temporarily suspended from March 2020 to August 2021. The government needs to make a decision on the actions to be taken to the education sector due to the lack of clarity when the Covid-19 Pandemic will end. Then the solution provided by the government with 19 covid pandemic situations like this, the government has decided to create a policy that learning *online* or online to replace conventional learning, to ensure learners still get learning without risk of transmission of viruses Covid-19. Online learning is carried out using websites provided by the academic community, as well as Google Meet, Zoom Cloud, Google Classroom. However, in the application of online or online learning, there is still lack of knowledge in the application of knowledge, often students attend these online lectures but still do not understand the delivery of material and assignments given by the lecturer. Often in the teaching and learning process during this pandemic, the emphasis is on tasks. So that students experience boredom with being given assignments and reduced learning motivation experienced by students.

Widyatama University is one of the private universities in the city of Bandung. At Widyatama University itself, the online learning policy is not the first thing for Widyatama University. Before entering the pandemic period, Widyatama University has started to implement online lectures in several courses such as (E-Business,

International Business, Group Dynamics, and Business Ethics) which have been implemented regularly. Being online during offline lectures is quite effective and has become a valuable asset for Widyatama university to start developing a transition period from offline to online, in the even semester of 2020 forcing everyone to switch from offline to online until now, it is not an easy matter to guess this but so far Widyatama University continues to strive to develop technology in online learning during this pandemic.

Figure 1

Figure of average grades per semester 2018 Faculty of Business Economics, Widyatama University

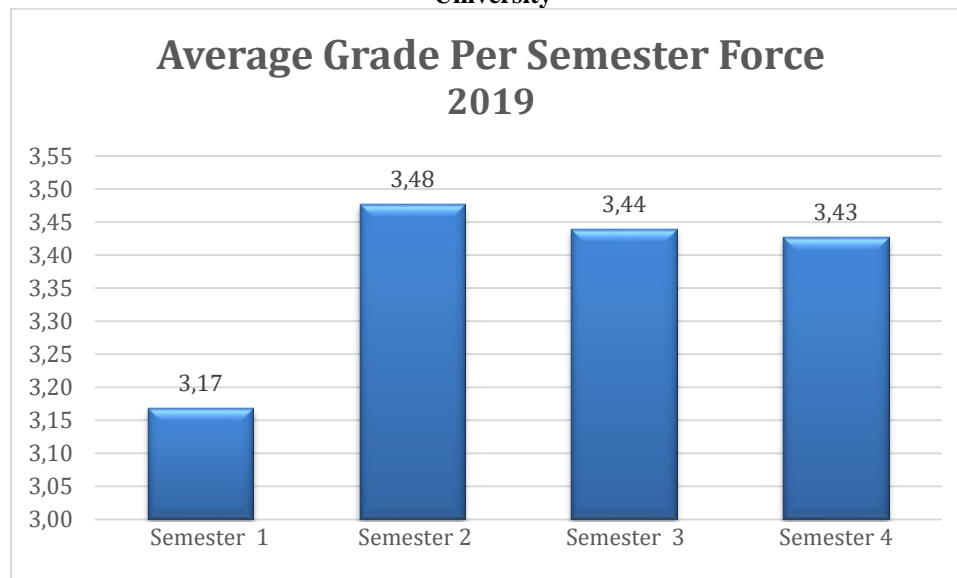


Source: Academic Bureau of Widyatama University

Based on graphic data for the 2018 batch of the Faculty of Business Economics at Widyatama university, the transition period before and after online lectures, has increased from before online lectures to after online lectures, can be seen from the value generated from each semester. The semester that got the lowest average score was in semester 2 with an average of 3.25 and the highest was in semester 4 with an average score of 3.51, in face-to-face lectures in semesters 1 to 3 there was an increase and decrease that occurred in semester 1 which get an average value of 3.30 then decreased in semester 2 by getting an average value of 3.25 and increased in semester 3 by getting an average value of 3.40. In online lectures in semesters 4-6. In Semester 4 it increased with an average value of 3.51 After that it decreased in semester 5 by getting an average value of 3.46 and in semester 6 it increased by getting an average value of 3.49 but the average value generated not as big as the average value generated in semester 4.

Figure 2

Figure of the average value per semester of Class of 2019 Faculty of Business Economics, Widyatama University



Based on graphic data for the 2019 Faculty of Business Economics at Widyatama university, the transition period before and after online lectures has decreased. It can be seen in the graph produced each semester. The average value produced before online lectures in semester 1 got a result of 3.17 and increased in semester 2 by 3.48 and after online lectures, in semester 3 it decreased and got an average value of 3.44 and in semester 4 decreased and got an average value of 3.43.

