

ANALYSIS OF LEARNING MOTIVATION BETWEEN MALE AND FEMALE STUDENTS OF ELEMENTARY SCHOOL X DURING ONLINE LEARNING DURING THE COVID-19 PANDEMIC

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ANALISIS MOTIVASI BELAJAR SISWA PEREMPUAN DAN LAKI-LAKI SD X SELAMA PEMBELAJARAN ONLINE SAAT PANDEMI COVID-19

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ABSTRACT

Abstract: This paper discusses whether there is a difference between male and female students learning motivation during online learning amidst the COVID-19 pandemic or not. The research is quantitative research, which has 30 high-grade students at elementary school "X" in Tobelo. as the sample "X" in Tobelo. The results indicate that there are no significant differences between male and female students learning motivation in which the mean score for male students' learning motivation was 46.13 and the mean score of female students' learning motivation was 45.27 with a significance value of $p > 0.05$ ($0.342 > 0.05$). It implies that although the learning was conducted online during the COVID-19 pandemic, male and female students had similar learning motivations.

Keywords: learning motivation, online learning, elementary students, covid-19

Abstrak: Artikel ini membahas ada tidaknya perbedaan motivasi belajar siswa perempuan dan siswa laki-laki selama pembelajaran online saat pandemi Covid-19. Penelitian merupakan jenis penelitian kuantitatif, yang menjadi sampel penelitian ini 30 orang siswa kelas tinggi SD X di Tobelo. Hasil Penelitian menunjukkan bahwa tidak ada perbedaan motivasi belajar siswa perempuan dengan siswa laki-laki dimana *mean* skor motivasi belajar siswa perempuan adalah 46.13 dan *mean* skor motivasi belajar siswa laki-laki adalah 45.27 dengan nilai signifikansi $p > 0.05$ ($0.342 > 0.05$). Artinya walaupun pembelajaran dilaksanakan secara *online* saat pandemi Covid-19, siswa perempuan dan siswa laki-laki memiliki motivasi belajar yang sama.

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INTRODUCTION

The outbreak of COVID-19 has had a profound effect on various aspects of life, including education. In response to the pandemic, traditional learning methods are being replaced by modern approaches. Schools and educators are adopting digital resources to

enhance the learning experience and make it more relevant to students (Febrianto et al., 2020). The pandemic has disrupted conventional teaching and learning as well as presented new challenges for teachers who had to adapt to online teaching norms (Hassan et al., 2020). Several research, including those

conducted by Assidiqi and Sumarni (2020), Marwanto (2021), and Nurjanah and Prastowo (2021), have identified various digital platforms that are commonly used in online learning for elementary schools. These platforms include Whatsapp Group, Google Classroom, Google Form, Google Meet, YouTube, and Zoom Meeting.

Assidiqi and Sumarni (2020) distinguished between two models of online learning, namely one-way and two-way. In the one-way model, teachers provide learning materials or assignments through online media, while students examined the material and complete the assignments independently. In contrast, the two-way model involves teachers and learners interacting in a virtual space that is specifically designed to facilitate communication and collaboration, enabling teachers to deliver content, provide explanations, and engage with students in real-time.

Ramadhan et al. (2021) stated found that in online learning, teachers should prepare lesson plans (RPP) using various learning media, such as learning videos, resources, and student worksheets (LKS). Teachers should begin with preliminary activities such as prayer, inquiring about student readiness and apperception during teaching activities. In the core activities, teachers should deliver materials using standardized language and learning resources such as textbooks and student worksheets (LKS), as well as engage in questions and answers with students. Finally, for learning assessment, teachers should evaluate students' spiritual and social attitudes using Google Forms and conduct skill assessments through product and practical assessments.

Motivation plays a crucial role in influencing teaching and learning activities. It encourages students to participate in online learning activities. According to Schunk (2012), while some learning can occur without motivation, most learning activities require motivation to direct student engagement.

Motivated students willingly comply with the teaching methods and engage in activities such as information rehearsal, relating new ones to prior knowledge, and asking relevant questions.

The role of learning motivation is to foster passion and enthusiasm in learning activities. It enables students to take the initiative, persist in their learning endeavors, and direct their efforts toward achieving set goals (Akhiruddin et al., 2020). Selvi (2010) highlights the significance of motivation in a learning environment as it encourages students to learn more than their peers.

