

## PEMBELAJARAN ONLINE: ANALISIS TERHADAP MOTIVASI PEMBELAJARAN PAI

### Online Learning: an Analysis of Motivation PAI Learning

Mazrur I<sup>1</sup>

Surawan 2<sup>\*</sup>

<sup>1</sup>IAIN Palangka Raya

<sup>2</sup>IAIN Palangka Raya

\*email: [surawan@iain-palangkaraya.ac.id](mailto:surawan@iain-palangkaraya.ac.id)

#### Abstrak

Pentingnya motivasi belajar adalah sebagai bentuk dorongan dalam pembelajaran yang timbul pada diri siswa secara sadar untuk melakukan kegiatan pembelajaran, sehingga mempermudah untuk mencapai tujuan pembelajaran pada mata pelajaran PAI. Tujuan penelitian ini adalah mengetahui motivasi belajar. Jenis penelitian ini adalah mixed methods, yang menjadi subjek yaitu 67 siswa kelas VIII SMPN 8 Palangka Raya dan yang menjadi informan adalah seorang Guru PAI. Teknik pengumpulan data yaitu menggunakan angket, wawancara dan dokumentasi. Teknik pengabsahan data yaitu menggunakan triangulasi sumber, teknik dan presentase tabulasi, sedangkan analisis datanya menggunakan reduksi data, penyajian data dan verifikasi. Hasil penelitian menunjukkan bahwa motivasi siswa dalam pembelajaran PAI dengan tingkat rendah sebesar 32,83%, tingkat sedang sebesar 44,77%, tingkat tinggi sebesar 20,89% dan dengan tingkat sangat tinggi sebesar 1,49%. Sehingga dapat disimpulkan secara keseluruhan motivasi siswa dalam mengikuti pembelajaran PAI adalah 74,82% masuk dalam kategori motivasi sedang. Adapun faktor intrinsik yang mempengaruhi motivasi siswa meliputi ketekunan siswa dalam mengikuti pembelajaran PAI, merasa membutuhkan dalam Pembelajaran PAI dan adanya harapan dan cita-cita dengan pembelajaran PAI. Sedangkan faktor ekstrinsik seperti lingkungan belajar yang kondusif, guru yang mengajarkan pembelajaran PAI dan fasilitas dalam pembelajaran PAI

#### Kata Kunci:

pandemi covid-19 1  
motivasi belajar 2  
pembelajaran PAI 3

#### Keywords:

Covid-19 pandemic 1  
learning motivation 2  
PAI learning 3

#### Abstract

*The importance of learning motivation is as a form of encouragement in learning that arises in students consciously to carry out learning activities, making it easier to achieve learning goals in PAI subjects at SMP Muhammadiyah. The purpose of this study is to determine the motivation to learn. This type of research is mixed methods, which is the subject of 67 grade VIII students of SMPN 8 Palangka Raya and the informant is a PAI teacher. Data collection techniques are using questionnaires, interviews, and documentation. Data validation techniques use source triangulation, tabulation techniques and percentages, while data analysis uses data reduction, data presentation and verification. The results showed that student motivation in learning PAI at SMPN 8 Palangka Raya with a low level of 32.83%, a medium level of 44.77%, a high level of 20.89% and a very high level of 1.49%. So it can be concluded that overall student motivation in participating in PAI learning is 74.82% included in the medium motivation category. The intrinsic factors that affect student motivation include student perseverance in participating in PAI learning, feeling needed in PAI Learning and the existence of hopes and aspirations with PAI learning. While extrinsic factors such as a conducive learning environment, teachers who teach PAI learning and facilities in PAI learning.*



©2023 The Authors. Published by Institute for Research and Community Services Universitas Muhammadiyah Palangka Raya. This is Open Access article under the CC-BY-SA License (<http://creativecommons.org/licenses/by-sa/4.0/>).