Effectiveness

According to Madiasmo (2017: 134) Effectiveness is a measure of the success or failure of achieving the goals of an organization in achieving its goals. If an organization achieves its goals, then the organization has been running effectively. Indicators of effectiveness describe the range of effects and impacts (outcomes) of the program outputs in achieving program objectives. The greater the contribution of the resulting output to the achievement of the specified goals or objectives, the more effective the work process of an organizational unit. There are effectiveness factors, one of which is the raw input factor, which is a factor that occurs by oneself with different conditions such as physiological conditions where the body or physical condition is not in a state of disability, so it is very helpful in the process and learning outcomes. Psychological conditions are the main psychological factors in terms that can affect the process and learning outcomes such as interests, intelligence, talents, motivation, and cognitive abilities. An activity or activity can be said to be effective if it can meet criteria such as overall effectiveness, productivity, efficiency, profit, growth, stability, morale, job satisfaction, acceptance of organizational goals, cohesiveness, flexibility of adaptation, external assessment.

Learning Motivation

According to Sardiman (2018: 75) Motivation is the overall driving force in students that causes learning activities, which ensure the continuity of learning activities and provide direction to learning activities, so that the goals desired by the learning subject can be achieved.

According to Sadirman (2018: 25) there are 3 functions of motivation, namely encouraging humans to act as drivers or motors that release energy, determining the direction of action, namely towards the goal to be achieved, and selecting actions, namely determining what actions must be done according to the objectives. Motivation has various types. In this study the researcher will discuss motivation that comes from within the person or intrinsic motivation and motivation comes from outside the personal or extrinsic motivation. According to Sadirman (2018: 89), says that intrinsic motivation is a motive that becomes active or functions without any need for external stimulation because in every individual there is an urge to do something. While extrinsic motivation are motives that become active or function because of external stimuli. According to Uno (2014: 23) states that indicators of learning motivation include (1) the desire and desire to succeed (2) the encouragement and need in learning (3) the hopes and aspirations of the future (4) the appreciation in learning

(5) the existence of interesting activities in learning (6) the existence of a conducive learning situation, thus enabling students to learn well.

Learning Achievement

Each individual will have different learning outcomes or achievements from one another. Achievements obtained from learning outcomes after being assessed and evaluated can be low, medium or high. Agreeing with the expert, according to Susanti (2019:32-33) he stated that learning achievement is the ability to solve difficult things, master, outperform, rival, and surpass other students while overcoming obstacles and achieving high standards. Factors affecting learning achievement according to Edi (2010:2), student success in learning can be influenced by internal and external factors. Internal factors come from within oneself in the form of biological factors such as health factors and psychological factors such as intelligence, talent, interests, attention and motivation. While external factors are factors related to the school environment. According to Muhibbin Syah (2013:148) there are several indicators to see learning outcomes, including (a) In the cognitive realm, a person can be seen from observation, memory, understanding, application, analysis and synthesis. (b) In the affective domain, a person can be seen from acceptance, welcome, appreciation (appreciation), internalization (deepening), and characterization (appreciation). (c) In the psychomotor, a person can be seen from the skill moves and acts, skills verbal expressions and nonverbal expressions

According to some opinions of the experts above, get information about learning achievements that can be affected by factors internal and external, internal factors are the motivation of student learning During a pandemic, how can learning motivation affect learning achievement, while the external factor is Learning during a pandemic or E-Learning using a website that is already available by the Widyatama University campus, is it effective on teaching and learning achievements, and is learning achievement comparable? With understanding of the material provided with a learning system during a pandemic like this.

Based on this explanation, the authors are interested in conducting a study entitled "ANALYSIS OF THE EFFECTIVENESS OF LEARNING ACTIVITIES AND STUDENTS' LEARNING MOTIVATION TOWARDS LEARNING ACHIEVEMENT DURING THE COVID-19 PANDEMIC CASE STUDY AT THE FACULTY OF BUSINESS ECONOMICS, WIDYATAMA UNIVERSITY".

2. RESEARCH METHODS

Research Methods

According to Sugiyono (2012: 86) as follows: Descriptive analysis method is research conducted to determine the value of independent variables, either one or more variables (stand-alone variables) without making comparisons or connecting one with other variables while the quantitative method according to Sugiyono (2017:11) is as follows: Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing the established hypothesis.

Population

According to Margono (2004), the population is the entire data that is the center of attention of a researcher within a predetermined scope and time. The population of this study were all students of the Faculty of Business Economics at Widyatama University, totaling 1484 active students.

Sample

According to Sugiyono (2008: 118), the sample is a part of the whole and the characteristics possessed by a population. The sample studied amounted to 80 respondents consisting of active students of the Faculty of Business Economics at Widyatama University. Hopefully, the data represents the population so that researchers can find out the effectiveness of learning, learning motivation during the Covid-19 pandemic on the learning achievement of students at the Faculty of Business Economics, Widyatama University.

Data collection technique

The data collection technique in this study uses primary data, namely the survey method using a Google form questionnaire which will be distributed to students of the Faculty of Business Economics at Widyatama University. As a data collection and reference to see the effectiveness, motivation to learn during the Covid-19 pandemic on student achievement. The data from the questionnaire uses a Likert Scale which aims to measure a person's attitudes, perceptions, and opinions on a social phenomenon such as assessing the effectiveness and motivation of learning during the Covid-19 pandemic. On a scale of 1-5, from strongly disagree to strongly agree.

