Survey of learning motivation of elementary school students
starting face-to-face learning after the covid 19 pandemic in Bangli regency

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Abstract: *This study aims to determine the level of learning motivation of elementary school students when starting face-to-face learning. This type of research is quantitative research, using survey methods. This research on students' learning motivation in elementary schools took Bangli Regency. Data collection is done by distributing surveys using Google Forms. The results showed that the dimension of persistence in learning was in the very good category with an average of 82.59%, the dimension of achievement in learning was included in the good category with an average of 76.55%, the independent dimension in learning was included in the very good category with an average percentage of 83.66%. Meanwhile, the dimensions of rewards and punishments in learning are included in the good category with an average percentage of 71.73%. The average percentage of the four dimensions is 78.63%, this result is included in the category of good learning motivation.*

Keywords: *Survey; Motivation; Learning*

Introduction

For more than a year the learning process in formal schools has been taking place face to face. Students from elementary to high school levels are now fully implementing offline learning. Restarting face-to-face learning, after several years of being carried online due to the covid pandemic, is certainly a challenge for the world of education, especially for teachers. Because students who are used to studying virtually at their homes for several years, now have to return to normal learning as before the COVID-19 pandemic.

The problem now faced is to restore student learning motivation, because during the covid 19 pandemic the online learning process took place, student learning outcomes decreased a lot. Palittin (2019) defines motivation as something that can influence students' learning outcomes, which can be derived from within oneself as well as from the environment. Handiyani (2022) said that student learning motivation has decreased a lot, because the learning process is not maximally carried out online, students are also not motivated to take a part in learning well, and there is a lot of workload during the online learning process. Meanwhile, Herliandry (2020) said that online learning needs to be evaluated and adapted to local conditions, considering that parents' abilities to provide online learning facilities are different. The key is to maximize students' learning abilities in a pandemic like this.

These two quotes show the language of online learning that took place during the co-pandemic. Starting face-to-face learning is certainly a challenge for teachers to regenerate students' enthusiasm for learning. Syarifuddin (2022) said that since face-to-face learning was implemented in 2021 it really gave teachers a tough task to restart instilling a passion for learning in students. Syah (2020) said that teachers are required to be creative in arousing

student learning motivation because with a creativ teacher students will participate enthusiastically in the learning process that takes place in p class. Student learning outcomes will also increase because students are able to understand and understand the teaching material delivered by educators/teachers (Santosa, 2019).

Jaya (2021) states that motivation in the learning process is divided into two, namely intrinsic motivation and extrinsic motivation. Suprihatin (2015) explained that intrinsic motivation comes from within students, such as the desire to acquire knowledge, the desire to achieve learning goals, the urge to meet learning needs, and so on. Awe (2017) extrinsic motivation comes from outside the student, such as requests from parents, a comfortable learning environment, learning friends they have, interesting learning activities (Sadri, 2022). revealed that there are a number of efforts that teachers can make in increasing student learning motivation; rewarding numbers, prizes, competition, Ego-Involvement, giving repetition, praise and punishment (Emda, 2017).

Krismony (2020) said that in order to obtain information related to students' motivation and interest in participating in learning, a support is needed to record it, namely using instruments. Pasaribu (2016) said that assessment is an important part of the learning process, so it is necessary to use assessment instruments that are able to assess cognitive, affective, and psychomotor aspects to obtain comprehensive assessment results. Yuniarto (2017) pointed out that the existence of a motivational assessment instrument had a positive effect on increasing students' cognitive scores. The instrument to be used to measure student learning motivation was in the form of a questionnaire. Meanwhile Talitha & Chendra (2018) stated that the questionnaire is a data collection method that can be used to measure student learning motivation, namely in the form of a list of questions that must be filled in or answered by the respondent or the person to be measured. In the same vein, Santosa (2019) stated that teachers can make assessments on the affective aspects of students, because as a teacher it is not enough to only measure the cognitive aspects of students, teachers also need to measure affective aspects such as student learning motivation.

