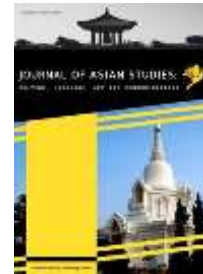




Journal of Asian Studies: Culture, Language, Art and Communications

Journal Homepage:
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STUDENTS' LEARNING MOTIVATION USING SCHOOLOGY AS ONLINE LEARNING AT SMPN 03 MUKOMUKO

MOTIVASI BELAJAR SISWA MENGGUNAKAN SCHOOLOGY SEBAGAI PEMBELAJARAN ONLINE DI SMPN 03 MUKOMUKO

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Abstract

This study aims to describe how is the students' learning motivation using Schoology as an online learning during COVID-19 at SMPN 03 Mukomuko. The participants in this study is students in eight grade for academic year 2020/2021 with a total 134. To collect the data researcher used questionnaire and interview that related to students' learning motivation using Schoology as the intrumentations. Based on this research, there are two types of students' motivation in learning, namely intrinsic and extrinsic motivation. The results showed that students of SMPN 03 Mukomuko are motivated intrinsic and extrinsic with a total of percentage 77% in high category of level creteria motivation in online learning by using Schoology. Almost all of the students felt happy and enthusiastic about learning independently using Schoology during the COVID-19 pandemic, because Schoology is equipped with various interesting features. It can be increase student's learning motivation. As well as diverse learning materials that can help students explore their abilities and creativity to improve learning achievement without face to face. The students also get direction, support and encouragement from teachers and parents during online learning using Schoology with the current situation.

Keyword: schoology, motivation, student learning

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan bagaimana motivasi belajar siswa menggunakan Schoology sebagai media pembelajaran online pada masa COVID-19 di SMPN 03 Mukomuko. Partisipan dalam penelitian ini adalah siswa kelas VIII tahun ajaran 2020/2021 yang berjumlah 134 orang. Peneliti menggunakan angket dan wawancara terkait dengan motivasi belajar siswa dengan menggunakan Schoology. Berdasarkan penelitian ini, terdapat dua jenis motivasi belajar yaitu motivasi intrinsik dan motivasi ekstrinsik. Hasil penelitian menunjukkan bahwa siswa SMPN 03 Mukomuko termotivasi secara intrinsik dan ekstrinsik dengan total persentase 77% kategori motivasi tinggi dalam belajar online menggunakan Schoology. Hampir seluruh siswa merasa senang dan antusias belajar mandiri pada masa pandemi COVID-19, ini karena Schoology dilengkapi dengan berbagai fitur menarik, materi ajar yang beragam sehingga dapat meningkatkan motivasi belajar siswa dan siswa mampu untuk menggali kemampuan serta kreativitasnya untuk meningkatkan prestasi belajar tanpa tatap muka. Para siswa juga mendapatkan arahan, dukungan dan dorongan dari guru dan orang tua selama pembelajaran online menggunakan Schoology pada situasi saat ini.

Kata Kunci: schoology, motivasi, belajar siswa

1. INTRODUCTION

The online learning process during the COVID-19 pandemic is a new experience for teachers and students. Therefore, to support the online-based learning process, some schools have chosen one online learning which is the Schoology is SMPN 03 Mukomuko, this school have accredited A, and then one of the achievements is as the second winner in Asian Roboc Olympiad (AYRO) secondary junior high school in Singapore. Schoology is one of the innovative platforms built on the inspiration of social media, that is Facebook, with the aim for the benefit of education. Schoology assists teachers to enable broad communication opportunities for students to make it easier for students to take part in discussions and teamwork.

Moreover, According to Clark & Mayer (2011), Schoology is a learning management system that has menu courses, it is a facility to create one course, a group, which is a facility to create community learning, and resources, which is a facility to save learning material. Its support by Apriliani & Asib (2020) explain that Schoology is a micro blog educational website that can be applied by teacher and students for collaborating about resources, assessment and content on a secure and safe learning management platform. Schoology application has complete features to access learning process, like Course, Resources, Groups and More. To sum up, Schoology is a cloud-based Learning Management System (LMS) for schools, teachers, and students. This application is used to facilitate interaction between students and teachers in the online learning process. Next, one of factors to success learning process is motivation.

Chua & Mohd Don (2013) explain motivation is the most important driving force to explain the ability of students to pass the exam. It means that, students who are motivated to learn, their abilities also increase so that they are able to improve their learning achievement. In addition, Swastika & Lukita (2020) state motivation was one of the factors that might be considered during the learning process because it has a significant influence on students' academics. Its support by Tanveer in Ullah & Khan (2013) motivation is mainly of two types that can be related to the academic achievement of the students. These two types of motivations are characterized by intrinsic and extrinsic motivations. Intrinsic motivation is narrated to the inner abilities of the students to interact with their environment in order to achieve their required

and predetermined goals. Conversely, extrinsic motivation refers to the fact that people are motivated toward external sources through assorted of reward and grades.