And for data processing techniques and data analysis used in this study, using a simple linear regression analysis method whose calculations use the help of the SPSS version 20.0 program.

3. RESULTS AND DISCUSSION

a. Results of Data Processing

Test Reliability

Table X1 Learning Effectiveness

Cronbach's Alpha	N of Items
,713	10

Source: Primary data calculation results

Reliability Table X2 Learning Motivation

Cronbach's Alpha	N of Items
,735	10

Source: Primary data calculation results

Table of Reliability Y Learning Achievement

Cronbach's Alpha	N of Items
,703	10

Source: The results of primary data calculations

From the 3 tables above there are 2 variables X (Independent Variable) namely Effectiveness of Online Learning and Learning Motivation and 1 variable Y (Dependent Variable), namely Student learning achievement, which can be declared reliable.

Multiple Linear Analysis Test

Regression analysis is basically to measure the strength of the relationship between two or more variables (Ghozali, 2011: 96). To determine the effect between the variables of Learning Effectiveness (X1) and student learning motivation (X2) the dependent variable on the independent variable is Student Learning Achievement (Y). The method used is multiple linear regression analyses, with the general equation, namely:

$$Y = a + b_1 X_1 + b_2 X_2 + \dots + b_n X_n$$

Information

Y = dependent variable (student learning achievement)

a = constant

X1 = learning effectiveness

X2 = student learning motivation

B = regression coefficient

The equation must be tested first to show whether or not there is an effect and as a decision-making tool. (Ghozali:2016)

Table
Multiple Regressions
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,034	3,063		3,929,	000
	VARX1	Effectivene ss,275,		125,301	2,202,	031
	VARX2	Motivation, 373,		138,369	2,694,	009

Dependent Variable: Achievement

Source: Calculation results of primary data

by table regression test showed that the influence of the effectiveness of learning online and learning motivation on learning achievement can be formulated as follows:

- a) If the variable X is equal to 0, then the value of the variable Y is 12.034
- b) If the value of variable X1 has increased by number 1 then the value of variable Y will increase by 275
- c) If the value of variable X2 has increased by number 1 then the value of variable Y will increase by 373

Then the multiple linear regression equation is: $Y=12.034+0.275. X1 + 0,373.X2$

Hypothesis Testing

Hypothesis

According Sugiyono (2017) hypothesis is a temporary answer to the formulation of the problem. Because it is still temporary, it is necessary to prove the truth through the empirical data collected.

Based on this theory, the writer can formulate the following hypothesis:

H1: It is suspected that there is a positive and significant effect between the effectiveness of online learning during the pandemic affecting learning achievement

H2: It is suspected that there is a positive and significant influence between the higher student learning motivation will affect learning achievement

H3: Allegedly there is a positive and significant influence between the more effective online learning and the higher student learning motivation will have a simultaneous effect on learning achievement

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	471,761	2	235,880	25,219	,000 ^b
	Residual	720,189	77	9,353		
	Total	1191,950	79			

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Learning Motivation, Effectiveness of Online Learning

Source: The results of primary data

calculations Based on the calculation of the hypothesis test above, the F value of 25.219 compared to the F table value of 3.115, then the effectiveness of online learning and students' learning motivation simultaneously affect student learning achievement.

b. Discussion

Based on the results of data processing and data analysis, it is known that the results obtained indicate a positive or significant influence between the three variables studied, namely Learning Effectiveness (X1), Learning Motivation (X2) as independent variables (Independent) on learning achievement (Y) as the dependent variable, thus, it can be seen that the effectiveness of learning and learning motivation of students can be a factor that has a high influence on student achievement.

Social support can increase learning motivation because with social support someone will feel cared for. Therefore, someone who gets social support will have good learning motivation. In addition to social support, self-concept also has an important role to increase learning motivation. A person who has a good self-concept will be easy to think positively, a good self-concept will be able to increase motivation to learn even in the conditions of the covid-19 pandemic.

4. CONCLUSIONS AND RECOMMENDATIONS

The researchers get the first conclusion online learning activities are considered less effective so that it reduces student learning motivation. The direct interaction factor between students and lecturers is also influential because online lectures tend to be one-way communication, and the inhibition of two-way interaction required by students, and students tend to be reluctant to activate the camera when lecturing is one of the decreased motivation, experienced by students because they feel less confident and there is also a fear of not really understanding a material. However, there are several factors that influence the increase in learning motivation of students at Widyatama University during the Covid-19 pandemic, namely social support and self-concept for students, as well as for opportunities that can be taken by students, namely during the online lecture period to get the opportunity for greater value to be a plus. When the lecture gets easier grades even though the understanding of the material is not enough for the students themselves. There are many positive things when lecturing online. The author's suggestion is to take advantage of the opportunity to get bigger grades, so that students who repeat or maintain a high GPA become an advantage during this online lecture. On the other hand, students become more curious about things. New things and try to find references to material that they don't really understand by opening other websites, so that knowledge is taken not only from modules and forums, but the good point here is that students are required to be more independent and tend to look for material references that are more suitable for the student.

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