Based on these considerations, this survey research was conducted to determine the level of learning motivation of elementary school students, in starting face-to-face learning in Bangli Regency. The importance of this research is to determine the level of learning motivation of elementary school students, because this will affect student learning outcomes. This research also fulfills an element of novelty, because there has been no quantitative research, which examines specifically related to student learning motivation after online learning due to the co-19 pandemic.

Method

This type of research is quantitative, as the use of statistical calculations both in testing the research instrument, as well as evaluating the data collected before presenting the data in this study. This study uses a survey approach. According to Hardani (2020) defines a survey as a study that involves collecting data from samples through questionnaires or interviews to explain various aspects of the population.

The survey will be used in this study to collect information about motivation to learn after the covid 19 pandemic in elementary school students in Bangli Regency. The study motivation survey contained 25 statements consisting of positive and negative statements. Respondents answered all statements about learning motivation through the Google form application and this was addressed to students. Scores are given on a Likert scale with the following details:

Table 1. Score of Alternative Answers

Positive statement		Negative statement	
Answer	Example Score	Answer	Example Score
Always	5	Always	1
Often	4	Often	2
Sometimes	3	Sometimes	3
Seldom	2	Seldom	4
Never	1	Never	5

The survey instrument for student learning motivation variables during face-to-face learning after the pandemic includes 4 dimensions, namely: 1) persistence in learning; 2) achievement in learning; 3) independent in learning; 4) Rewards and punishments in learning. The dimensions and indicators can be seen in the following research instruments:

Table 2. Research Instruments Grid

Number	Dimensions	Indicator	Positive item number	Negative item number	Number of Items
1	Perseverance in learning	a. Attendance at school	1	2	2
		b. Participate in PBM in class	3, 4	5, 6	4
		c. Study outside school hours	7	8, 9	3
2	Achievement in learning	a. Desire for achievement	10	11, 12	3
		b. Yield quality	13	14, 15	3
3	Independent in learning	a. Completion of assignment and homework	16	17	2
		b. Using opportunities outside of class time while at school	18	19	2
4	Rewards and punishments in learning	a. Learn to earn prizes	20, 21	22, 23	4
		b. Learn out of fear of punishment	24	25	2
	Amount		11	14	25

Table 3. Research Instruments Grid Already in Validity

Variabel	Original Number of Items	Drop Item Number	Valid Item Number	Final Item Number
Students' motivation to start face-to-face learning after the Covid 19 pandemic in Bangli Regency	25	22	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25	24

Before the measuring tool is used, testing is carried out on the validity of each item contained in the measuring tool. Calculation are performed using axcel. From the questionnaire trial there were 25 questionnaire questions, there was 1 question that was invalid or invalid, namely question number 22. The overall results can be seen in the following table.

Table 4. Recapitulation of Validity Test Results

Item Number	r table	R Count Person Correlations	Decision
1	0.396	0.407	Valid
2	0.396	0,460	Valid
3	0.396	0,399	Valid
4	0.396	0,438	Valid
5	0.396	0,519	Valid
6	0.396	0,410	Valid
7	0.396	0,443	Valid
8	0.396	0,426	Valid
9	0.396	0,450	Valid
10	0.396	0,420	Valid
11	0.396	0,403	Valid
12	0.396	0,531	Valid
13	0.396	0,5	Valid
14	0.396	0,421	Valid
15	0.396	0,547	Valid
16	0.396	0,476	Valid
17	0.396	0,522	Valid
18	0.396	0,403	Valid
19	0.396	0,447	Valid
20	0.396	0,404	Valid
21	0.396	0,477	Valid
22	0.396	0,333	Tidak Valid
23	0.396	0,467	Valid
24	0.396	0,478	Valid
25	0.396	0,526	Valid

Table 4 is the result of validity testing using the excel program. Statement items are said to be valid if r count is greater than r table. Based on the table above statement items number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23 , 24, 25 are declared valid, because the value of r count is greater than r table.