## INTRODUCTION

Education is any effort and assistance given to students that focuses on the purpose of maturing students, more precisely helping students to be capable enough to carry out their own tasks (Faturrahman, 2012; Surawan, Anshari & Sari, 2022). The formation of quality human beings through education, does not always run smoothly. Because in education, there are also several problems that may occur and can hinder the learning process from taking place, as is happening now, namely

the spread of the Covid-19 virus. The Covid-19 virus is a virus that attacks the respiratory system, this respiratory disorder can result in up to death. This virus can attack anyone and spread to other human (Ausrianti, 2020). The development of the virus quickly spread widely throughout the world. Everyday data in the world reports the increasing coverage and impact of Covid-19. Indonesia also entered a national emergency. The death rate due to Corona has continued to increase since it was first announced that there were positive for the Covid-19 virus in early

March 2020 (Mariadi & Surawan, 2023). The impact of the Covid-19 pandemic has had an impact on various education sectors, which has resulted in the face-to-face learning process cannot be carried out to manage the transmission of the disease (Fadli, Mazrur & Surawan, 2022).

Such a situation is a challenge in the world of education in Indonesia. With the spread of this virus, the government calls on the public to practice social distancing by reducing direct interaction with other humans. So that with this policy, activities in schools are closed and require students and teachers to carry out learning activities from home, using online or online learning methods so that the education process does not just stop due to the Covid-19 virus.

Learning using online methods or in the network has its advantages and disadvantages. The advantage of this method is that it can be done anywhere and anytime that covers a large area if it is still connected to the internet network. The shortcomings of this method cause limitations for teachers and students in interacting directly because they are limited by space and time which makes it difficult for teachers to monitor because from a distance it is difficult to ensure students understand learning optimally. The use of this online learning method may not work well if there is a disruption in the network or is no internet access due to no network or limited quota owned by students. This causes limited movement in learning which can decrease student learning motivation. So that the Covid-19 pandemic situation has an influence on the education system in Indonesia, changes occur in learning activities that were originally carried out face-to-face to virtual or online settings, there are various obstacles experienced by students and educators (Santani, 2020).

Motivation can be interpreted as a driving force that has become active; motivation plays a very important role in learning. Because motivation is a factor that determines student success in learning. Motivation becomes an important factor and causes learning and facilitates learning and learning outcomes. Directly a teacher always knows when students need motivation during the learning process, so that learning activities take place more enjoyable, communication is smooth, reduces student anxiety, increases creativity and learning activities (Surawan, 2020). The position of motivation is very influential in the process and learning outcomes of students, with different learning circumstances and atmospheres, learning motivation is also needed in accordance with existing circumstances. The different learning atmosphere due to the Covid-19 virus is certainly also felt by students and teachers at SMPN 8 Palangka Raya, which requires the learning process to be online. So that teachers have a big role in the development of the education system and determine the success or failure of a student, especially in the learning process (Mazrur, Surawan & Yuliani, 2022).

Changes in the learning system due to the Covid-19 virus, researchers want to know about the motivation of their students in learning PAI during the Covid-19 pandemic, according to information obtained from several students who attended SMPN 8 Palangka Raya PAI learning before the Covid-19 virus was a fun learning because teachers used several methods in their learning, so that the message to be conveyed by the teacher could be captured well by students, And in learning it does not run monotonously or boringly. Based on the explanation above, the problem to be studied is how student motivation in learning PAI during the Covid-19 pandemic at SMPN 8 Palangka Raya.

## METHOD

This research uses a mixed methods research method. Mixed methods are to use two or more methods taken from two different approaches, namely quantitative and qualitative approaches or vice versa in ongoing research to obtain qualitative quantitative data that is used as empirical evidence in answering the formulation of research problems well, completely, and comprehensively (Sarwono, 2021). The reason researchers use mixed methods in this study is so that research on student motivation in learning pie during the Covid-19 pandemic at SMPN 8 Palangka Raya is better, more complete, and comprehensive. The subjects in this study were 67 grade VIII students, while the data collection technique used questionnaires, interviews, and documentation. The questionnaire is carried out by filling in the choices that have been made with 4 choices, namely strongly agree, agree, disagree less, and disagree. Making a questionnaire using a google form where the link is distributed for students to answer. Interviews were conducted by calling students via WhatsApp, the reason researchers use this method is because during the COVID-19 pandemic learning was carried out from home and it was difficult to find because they had to reduce interaction outside the home. Documentation is carried out by taking photographs during the research that can prove that researchers have indeed conducted research at SMPN 8 Palangka Raya.

