

STUDENTS' MOTIVATION FOR JOINING CLASS IN POST PANDEMIC AT SMK MUHAMMADYAH KAJEN

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Abstract

Motivation is the need of every student that have to be paid attention among teachers, parents, and students themselves. Nowadays where the corona pandemic has not passed completely, the function of this motivation is crucial for the smooth running of the world of education. The objective of this research was to find out what factors affected the students' motivation of SMK Muhammadiyah Kajen for joining class in the post-pandemic. This research used descriptive qualitative method. The data was carried out by using a questionnaire of students' motivation and interview with English teacher of SMK Muhammadiyah Kajen. Based on the questionnaires that have been distributed, the results obtained that most students of SMK Muhammadiyah Kajen answered strongly agree and agree on statements that represent extrinsic motivation. Extrinsic factors include the purpose, the society we live in, The people around us, and Curiosity. Examples are wanting to make parents happy, ashamed of neighbors if they make mistakes, parental support, having high-spirited friends, curious about material that they do not understand. This research was expected to provide benefits for anyone, both in terms of academic and non-academic.

Key Words: Learning, Students' Motivation, Post pandemic

Abstrak

Motivasi merupakan kebutuhan setiap siswa yang harus diperhatikan baik guru, orang tua, maupun siswa itu sendiri. Saat ini dimana pandemi corona belum sepenuhnya berlalu, fungsi motivasi ini sangat menentukan untuk kelancaran dunia pendidikan. Penelitian ini bertujuan untuk mengetahui faktor-faktor apa saja yang mempengaruhi motivasi siswa SMK Muhammadiyah Kajen untuk mengikuti kelas pascapandemi. Penelitian ini menggunakan metode deskriptif kualitatif. Data dilakukan dengan menggunakan angket motivasi siswa dan wawancara dengan guru bahasa Inggris SMK Muhammadiyah Kajen. Berdasarkan angket yang telah dibagikan, diperoleh hasil bahwa sebagian besar siswa SMK Muhammadiyah Kajen menjawab sangat setuju dan setuju atas pernyataan yang mewakili motivasi ekstrinsik. Faktor ekstrinsik meliputi tujuan, masyarakat tempat kita tinggal, orang-orang di sekitar kita, dan rasa ingin tahu. Contohnya ingin membahagiakan orang tua, malu pada tetangga jika melakukan kesalahan, dukungan orang tua, memiliki teman yang bersemangat tinggi, ingin tahu terhadap materi yang tidak dipahami. Penelitian ini diharapkan dapat memberikan manfaat bagi siapa saja, baik dari segi akademik maupun nonakademik.

Key Words: Pembelajaran, Motivasi Siswa, Paska Pandemi

INTRODUCTION

Learning is an important interaction to acquire knowledge. It can also form a person's attitude to be more critical, creative, collaborative and able to communicate well. Brown (2007) stated that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. To gain knowledge in a learning students usually starts from an interaction that influences each other. According to Santoso, Baidan, and Muttaqin (2020) in Hamalik (2013:57) learning is an ordered combination that includes everything, both elements of equipment, human, facilities, mechanisms that influence each other in achieving learning objectives. In addition, learning is a set of external events designed to support some internal learning process (Gagne, 1977, as cited in Magdalena, Wahyuni & Hartana, 2021).

In learning activities a student really needs a motivation to achieve a competency he wants. That means motivation was defined as a 'state of cognitive arousal' that triggers a 'decision to act', as a result of 'continued intellectual or physical effort' so that the person can achieve 'some predetermined goal (Williem and Burden), 1997, as quoted in Harmer, 2007). In other words, motivation can make a person's personality active. According to Sardiman (2007), motivation is a kind of power act that has become active. From this, motivation in learning was very important to be considered together from the school, teachers, parents or even the students themselves. In addition, it should be noted that this motivation has a great function for students because by having motivation, students will have confidence and strong

enthusiasm to do an effort that can help him achieve what he wants. According to Harmer (2001: 51), motivation is some kind of internal drive which pushes someone to do things in order to achieve something. That means motivation is the driving force that can determine a person's success and failure in his dreams. Motivations classified into two parts. they are extrinsic and intrinsic motivation. Extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Intrinsic motivation, by contrast, come from within the individual. (Harmer, 2007: 98)

Motivation and the learning process are two things that support each other to achieve the desired goals. Especially in conditions like today where the corona pandemic has not been completed, the function of this motivation is crucial for the smooth running of the world of education.