Time and Place of Research, This research focused on high grade elementary school students namely 4, 5 and 6 in Bangli Regency. When the research was conducted in the 2021/2022 academic year in April 2022. Research subject. Sampling in this study was carried out by random sampling technique. Budiastuti (2018) said that random sampling is the simplest and easiest to understand basic sample selection stage. Adiputra (2021) said that the sample for a study from this population is the same for every individual in the population. Meanwhile Sidiq (2019) said that the main characteristic of simple random sampling is that all members of the population have equal and free opportunities to be included in random sampling.

The sample used in this research is elementary schools in Bangli Regency which are spread over four sub-districts namely Kintamani, Bangli, Susut and Tembuku Districts, with a total of 164 elementary schools. Because considering the ability of researchers in terms of time and energy, the researchers chose the best school from the existing population, namely 8 elementary schools in the 4 sub-districts. The sample in this study were 30 high grade students, namely in grades 4, 5 and 6.

Data collection technique

The instrument in this study used a questionnaire (questionnaire) which is about students' motivation to start face-to-face learning after the co-19 pandemic in Bangli Regency. The questionnaire that has been provided on the Google form was filled out by students in grades 4, 5 and 6 of elementary schools in Bangli Regency. Furthermore, the results of data entry are inputted into excel in the form of raw data and then analyzed using the formula for each component.

Data analysis technique

Data analysis in this study used descriptive analysis for the level of motivation experienced by students, which can be seen from the results of calculating the answers given by students on the level of difficulty. The total score can be obtained by adding up the score answers to each question. The following is the interval distance and the category of learning motivation levels.

Table 5. Score intervals

Score intervals	Levels
0%-20%	Very low
21%-40%	Not enough
41%-60%	Enough
61%-80%	Good
81%-100%	Very good

Table 5 is a table for categorizing learning motivation levels with 5 level categories, namely very low, less, enough, good, very good. This categorization is used as a reference as a survey benchmark for the level of motivation in students. To find the percentage of each category, use the total score formula divided by the maximum score multiplied by 100 (Jatiyasa, 2022).

Results and Discussion

To assess the magnitude of students' learning motivation during the Covid-19 pandemic, researchers used a questionnaire with several claims. Survey findings were also analyzed using the Excel program. The following is the processing of student learning motivation questionnaires.

Table 6. Dimensions of persistence in learning

Statement Numbar	Statement	Total Score	Maximum Score	Precentage (%)
1	Students are present at school to attend face-to-face learning before the bell rings.	136	150	90.67
2	If lazy, students do not go to school.	131	150	87.33
3	Students attend school lessons until the final lesson	135	150	90
4	Students still follow the lessons, regardless of the teacher who teaches them.	124	150	82.67
5	If the teacher is first in class, then students tend to choose not to enter.	127	150	84.67
6	Students do not follow the lesson, if the lesson is not liked by students.	138	150	92
7	Students study outside school hours on a regular basis.	114	150	76
8	Students study outside of school hours if there are assignments and tests only.	104	150	69.33
9	Students like to stall for study time outside of school hours.	106	150	70.67
	Average percentage			82.59

The data above is the result of obtaining the percentage of each statement, which is in the dimension of persistence in learning. This dimension is divided into three indicators, namely: attendance at school, participating in the teaching and learning process in class and learning outside school hours. The three indicators are then translated into nine statements, which are divided into 4 positive statements and 5 negative statements. The final results of the survey of indicators of persistence in learning, obtained an average percentage of 82.59%.