## RESULT AND DISCUSSION

### Student Learning Motivation

Motivation is the drive that arises in a person to do something or action with a certain purpose. Motivation can be affected by 2 things, namely factors from within and from outside a person. The following are the results of the recapitulation of student motivation questionnaires in PAI learning during the Covid-19 pandemic.

**Table 1.** Percentage of Student Learning Motivation

No	Level	Percentage
1	Low	30.83
2	Keep	44.77
3	High	21.00

4	Very high	3.4
	Sum	100%

Based on the results of the discussion and percentage, it shows that student motivation in learning PAI during the Covid-19 pandemic at SMPN 8 Palangka Raya, there are four levels of student motivation, namely very high, high, medium, and low motivation levels. The results of this study are in line with Norhalisa's, (2020) explanation of the level of student motivation from the range of values and categories. The results of this study are also in line with Prihantanta's explanation (2015: 2) motivation is defined as the strength contained in oneself that encourages to do, student motivation in learning PAI during the Covid-19 pandemic at SMPN 8 Palangka Raya there is strength from within students that encourages learning.

Other studies have also shown that motivation is a change that occurs in oneself, such as students at SMPN 8 Palangka Raya (Amin, 2019). So, it is not wrong in the study that it is stated that the decline in student learning motivation in the pandemic era. Because learning that was originally face-to-face was transferred to distance or online learning (Jannah, Surawan & Yusuf, 2022). For this reason, teachers must provide motivation to students, namely by building enthusiasm in children. With the enthusiasm given, children will feel motivated to do something good (Mutahharah, 2017; Warasto, 2018; Marisa, 2019; Mazrur, Surawan & Malisi).

### **Influencing factors are intrinsic and extrinsic factors**

#### **Intrinsic factors**

Intrinsic motivation is motivation that arises from within the individual without any coercion of other people's encouragement, but based on his own will (Surawan, 2020). As a concrete example, a student does learn because he really wants to gain knowledge, values, or skills to change his behavior constructively, not because of other goals. Active processes indicate a desire or motivation to find answers and the achievement of understanding (Hamdanah & Surawan, 2022).

Intrinsic motivations are inherent in the learning situations and meet pupil needs and purposes. That is why intrinsic motivation can also be said to be a form of motivation in which learning activities begin and continue based on an inner impulse and are absolutely related to learning activities. Intrinsic factors in grade VIII students at SMPN 8 Palangka Raya are:

#### **1. Student Perseverance**

The perseverance of students in participating in PAI learning can be seen from their sincerity in participating in learning, their diligence in being present to follow learning, punctuality in following learning and always doing the tasks given by the teacher. Based on the results of questionnaire analysis and interviews of student diligence in participating in PAI learning, most

students follow diligently, namely most students follow learning seriously and a small number of students who are less earnest, most students are not often late to attend PAI learning and a small number of students are late to attend, most students do not skip class during PAI learning and a small number of students skip class and most students submit assignments given by PAI teachers and a small percentage do not submit assignments.

The results of this study are in line with Surawan (2020) a positive attitude towards the subject will help students more easily understand the lesson, but on the contrary if the negative attitude is more dominant, then indirectly a lesson will be more difficult to accept. The results of this study are also in line with Uno (2009: 23), which is about indicators of learning motivation, namely the presence of desire and desire.

#### **2. Feeling Needed in PAI Learning**

Students who feel needed in PAI learning can be seen from students when participating in learning because they need it for daily life and the future. Based on the results of questionnaire analysis and interviews, students feel the need in PAI learning, namely most students apply PAI learning in everyday life and a small number of students do not apply, most students feel the need for PAI learning for daily life and a small part who feel they do not need, most students feel they have a bright future by learning PAI learning and a small number of students do not need PAI learning for a bright future, and most students feel that PAI learning at school is able to make their students become sholeh and sholehah and a small number of students feel PAI learning is not able to make students become sholeh-sholehah.

The results of this study are in line with Uno's explanation (2009: 23) one of the indicators of learning motivation is the need to learn, namely feeling needy. The results of this study are also in line with Surawan (2020: 100), namely the potential ability that a person must achieve success in the future and desire or inclination towards something. A student who has feelings of pleasure or likes towards science lessons, for example, then he must continue to study science related to science. There is absolutely no feeling of compulsion to study the field (Mazrur, Surawan & Pertiwi, 2023).

