

MAINTAINING STUDENTS' ACADEMIC MOTIVATION DURING THE COVID-19 PANDEMIC

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Abstract

Learning motivation is an important factor in determining students' learning performance at school. During the pandemic, the learning process changed its form from offline learning to online learning. This change caused a lot of problems with students' learning motivation. There are groups of students who have never met any of their schoolmates and their teachers at all due to the online learning policy. This condition can impact greatly on their learning motivation. The objective of this research is to find out whether or not the fulfillment of basic psychological needs relates to students' learning motivation at school. The participants of this research are 133 eleventh grade students from "x" High School. The data were collected through an online questionnaire. The result shows that there's a positive relation between the fulfillment of basic psychological needs and learning motivation, with correlation value of $r=0.371$ ($p=0.000$), which means the more the psychological needs of students are fulfilled, the more motivated they are to learn. Aside from that, there's also been found an association between academic motivation with other factors such as learning spirit source, things the students liked about school, and their confidence in their ability to learn.

Keywords: *basic psychological needs, academic motivation, students*

INTRODUCTION

School is a place where students spend most of their time outside of their home. According to Santrock (2018), students have spent years acting as a member of a miniature society at school, which affects their social development. At school, students build a variety of relationships and connections, such as relationships with their peer, teachers, or the school staff. Moreover, at school, students also have rivalry relationship with their peers, both in academic and non-academic subjects. To achieve maximum result, students need to have a good motivation.

According to research done by the National Research Council report on motivation, 40% of high school students in Washington D.C., USA, drop out of school due to the lack of motivation. This lack of motivation in students is a very real and pressing problem (Crotty, 2013). Another research done by Sari et al (2018) about student motivation in learning at a certain high school in Surakarta, Indonesia, discovered that only 18% of the students have high motivation to study. This proved that there are more students who has low learning motivation than students with high motivation. From both research, it can be concluded that those two different countries have the same problem regarding

the lack of motivation for studying in students. A preliminary survey created by the researcher on the topic of motivation among high schooler, proved that motivation is a very important factor in supporting their studying process. Both external and internal motivation were deemed helpful in helping them study. Hence, it can be concluded that learning motivation is an important thing for a student to have.

During the Covid-19 pandemic, starting in March 2020 the Indonesian government implemented a study from home policy for students. The learning activities is done online, which becomes not easy for many students to adjust. Teachers also need to adapt to these changes, which affect to their teaching skills. This condition can have an impact on students' learning motivation.

Motivation itself can be divided into three types, intrinsic motivation (refers to activities that were done for personal and individual satisfaction), extrinsic motivation (refers to doing something for the purpose of obtaining an external reward from others) and amotivation (when students don't involve themselves in a certain activity, or when they do, but has no spesific purpose to explain their involvement). Intrinsic motivation itself can be further divided into three categories, which are intrinsic motivation to know, intrinsic motivation towards accomplishment, and intrinsic motivation to experience stimulation. Extrinsic motivation can also be divided further into three categories, which are external regulations, introjected regulation, and identified regulations.

According to Dimiyati and Mudjiono (in Rahmawati 2016) there are a few factors that could influence student's academic and learning motivation. The first one is their future goals. Their future goals to become "someone" will increase their spirit to study and direct their learning behaviour. The second one is their learning ability. Learning ability includes psychological aspect of each students, such as their observation skill, attention span, memory, thinking, and imagination. The third factor is student's physical and psychological condition. These condition can affect a student's learning motivation. Fof example, a student under unstable physical or psychological condition, such as feeling hungry, sleepy, sad or angry might find it hard to concentrate on their studies. The fourth factor is the environment surrounding them. This include the natural environment, their families, friends, and the society arround them. A student who lived in a nice, save, peaceful, and orderly environment will have higher and stronger learning motivation. The fifth factor is dynamic elements in learning. These dynamic elements don't always appear in a learning process, sometimes their presence are weak, or even non-existent. These dynamic elements are connected to a student's state of mind which are affected by the experiences they gain from their environment. The last factor is teacher's effort in teaching. These efforts refers to how a teacher prepare themselves to teach, which include their mastery over the subject they teach, their way of delivering the subject, grabbing student attention, and putting the class in order.