Table 7. Dimensions of achievement in learning

Statement Numbar	Statement	Total Score	Maximum Score	Precentage (%)
1	Students want to take part in academic competitions	125	150	83.33
2	Students always feel dissatisfied and always want to get better results.	88	150	58.67
3	Students are lazy to achieve when their friends achieve higher achievements.	113	150	75.33
4	Students feel normal when they get unsatisfactory grades.	126	150	84
5	High achievement in learning, students get with their own hard work	114	150	76
6	Poor learning achievement Students accept with pleasure without even trying harder	123	150	82
	Average percentage			76.56

The data above is the result of obtaining the percentage of each statement, which is in the achievement dimension in learning. These dimensions are divided into two indicators, namely: the desire for achievement and the quality of results. The two indicators are then translated into six statements, which are divided into 3 positive statements and 3 negative statements. The final results of the survey of achievement indicators in this study, obtained an average percentage of 76.56%.

Table 8. Independent in learning

Statement Numbar	Statement	Total Score	Maximum Score	Precentage (%)
1	Students always do their own assignments given by the teacher.	128	150	85,33
2	Students cheat on friends' assignments because students are lazy to think about completing the task.	117	150	78
3	Students prefer to read books in the library during empty class hours.	122	150	81,33
4	Students prefer to chat in the canteen or yard during recess.	135	150	90
	Average percentage			83,67

The data above is the result of obtaining the percentage of each statement, which is in the independent dimension of learning. This dimension is divided into two indicators, namely: completing assignments and homework and using opportunities outside of class hours while at school. The two indicators are then translated into six statements, which are divided into 2 positive statements and 2 negative statements. The final results of the survey of independent indicators in this study, obtained an average percentage of 83.67%.

Table 9. Rewards and punishments in learning

Statement Numbar	Statement	Total Score	Maximum Score	Precentage (%)
1	Students are more enthusiastic about learning, when in the learning process in class, there is praise from the teacher for students who excel	124	150	82,67
2	Students learn because their parents promise a prize if they get an academic champion	103	150	68,67
3	Teachers often provide support for students to study well, but students remain lazy to participate in the learning process at school.	124	150	82,67
4	Students are afraid that their grades will drop because their parents will punish them.	82	150	54,67
5	Students are often punished by the teacher if they don't do their homework.	105	150	70
	Average percentage			71,73

The data above is the result of obtaining the percentage of each statement, which is in the dimensions of rewards and punishments in learning. This dimension is divided into two indicators, namely: learning to get a prize and learning for fear of being punished. The two indicators are then translated into five statements, which are divided into 3 positive statements and 2 negative statements. The final results of the survey of indicators of rewards and punishments in learning, obtained an average percentage of 71.73%.

In collecting research data on student learning motivation surveys in starting face-to-face learning after the Covid-19 pandemic in Bangli Regency, the researcher provided directions or instructions for filling out a motivational survey on the Google form. In the research process there were still some students who could not read properly and finally the researcher read the questions one by one until the students really understood and were able to fill in the sheets provided. There were also students who had difficulty understanding the meaning of a number of statements, in the end the researcher also tried to provide explanations so that the students understood and were able to provide answers well.

The data in this study is in the form of test results from motivational questionnaires which are divided into 4 dimensions. The following is the frequency of respondents who have a level of motivation during a pandemic, which can be seen in Figure 1.
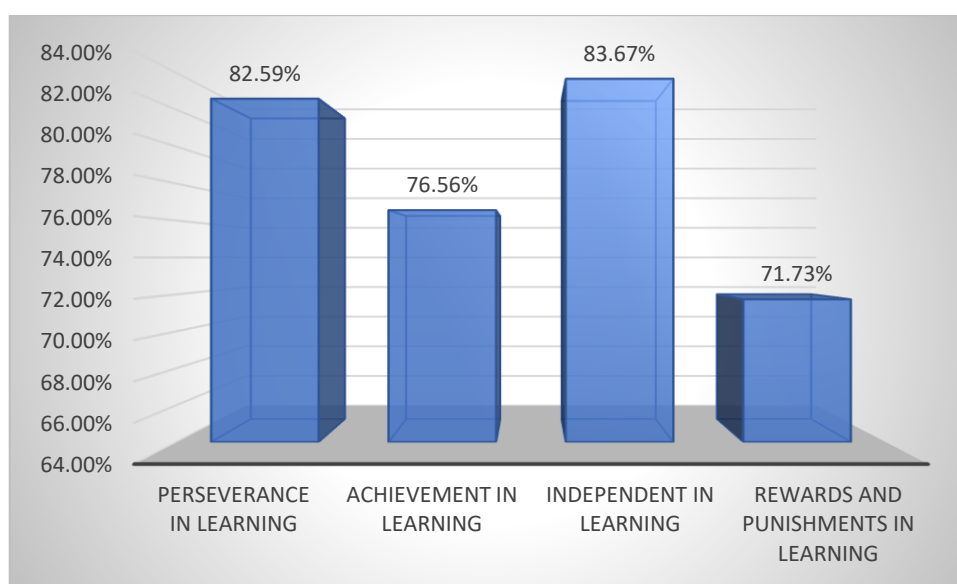