#### **3. There are hopes and aspirations with PAI learning.**

Students who have hopes and aspirations with PAI learning can be seen from the hope that students by participating in PAI learning can make it easier to live life and make it easier to achieve goals. Based on the results of questionnaire analysis and interviews, most students feel that their understanding of PAI learning affects their future and a small number feel that it has no effect on their future, most students feel that

participating in PAI learning makes it easier for them to worship and a small part feels it is less easy to worship, most students think the value of learning PAI affects the future and a small number think it does not influential, and most students do not aspire to become a PAI teacher and a small number aspire to become a PAI teacher because they have other aspirations.

The results of this study are in line with Surawan (2020) a high / large tendency or passion for something that can affect the quality of student learning outcomes if raised or stimulated continuously. The results of this study are also in line with Uno's explanation (2009: 23) one of the indicators of learning motivation, namely hopes and aspirations for the future.

#### Extrinsic Factors

Extrinsic Motivation is motivation that arises as a result of influences from outside the individual, whether due to invitations, orders, or coercion from others so that under such circumstances students want to do something or learn (Surawan, 2020). For example, someone is studying, knowing that the next morning he will take an exam in the hope of getting a good grade, so that he will be praised by his girlfriend, or his friend. So, the important thing is not to learn to want to know something, but to get good grades, or to get a reward. Therefore, extrinsic motivation can also be said to be a form of motivation in which learning activities begin and continue based on external encouragement that is absolutely related to learning activities. Extrinsic factors in grade VIII students at SMPN 8 Palangka Raya are:

##### 1. Conducive Learning Environment

The state of the student environment can affect the focus interest and learning outcomes of students in PAI learning, this can be seen by the state of students during the implementation of online PAI learning, student understanding with PAI learning materials provided online and the state of students when studying at home. Based on the results of questionnaire analysis and interviews, most students feel not bored with online learning during the Covid-19 pandemic and most feel bored, most students can understand the material provided by PAI teachers online and a small number cannot understand, most students feel that learning from home makes them less focused and less excited and a small number feel focused and excited, and most students' home environments are calm and make it easier to focus on PAI learning and a small number of student environments are not calm and less supportive to focus on PAI learning. The results of this study are in line with Uno's explanation (2009: 23) one of the indicators of learning motivation is a conducive learning environment. The results of this study are also in line with Surawan (2020) explanation of one of the extrinsic factors included in non-environmental factors, namely residential houses.

##### 2. Teachers who teach PAI learning

Teachers who teach PAI learning during the Covid-19 pandemic, this can be seen by the teacher's punctuality when starting learning, the teacher's atmosphere when bringing interesting lessons, teachers who provide enthusiasm when starting learning and teachers who give value to the tasks done by students. Based on the results of questionnaire analysis and interviews, according to most students, PAI teachers teach on time and a small number say not on time, while in interviews conducted by researchers with PAI teachers who teach say that teaching on time, most students say teacher students can bring learning interestingly and not boringly and a small number of students say teachers bring PAI learning boring and not interesting in interviews conducted by researchers said that teachers in addition to providing learning materials also provide learning videos to make it more interesting and not boring, and most students said PAI teachers gave encouragement when starting learning and a small number said not encouraging, and overall students said that they got grades on the tasks they did and PAI teachers in interviews conducted researchers say the same thing that PAI teachers give grades to the assignments students do.

The results of this study are in line with Uno's explanation (2009: 23) one of the indicators of learning motivation, namely rewards in learning by giving value to each task done by students. The results of this study are also in line with Surawan, (2020) explanation of one of the extrinsic factors included in environmental factors, namely teachers who teach. To achieve these learning objectives, teachers and students must work well together so that the material and knowledge delivered can be absorbed properly (Surawan & Arzakiah, 2022).

Therefore, the teacher's ability to process the classroom atmosphere will affect the condition of students. The learning models and media used by teachers will significantly impact students. Here, the role of the teacher's method is indispensable. The more creative a teacher is in using learning methods, the higher the level of student understanding in receiving learning material (Surawan, 2019).