Aside from the factors just explained above, there's one other factor that influence a student's motivation in learning. This factor is called *psychological need satisfaction*. According to *self determination theory*, motivation in learning can be gained from basic psychological needs fulfillment. When these needs are fulfilled, instinsic motivation and the internalisation of extrinsic motivation will develop. (Deci & Ryan, 2017)

Basic psychological needs consist of three types of needs. They are need of autonomy (a person's freedom of choice), competency (a student's confidence in their ability to handle academic tasks), and relatedness (meaningful relationship with other people). According to Deci & Ryan (2017) this theory explain that when someone's fulfillment of their psychological, social and interpersonal needs will determine their well being. If someone's psychological needs are not fulfilled, it might

cause problems in their motivation. Soekamto (in Muhammad, 2017) explained that motivation has quite a large influence over someone's learning process. If a student has a low learning motivation, then the result of their studies might not match to what they hope it would be.

This can be proven by a longitudinal research done by Gnambs & Hanfstingl (2016). The research mentioned how students' intrinsic motivation can diminish when they reach the age of 11 to 16 years old. Another research done by Levpusek and Podlesek (2019) also stated that the fulfillment of psychological needs such as autonomy, competence, and relatedness are correlated to the increase in learning motivation in students. Chen, Elliot and Sheldon (2019) also did a research where the result showed a positive correlation between the three basic psychological needs and intrinsic motivation.

Based on previous researches and phenomenons stated above, this research need to be done in order to find the correlation between the fulfillment of basic psychological needs and student's learning motivation especially during online learning. This research can be useful for teaching staffs, parents, or the students themselves. If the result of this research proved that there is a correlation between basic psychological needs and learning motivation, it would be strongly advised for students' basic psychological needs (autonomy, competence and relatedness) to be taken into consideration more.

METHOD

The method used in this research is quantitative approach. There are two variables in this research, the first one is the fulfillment of the psychological needs as the independent variable, and academic motivation as dependent variable. The participants are eleventh grade students of a high school. The sampling technique used is the *quota non-random sampling* with 133 students as samples.

The data are gathered through online survey. The questionnaire used for the fulfilment of basic psychological needs variable in the survey is *Adolescent Students Basic Psychological Needs at School Scale (ASBPNSS)* (Tian et al., 2014), which contains 15 questions, 5 questions for each aspects (autonomy, competence, relatedness). Meanwhile, for the academic motivation variable, the questionnaire used is called *Academic Motivation Scale: Short Indonesian Language Version (AMS)* (Natalya, 2018). This questionnaire is divided into three aspects, which are intrinsic motivation, extrinsic motivation, and a-motivation. There are 15 questions in this questionnaire in total. The data is analyzed by using pearson correlation.

RESULT AND DISCUSSION

Based on statistical analysis found the following results:

Tabel 1. *Correlation analysis*

No.	Correlation analysis	Variable	r	Sig	Result
1	Pearson	Basic psychological needs fulfillment and achievement motivation	0.371	0.000	Positive correlation

Academic motivation is one of the most important thing in student's learning process. Basic psychological needs is one of the factors correlated to academic motivation. These needs are naturally acquired at birth, and when fulfilled in a balanced manner, will bring prosperity in all sorts of aspects, one of them being academic aspect (Gnambs and Hanfstingl, 2016)

The results showed that there is a correlation between basic psychological needs fulfillment and academic motivation in high school students ($r= 0.371, p<0,05$). This means, if students' basic psychological needs are fulfilled, their academic motivation will increase. This result also support the theory that the changes in students' learning motivation can be influenced by basic psychological needs. (Podlog et al., in Malu & Reddy, 2016). Deci & Ryan (2017) mentioned that the better one's psychological needs are fulfilled, the higher their academic motivation gets as well. Not only does the result of this research matched with the theory it used, its correlation test results are also in line with the results of the previous ones. Research done by Levpuscek and Podlesek (2019) stated that basic psychological needs can be deemed to be fulfilled when it manages to influence an increase in student's learning motivation.

The implication of this result that teachers have to make some efforts to maintain students' academic motivation, especially during online learning activities. Teachers have to create learning atmosphere that students feel comfort to ask questions, increase good relationship and build support system between teachers-students and between students themselves, foster sense of autonomy by allowing students to take an active role, and give positive feedback and encouragement to increase students' self competence.

Table 2. Association analysis

	Variable	Sig. of Chi-Square	Result
Academic motivation	The aim of learning	0.410	Not associated
	Source of enthusiasm for learning	0.000	Associated
	Favorite things about school	0.000	Associated
	Dislikes about school	0.563	Not associated
	Self efficacy	0.030	Associated
	Learning obstacles	0.711	Not associated

Aside from correlation analysis between two variables, there's also an association test using chi-square value between dependent variable, which is academic motivation, with other factors that might have an association with it. In this research, other factors that have association with academic motivation are the reason of their learning enthusiasm ($p=0.000$), things that students like from school ($p=0.000$) and their confidence in their own learning ability or their self efficcay ($p=0.030$).