Since the corona outbreak has spread throughout the world, including Indonesia, there are many systems that limit public activities such as: economy, public transport, public services, tourism, including education (Arora & Srinivasan, 2020). The most tremendous effect because of the Covid-19 outbreak for education changed into the loss of study room studying activities as ordinary (Liguori & Winkler, 2020; Lynch, 2020; Zhang, Wang, & Yang, 2020). This effect is felt by students in various regions in Indonesia, starting from changes in facilities, study hours, the number of students' capacities in participating in classroom activities and various policy changes within schools. In addition to students, teachers also feel the same effect as teachers have to use different strategies from the previous situation so that students remain enthusiastic about learning even in the post-pandemic period.

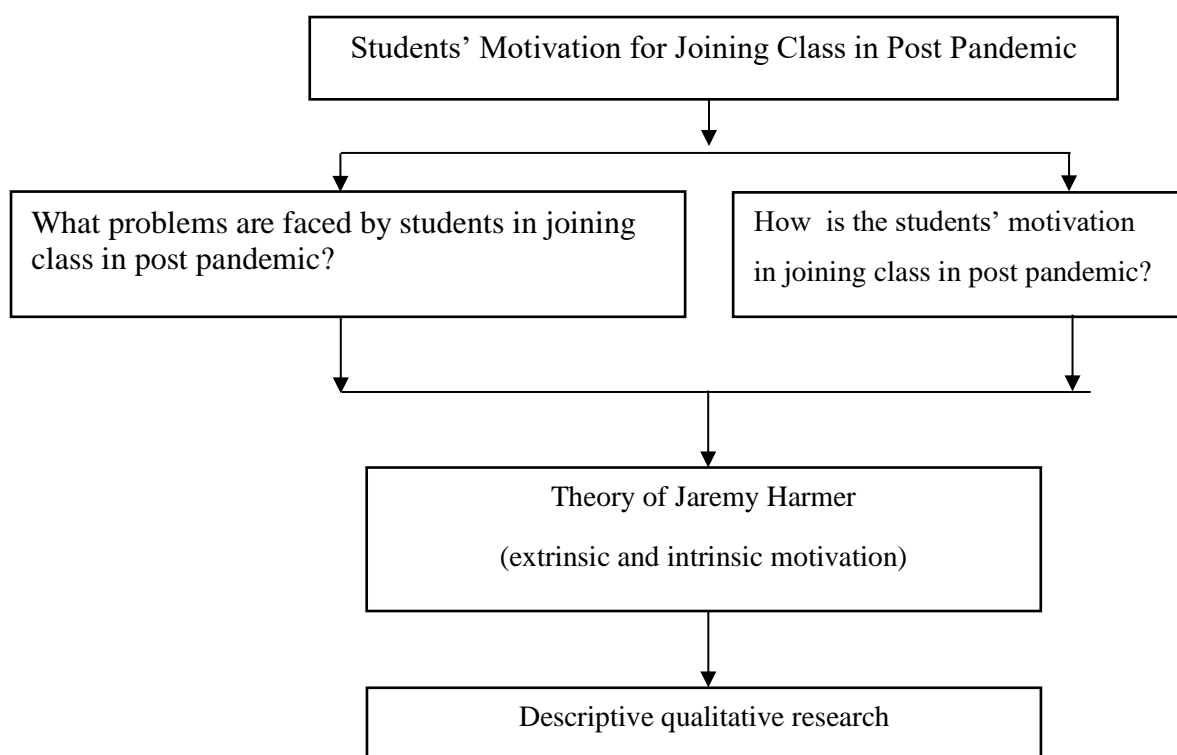
In the various policies that change during this pandemic, there are so many students who have to force themselves to adjust all the rules that have been determined. And in general, a person's adaptation process has new obstacles in the changes they face and this also usually affects a person's motivation in their activities. Therefore, the things like that can also happen to students' learning motivation when various educational policies change. All aspects that affect learning motivation during this pandemic are not only felt by students from schools located in big cities but also in small towns such as SMK Muhammadiyah Kajen in Pekalongan. During pandemic, SMK Muhammadiyah Kajen also feel the same way as other schools in Indonesia namely facing various fluctuating educational policies.