##### 3. Facilities in PAI Learning

During the Covid-19 pandemic, learning is carried out online, namely online, which requires facilities that must be owned by students for the distance learning process to occur. This can be seen by the facilities owned by students, namely cell phones and laptops as well as internet networks. In addition, learning techniques are also important to be evaluated according to local conditions considering the distribution of facilities and the ability of parents to provide different online learning facilities (Herliandry, Nurhasanah, Suban & Kuswanto, 2020). Based on the results of questionnaire analysis and interviews, most students have cell phone and laptop facilities that can access learning well and only a small number do not access learning properly, most

students feel hampered in participating in online learning when the network is weak and only a small part feel unhampered because of weak networks, most students are not affected to open other applications during PAI learning and a small percentage who were affected to open other applications during PAI learning, as well as most students said they were getting a learning quota from school and a small percentage said they were not getting a learning quota from school. The results of this study are in line with Yusuf's explanation (2009: 23) facilities are included in one of the non-social extrinsic factors. So that after the COVID-19 pandemic, it is hoped that PAI learning will be transformed with media as learning resources such as audio-visual media and print media and strategies that can be used are contextual learning and blended learning (Surawan & Rohmah, 2022).

## CONCLUSION

From the results of research and discussion, it can be concluded that there are 4 levels of student motivation in participating in PAI learning during the Covid-19 pandemic at SMPN 8 Palangka Raya, namely there are low, medium, high, and very high levels. Which with this is very influenced by the intrinsic and extrinsic factors, namely, perseverance in following learning, feeling in need with PAI learning, hopes and ideals, a conducive environment, teachers who teach PAI learning, and facilities owned by learners in learning.

## ACKNOWLEDGEMENT

The researcher would like to express his deepest gratitude to the Head of the school, teachers, and all students as well as all parties who have helped this research so that it can be completed.

## REFERENCES

- Amin, M. (2019). Motivasi Mahasiswa Perbankan Syariah Fakultas Ekonomi dan Bisnis Islam IAIN Palangka Raya Menabung di Bank Syariah. *Skripsi Fakultas Ekonomi dan Bisnis Islam. IAIN Palangka Raya*. <http://digilib.iain-palangkaraya.ac.id/id/eprint/2135>
- Ausrianti, R., Andayani, R., Surya, D., & Suryani, U. (2020). Edukasi Pencegahan Penularan Covid 19 serta Dukungan Kesehatan Jiwa dan Psikososial pada Pengemudi Ojek Online. *Jurnal Peduli Masyarakat*, 2(2), 59-64. <https://doi.org/10.37287/jpm.v2i2.101>
- Fadli, M., Mazrur, M., & Surawan, S. (2021). Students' Perceptions of The Application of Recitation Methods During the Covid-19 Pandemic. *Journal of Quality Assurance in Islamic Education (JQAIE)*, 1(2), 103-111. <https://doi.org/10.47945/jqaie.v1i2.431>
- Hamdanah, H., & Surawan, S. (2022). Remaja dan dinamika: tinjauan psikologi dan pendidikan. Yogyakarta: K-Media.
- Herliandry, L. D., Nurhasanah, N., Suban, M. E., & Kuswanto, H. (2020). Pembelajaran Pada Masa Pandemi Covid-19. *JTP - Jurnal Teknologi Pendidikan*, 22(1), 65-70. <https://doi.org/10.21009/jtp.v22i1.15286>
- Jannah, R., Surawan, S., & Yusuf, M. (2022). Teacher's Innovation in Class Management to Increase Student Learning Motivation in Pandemic Era. *INSIS*, 3(1). <https://jurnal.umsu.ac.id/index.php/insis/article/view/9675>
- Faturahman, F. (2012). *Pengantar Pendidikan*. Jakarta: Prestasi Pustakakarya.
- Mariadi, M., & Surawan, S. (2023). Pembelajaran PAI di Masa Pandemi Covid-19: Analisis Sebuah Metode dan Dinamikanya di Sekolah Dasar. *Journal on Education*, 5(3), 8485-8497. Retrieved from <https://jonedu.org/index.php/joe/article/view/1634>.
- Marisa, S. (2019). Pengaruh Motivasi Dalam Pembelajaran Siswa Upaya Mengatasi Permasalahan Belajar. *Jurnal Taushiah FALUISU*, 9(2), 21. <https://jurnal.uisu.ac.id/index.php/tsh/article/view/1786>
- Mazrur, M., Surawan, S., & Malisi, M. (2023). Moral Education in Early Childhood: The Existence of TPA Darul Amin in Urban Communities. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(3), 2791-2800. doi:<https://doi.org/10.31004/obsesi.v7i3.4492>
- Mazrur, M., Surawan, S., & Pertiwi, E. M. (2023). Learning model picture and picture in increasing student interest. In *Proceeding International Seminar on Islamic Studies* (pp. 1360-1369). <https://jurnal.umsu.ac.id/index.php/insis/article/view/14207>
- Mazrur, ..., Surawan, ..., & Yuliani, .... (2022). Kontribusi Kompetensi Sosial Guru dalam Membentuk Karakter Siswa. *Attractive : Innovative Education Journal*, 4(2), 281-287. doi:10.51278/aj.v4i2.452