The association between academic motivation with learning enthusiasm, favorite things in school, and confidence in learning ability is supported by a theory that have been mentioned before. Dimiyati and Mudjiono (in Rahmawati, 2016) stated that learning ability is one of the factor that influence student's learning motivation. Factors such as things students like from school can also be included in this, since environment also includes things such as school facilities, people they meet at school, and the learning atmosphere. This theory can be proven by the result of the association test between academic motivation and stuff students like at school. Purwanto (2014) also stated

that social factors such as peers, teachers, and surrounding environment can also affect students' academic motivation.

CONCLUSION

Based on the result of the research, a few conclusion can be inferred. The first one is that the positive correlation between basic psychological needs fulfillment and academic motivation do exist. This means that the better the students' psychological needs are fulfilled, the higher their academic motivation gets as well. The school should pay more attention to the basic psychological needs fulfillment of the students so that they can maintain or increase academic motivation in the learning process by giving the students a freedom to choose the way they will finish their tasks, provide opportunities for students to express their opinions and to discuss things in small groups of students. In online learning with minimal interaction, teachers need to create a learning atmosphere that makes students feel welcome and part of the group.

The research also found that there is an association between academic motivation and other factors such as what makes students enthusiastic in learning, things that students like from school, and their confidence in their own learning ability. These factors can be explored more in the future.

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ISSN 2830-2672

Volume 7, Tahun 2021

ICoCSPA 2021

**Proceeding of International Conference on
Contemporary Social and Political Affairs**



The Faculty of Social and Political Science
UNIVERSITAS AIRLANGGA



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WELCOME REMARKS ICOCSPA 2021

Distinguished speakers and participants,

I am pleased to welcome you to the seventh International Conference on Contemporary Social and Political Affairs.

The Covid-19 pandemic has ravaged the world for more than a year. This pandemic brings significant effect on various social and cultural issues which need to be dealt with quickly. All countries are expected to adapt to the pandemic situation which is clearly putting real pressure on various sectors, especially the economy, education, and politics. All parties are expected to take action to be able to build resilience and adapt to crisis situations, because if this pandemic teaches us one thing, it is to remind us that the structure of modern society is not as strong as we first imagined. The dangers of crises in the form of disease pandemics, climate change, and political conflicts must be accepted as possible things in the future. It is up to us to rise to the challenge.

This conference is a forum for all researchers of various disciplines who are interested in socio-political issues. Therefore we welcome all participants on social and political sciences, from sociology, anthropology, to communication and international relations.

I would like to thank all of the keynote speakers who willingly spare their bus schedule to share their knowledge and experience in this conference. My appreciation also goes to all of the speakers and participants who join us here. This conference is organized by the combined committee from all department in our faculty. Please let me extend my gratitude to all of the conference committees.

Enjoy the conference, and I hope this forum will expand not only our knowledge but also our network.

Dean of Faculty of Social and Political Sciences

Prof. Dr. Bagong Suyanto Drs., M.Si.

FOREWORD

Distinguished speakers and participants,

Welcome to the Faculty of Social and Political Sciences of Universitas Airlangga, and to the seventh International Conference on Contemporary Social and Political Affairs.

We have held many seminars and international conferences on various socio-political issues. The aim of these conference is none other than to provide space for researchers in the fields of social and political science to be able to present their research results and to establish an academic discussion that leads to academic collaboration.

The main topic at this year's 7th ICOCSPA event is "Building Resilience and Cohesion During Covid-1 Pandemic". This topic is a reflection of the Covid-19 pandemic situation which has not yet ended. Through this conference, it is hoped that new ideas and exchanges of understanding will emerge regarding the process of building resilience and adaptation in a pandemic situation that has had a major effect on the economy, education, politics, and culture. This conference will present speakers from Indonesia and abroad, which also aims to provide an opportunity for discussion and to enhance professional networking in various studies in linguistics and other relevant disciplines.

The conference was held entirely online considering the pandemic conditions. However, we hope that this will not be an obstacle for participants to join and enjoy our conference programs. On behalf of the committee, I would like to express my gratitude and appreciation to all of those who supported our conference: The Rector of Universitas Airlangga, the Dean of Faculty of Social and Political Sciences, our honorable keynote, speakers, all of the reviewers, and all of the participants.

I wish you have a pleasant and fruitful discussion during the conference, new insights on socio-political sciences, and broader networking on these areas.

Director of 7th ICOCSPA

Dr. Tuti Budirahayu Dra., M.Si.

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