The researcher reveals it because the researcher consider that each student has different motivations in facing all challenges or new situations and these differences are the kinds of keys that we can have to open the door to the success we want.

Based on the background of the research above, the researcher is interested in conducting research on students' motivation for joining class in post-pandemic. this is done by researcher because previous studies have not discussed student motivation in post-pandemic. Previous studies seen by researchers include the research was conducted by Yulfi and Aalayina. The journal entitled "Students' Motivation in Learning English" which published in 2021. The theory used in their journal research is Gardner's theory. And the aim of the research was to determine students' motivation in learning English and its effect on their English learning achievement. Research and quantitative are the methods used in their research. And the results of this research were 52% of students took an active role in learning English and students are relatively "highly" motivated to learn English to have a good chance in their educational goals. The other research on post-pandemic student motivation was conducted by Gustiani (2020) entitled "Students' Motivation in Online Learning During The Covid-19 Pandemic Era". The theory used is the theory of the taxonomy of human motivation according to Decy and Ryan. The method used in her research is a qualitative approach. The research was conducted with the aim of illuminating the motivation of the students at the English department of Sriwijaya Polytechnics toward their online learning during

the Covid-19 pandemic era. The results of his research revealed that the students' motivation toward their online learning was intrinsically affected more by their ambition to learn new knowledge and enjoyment in experiencing new learning methods. It was also influenced extrinsically by external regulation and environmental condition. From those, the researcher decided to identify the types of students' motivation both extrinsic and intrinsic motivation. From two types of motivation, the researcher was interested in finding out what factors could affect the students' motivation at SMK Muhammadiyah Kajen in post-pandemic. The researcher reveals it because the researcher consider that each student has different motivations in facing all challenges or new situations and these differences are the kinds of keys that we can have to open the door to the success we want. Therefore, this research is entitled "Students' Motivation for Joining Class in Post Pandemic". In addition, this research use Jeremy Harmer theory. It is focus on two types of students' motivation. Namely extrinsic and intrinsic motivation. Then population in this research is students from SMK Muhammadiyah Kajen. As samples are 30 respondents at the eleventh grade. Then to see more clear about this research, it can be seen clearly from the following chart :

Theoretical Framework Table



METHOD

In this research, the researcher used descriptive qualitative method. According to Meleong (2005:6) qualitative research is research that intends to understand the phenomena of what is experienced by research subjects such as motivation, behavior, perception, and others. To achieve the research objectives, the researcher chose one of the places as the object of research, namely SMK Muhammadiyah Kajen which is in the Kajen sub-district, Pekalongan district. The researcher chose SMK Muhammadiyah Kajen as the object of research because the school has a pretty good quality. Learning and teaching activities at the school are carried out for five days a week, starting from Monday until Friday. Then the subjects of this research were students from SMK Muhammadiyah Kajen or it could be called the population and as a sample were representatives of students from eleventh and twelfth grades. It

consists of twenty five respondents. Data collection in this research are interview and questionnaire. For the interview, the researcher chose an English teacher as a resource from the class teacher representatives at SMK Muhammadiyah Kajen. in addition to interviews, in distributing the questionnaire the researcher gave a duration of about 15 minutes to answer the questionnaire based on their opinions and feelings. Data analysis in this research was descriptive analysis. This technique includes collecting, compiling and presenting data. Then the data analysis technique carried out by the researcher is data reduction, data display, and conclusion/verification.

RESULT AND DISCUSSION

In this chapter, the researcher presents the research data as well as a description of it. The results and descriptions are as follows:

1. Questionnaires

Questionnaires were distributed to 30 students from eleventh grade at SMK Muhammadiyah Kajen in the post-pandemic period. Then the respondents answered the statements in the questionnaire after the researcher gave clear explanations and instructions. Based on the questionnaires that have been answered by the respondents, the results are as follows:

Table 1. percentage (%) of the result from the questionnaire of students' motivation for joining class in post pandemic.