- Muthahhrah, M. (2017). Kondisi Psikologi Keluarga dan Pengaruhnya Terhadap Tingkat Disiplin Siswa. *Jurnal Tarbawi*, 1(1), 46. <https://doi.org/10.26618/jtw.v1i1.352>
- Prihantara, W. (2015). Teori-Teori Motivasi. *Jurnal Adabiya* 1(8)
- Santani, S. (2020). Manajemen Pendidikan Berbasis Learning from Home Saat Pandemi Covid-19 di SMA Negeri 9 Kabupaten Tangerang. *Jurnal Utile: Jurnal Kependidikan* 6(2). DOI: <https://doi.org/10.37150/jut.v6i2.990>
- Sarwono, J. (2011). *Mixed Methods: Cara Gabungan Riset Kuantitatif dan Riset Kualitatif Secara Benar*. Jakarta: Elex Media Komputindo
- Norhalisa, M. (2020). Tingkat Motivasi Belajar Siawa Pada Mata Pelajaran SKI di MA Raudhatul Jannah Palangka Raya. *Skrpsi. IAIN Palangka Raya*. <http://digilib.iain-palangkaraya.ac.id/id/eprint/2704>
- Surawan, S., Anshari, M., & Sari, L. (2022). Islamic Education Teacher Learning Strategy At Smk Karsa Mulya Palangka Raya During The Pandemic Through E-Learning Model. *Jurnal At-Tarbiyat :Jurnal Pendidikan Islam*, 5(1). <https://doi.org/10.37758/jat.v5i1.362>
- Surawan, S., & Arzakiah, A. (2022). Efforts to Improve PAI Learning Through The Critical Thinking Model. *Journal of Contemporary Islamic Education*, 2(1), 15–28. <https://doi.org/10.25217/cie.v1i2.2004>
- Surawan, S., & Rohmah, U. (2022). Transformation of PAI Learning after The Covid-19 Pandemic. *Matan : Journal Of Islam And Muslim Society*, 4(2), 108-115. [doi:10.20884/1.matan.2.4.2.6492](https://doi.org/10.20884/1.matan.2.4.2.6492)
- Surawan, S. (2020). *Dinamika Dalam Belajar (Sebuah Kajian Psikologi Pendidikan)*. Yogyakarta: K-Media.
- Surawan, S. (2019). Peningkatkan Motivasi dan Prestasi Belajar PAI Menggunakan Model Pembelajaran Pakem Pada Siswa Kelas VI SD Muhammadiyah Sumbermulyo Bantul Yogyakarta. *Journal of Classroom Action Research*, 1(1), 29–30. <https://doi.org/10.29303/jcar.v1i1.239>
- Warasto, H. (2018). PEMBENTUKAN AKHLAK SISWA. *Jurnal Mandiri : Ilmu Pengetahuan, Seni, Dan Teknologi*, 2(1), 65-86. <https://doi.org/10.33753/mandiri.v2i1.32>
- Uno, H. B. (2012). *Teori Motivasi & Pengukurannya*. Jakarta: Bumi Aksara
- Yusuf, S. (2009). *Program Bimbingan dan Konseling di Sekolah*. Bandung: Rizqi Perss.