Figure 1. The frequency of the overall level of respondents' learning motivation
Source: researcher documentation, 2022

Based on Figure 1 above, it can be seen that the frequency of respondents with an average number has a good level of learning motivation. This can be seen from the average percentage of the four dimensions amounting to 78.63%. So it can be concluded that students' learning motivation in starting face-to-face learning after the Covid-19 pandemic for the elementary school level in Bangli Regency was categorized as good. Of course these results can still be improved to be very good. If this condition is left unchecked, the impact that will occur is that the student's learning motivation can stagnate or decrease, so that if

there is a decline, learning will not run effectively. This will also have an impact on student learning outcomes in Bangli Regency.

Motivation is important in the learning process, both extrinsic and intrinsic motivation. Therefore learning motivation needs to be continuously optimized, to improve the quality of student learning outcomes. Utami (2021) says if learning motivation is not given during the learning process, then the learning process will not run effectively, and even have an impact on decreasing student learning outcomes. Qodir (2016) states that motivation plays a distinct role in fostering a passion for learning, creating a sense of enjoyment and enthusiasm for studying. Sulfemi (2019) argues that there is a positive and significant relationship between learning motivation and students' learning outcomes.

Improving student learning outcomes certainly cannot be separated from the teacher's role in providing motivation to students. Jaya (2021) says learning motivation can be optimized by teachers through the application of learning models. Maknun (2022) says the teacher as someone who plays a very important role in the learning process must apply the right learning model so that learning objectives can be achieved. Several models that can be applied to learning in the new normal era include: 1) Blended Learning; 2) Cooperative; 3) Problem-based learning; 4) Project based learning and others. Of course, applying a learning model must be adapted to the characteristics of the students and the abilities of the teacher. According to Karsiwan (2016), students with strong motivation will have abundant energy to engage in learning activities, and optimal learning outcomes can be achieved when there is appropriate motivation.

Conclusion

Based on the results of a survey of students' learning motivation in starting face-to-face learning after the Covid-19 pandemic in elementary school students in Bangli Regency, it can be concluded that of all respondents with a total of 30 elementary school students, it was found that students' learning motivation was relatively good. This can be seen from the results of survey research which shows the dimensions of persistence in learning are very good categories with an average of 82.59%, the dimension of achievement in learning is included in the good category with an average of 76.55%, the independent dimension in learning is included in the very good category with an average percentage of 83.66%. Meanwhile, the dimensions of rewards and punishments in learning are included in the good category with an average percentage of 71.73%. The average percentage of the four dimensions is 78.63%, this result is included in the category of good learning motivation. Of course these results can still be improved to be very good, by optimizing the teacher's role in the learning process, including using various learning media, so as to increase student learning motivation after the co-19 pandemic. However, if this condition is left unchecked or even ignored, it can have an impact on student learning outcomes that do not increase, it can even have an impact on decreasing student learning outcomes. To increase student learning motivation, teachers are advised to apply a variety of learning models, so as to reduce

boredom in participating in learning. Learning motivation can also be optimized by using appropriate learning media, such as interactive learning videos.

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