Furthermore, learning motivation is driven by the influence of internal (intrinsic) or external (extrinsic) forces that give students the power to learn effectively. One of them is the teacher is the best source of motivation in teaching and learning interactions. Its support by Atma, Azahra, & Mustadi (2021) students' learning motivation is an internal encouragement of a student to learn to reach optimal learning achievement. It means that students' learning motivation is an internal drive from a student to learn in achieving optimal learning achievement. In conclusion, students' motivation in online learning is very influential on their motivation. Motivation comes from themselves which is called intrinsic motivation and the motivation from the encouragement and enthusiasm of the people around them that has a good impact on them which can be said as extrinsic motivation.

2. METHODS

In conducting this research, the researcher used a descriptive qualitative. According to Parkinson & Drislane (2011), qualitative research was research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. It could be said that descriptive research is a study to describe something. Moreover, the participants in this research is all students in eight-grade of SMPN 03 Mukomuko in academic year 2020/2021, with a total 134 students. According to Sugiyono (2014:124), total sampling was a sampling technique when all members of the population were used as samples. The reason was that the researcher choose this grade is because the researcher have access to join this class.

In this research, researcher used questionnaire and interview guide as instrument. The researcher chose closed-ended questionnaire. Cohen et al. (2007) explained that closed-ended questions were one of the types of questionnaire items was in a closed question, the researcher determined the range of responses that the respondent could choose. The questionnaire were based on likert-scale with four scale degrees. The scales were (4) for strongly agree, (3) for agree (2) for disagree, and (1) for strongly disagree by Brown & Rogers (2002, p.120). In this research, the researcher made several statements based on the indicators to get information about students' learning motivation using Schoology as an online learning application. The questionnaire were based on likert-scale with four scale degrees. The scales were (4) for strongly agree, (3) for agree (2) for disagree, and (1) for strongly disagree by Brown & Rogers (2002, p.120).

After the respondents answer the questionnaire, researcher interview respondents. Then the researcher analyzed the data. the researcher calculated the percentage of sample answer by using the following formula by Sudijono (2010:43) in Ridianto (2018).

$$P = \frac{f}{n} \times 100\%$$

f = Frequency of students' responds

N = number students' cases/total respondents

P = percentage of each category

Furthermore, from the results of the percentage calculation, the score interpretation in learning motivation criteria, it present in the table 1.

Table 1. Learning Motivation Criteria

Percentage	Category
> 65,18%	High
52,58%- 65,18%	Moderate
< 52,48%	Low

3. RESULTS AND DISCUSSION

This research conducted to find out how the students' learning motivation using Schoology as online learning during the COVID-19 for 8th grade of Junior High School 03 Mukomuko. The researcher used questionnaire and interview as the instrumentation in this research. It was used to get the data about the students' learning motivation. The researcher found there are six sub-indicators from two type of students motivation. The findings are explained as follow:

Table 2. Result of Students' Learning Motivation

	Sub-indicators	Percentage	Category
Indicators Intrinsic motivation	1. Enjoyment and inherent satisfaction by using Schoology application because it is provide with various features	77 %	High
	2. No discreditable or reward through Schoology application without coercion and expecting reward	77 %	High
Extrinsic Motivation	3. Integrated regulation (Do something in online learning by using Schoology application that is considered important)	78 %	High
	4. Identification regulation (Do something to achieve/goals/target in online learning by using Schoology application)	81 %	High
	5. Introjected regulation (Must do something to get positive feeling in online learning by using Schoology application)	77 %	High
	6. External regulation (Do something to get a reward in online learning by using Schoology)	74 %	High

Based on the table above, all students have high learning motivation, both in terms of internal motivation and external motivation. It could be seen that students' intrinsic motivation has the same value of 77%. In addition, students' extrinsic motivation was also high which has a percentage of 81%. Therefore, all students have high motivation in all learning subjects. Online learning encouraged students to play an active role in the learning process, meaning that students might have high learning motivation in order to be able to follow the learning process well and excel in academics. Its support by interview almost all students thought that the Schoology

could help them learn online in the midst of a pandemic and if they experience problems students could ask the teacher for help directly. The results of the research showed that almost none of the students have low learning motivation, because the *Schoology* application is equipped with various features to facilitate students in learning during online learning process.

4. CONCLUSION

In conclusion this study aims to describe how is the motivation at SMPN 03 Mukomuko academic year 2020/2021 in online learning through the *Schoology* application. The results of this study showed that class VIII SMPN 03 Mukomuko were motivated to learn using the *Schoology* application during the COVID-19 pandemic. First, the intrinsic motivation of students' learning is Inherent Enjoyment and Satisfaction and No Reinforcement or Discredited Rewards had a good responses with 77% in high category of motivation. Almost all of students felt very happy with the variety of learning materials that help students explore their abilities and creativity without having to meet face-to-face and the students motivate themselves in online learning independently by using the *Schoology* application during the COVID-19 pandemic. Second, extrinsic motivation namely: Identification Regulation, Introjected Regulation, External Regulation, and Integrated Regulation. In the indicators, get percentage 77 % with high category. Were used by students to increase their motivation and achievements using *Schoology* application with various features and get a support from teachers and parents.

5. ACKNOWLEDGMENTS

The researcher also delivers a great thanks and appreciation to the great advisors Dra. Hj. Yelliza, M. M. Pd as the first advisor and M. Khari Ikhsan M.Pd as the second advisor who have given much advice, guidance, and suggestion in accomplishing this article.

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Received 21 08 2021, Accepted 22 09 2021

Published By: Haqi Publishing Service. This An Open Journal System

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