No.	Student Motivation	Statement	Strongly disagree	disagree	totally agree	agree
1	Internal	I always actively ask about the subjects that I like	43%	13%	23%	20%
2		I'm still passionate about getting good achievements even in difficult conditions	16%	60%	16%	0%
3		I diligently follow lessons in order to improve my knowledge of the material provided	20%	70%	0%	10%
4		I always study before and after the material is given by the teacher	33%	30%	13%	23%
5		I always do and submit assignment / homework on time without cheating	0%	30%	23%	46%

6		I am enthusiastic about following lessons because I want to make my parents happy.	0%	0%	46%	53%
7		I feel ashamed of my neighbors if I skip school.	0%	3%	43%	53%
8		The role of parents affects my enthusiasm for learning	13%	0%	40%	46%
9		I feel enthusiastic when I work with a high-spirited study group.	0%	3%	33%	63%
10	External	I always actively ask questions about material that I do not understand.	0%	0%	16%	16%

From the data above, the researcher found that most respondents answered strongly disagree and disagree on statements related to intrinsic motivation. It can be seen from the calculations answered by the respondents to the available alternative answers. It means that the percentage of "strongly disagree and disagree" is much larger than the percentage of "strongly agree and agree". In other words, SMK Muhammadiyah students have weak intrinsic motivation. Based on Harmer's theory, it happens because the internal factors that students have were also weak, such as the hobbies they have, the desires to be achieved and the student's personality towards the process being undertaken.

In addition, the results of the questionnaire above also show that students of SMK Muhammadiyah Kajen have extrinsic motivation which is much higher than intrinsic motivation. This is indicated by the large percentage who answered "strongly agree and agree" rather than the percentage obtained from other answers. Then it can also be seen that the percentage of the answers "strongly agree and agree" on the extrinsic factor is much greater than the intrinsic factor. Based on Harmer's theory that extrinsic motivation is obtained because of extrinsic factors. For example, there is a purpose in doing everything, the feeling of maintaining ethics in the community, the support from those closest to us, Actively finding out about things that are not yet known.

2. Interview

Interviews in this research were conducted by researcher as interviewer with teacher as resource person where the aim was to assist and facilitate researchers in obtaining more data and information about students' motivation to take classes in a post-pandemic. The results of the interviews showed that the achievement of Muhammadiyah Kajen Vocational High School students academically and in character had decreased compared to the condition of students before the pandemic. This was because it was difficult to control the development or progress of student learning during the previous online learning period. The most visible decline was the ability of students to communicate or interact. It is known because of the complaints from the industrial world where the students practice work. This lack of communication or interaction makes students passive. And this student's passive attitude was also seen when the learning process takes place, they was less able to communicate and

respond to the material or tasks given. Therefore from there it is difficult for teachers to monitor what problems students face during learning. However, even though the SMK Muhammadiyah Kajen teachers experienced difficulties, they still paid attention to students both by checking and assisting students in completing assignments, making visits to students' homes if it was needed as a collaboration with the family, paying attention in terms of facilities and infrastructure, the teacher's attention to the method used was appropriate, building a classroom atmosphere so that students remain interested in learning, and so on.

CONCLUSION

Based on the description in this study, it was concluded that SMK Muhammadiyah Kajen students had extrinsic motivation which is much greater than intrinsic motivation. This type of motivation is formed because of external factors that greatly affect student efforts in learning. One of these external factors is to make parents happy (The goal), the influence of shame on neighbors if they make a mistake (The society we live in), the support from those closest to us such as the role of parents or high-spirited friends (The people around us), Actively find out about material that has not been understood (Curiosity). Then from all this it is known that motivation is a factor that really needs to be considered and built together so that someone can achieve what he dreams of. In learning, student motivation becomes crucial for schools because the success of school programs depends on students' efforts in achieving learning goals. Based on all that, it is hoped that teachers can increase students' internal motivation either from learning strategies or other approaches. Besides that, the government is also expected to consider the results of this research in making a better education system, especially in this situation.

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