Datu et al. (2022) assessed the impact of learning motivation on the academic performance of fourth-grade elementary school students during the Covid-19 pandemic. The findings indicate that there is a positive correlation between learning motivation and the academic achievement of this group of students. Specifically, students with high learning motivation are more likely to excel academically.

To prove that online learning has an influence on students' learning motivation, an interview session was held with a teacher at school "X," who stated that during online learning, they use explanatory videos to make learning more fun. Some teachers use zoom meeting, google drive (to store lesson materials and make it easier for students to access them), and YouTube. By offering various modes of access and interaction with learning materials, such learning media can help to sustain students' motivation and interest in their studies.

As indicated by preliminary research, online learning can have a different impact on students' learning motivation than offline learning. For example, Wahyudi & Yulianti's (2021) research at UPT SDN X Gresik found a significant difference in student motivation between online and offline learning, with students showing higher motivation levels in offline learning. However, Idrus et al. (2022) stated that the learning motivation of grade V

students of SDN 03 Ketapang Raya, Keruak District, East Lombok Regency, during the Covid-19 pandemic was good. On the other hand, Nurhasnah (2021) found that female students' motivation to learn Arabic during the pandemic was low.

Based on the earlier description, the present research is interested in exploring the disparity in learning motivation between male and female students during online learning, with a specific focus on elementary school students in the context of the COVID-19 pandemic. Meanwhile, previous research (Saragi & Suryani, 2018) has examined differences in learning motivation between genders, such analyses have been limited to vocational high school students. However, the samples used in this current analysis are elementary school students. The novelty of this research lies in its investigation of differences in motivation between genders during online learning. Despite its prevalence on student motivation, this area has not been explored extensively in literature.

METHOD

A quantitative approach was used to investigate the variance in learning motivation among high-grade elementary school X, Tobelo City students. The population consisted of 77 students, and a purposive sample of 30 students was selected based on specific

criteria. Purposive sampling is a technique used to select participants based on particular considerations, as explained by Sugiyono (2017). Similarly, according to Siregar (2017), purposive sampling involves selecting respondents based on specific criteria.

As high-grade elementary school students are deemed capable of comprehending the questionnaire statements, 30 from elementary school X in Tobelo City were selected as the sample. Data was collected using a Likert model questionnaire and analyzed through independent samples t-test analysis with the aid of SPSS version 25.

RESULT AND DISCUSSION

Prior to performing a one-sample t-test analysis, normality and data homogeneity tests were conducted.

1. Normality test

The normality test was carried out to determine whether or not the data is normally distributed. A Shapiro-Wilk calculation was used to assess the normality of the data, given that the sample size was less than 30. The normality test results indicated that the p-value for female learning motivation was 0.553, and for male learning motivation, it was 0.082, both of which were greater than 0.05. Therefore, it can be concluded that the data is normally distributed. Table 1 shows the results of the data normality test.

Table 1. Normality test

	Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning Motivation	Female	.145	15	.200	.952	15	.553
	Male	.210	15	.075	.896	15	.082

2. Homogeneity test

A homogeneity test was performed to determine whether the data distribution of each

variable was homogeneous. The obtained results are shown in Table 2.

Table 2. Homogeneity test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Learning Motivation	Based on Mean	.014	1	28	.906
	Based on Median	.000	1	28	1.000
	Based on the Median and with adjusted df	.000	1	27.974	1.000
	Based on trimmed mean	.004	1	28	.952

Table 2 shows the results of Levene's Test for Equality of Variance, which indicates a significant value of 0.906 (>0.05 or $p>0.05$). Therefore, the data variance between male and female students can be considered homogeneous or equal.

3. T-test

Table 3. Statistic descriptive

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Learning Motivation	Female	15	46.13	2.446	.631
	Male	15	45.27	2.463	.636

Table 3 shows the data for the total sample of 30 students, consisting of 15 female and 15 male students. The mean score for female and male students' learning motivation is 46.13 and 45.27, respectively, with a sample

After performing normality and homogeneity tests, an independent samples t-test was conducted to compare the learning motivation of male and female students during online learning. The results of this analysis are shown in Table 3.

size of 15. The standard deviation for both variables is 2.446 and 2.463, respectively. Based on the descriptive data, an independent samples t-test was conducted, which resulted in the following findings.

Table 4. Independent Samples Test

		t-test for Equality of Means						
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Learning Motivation	Equal variances assumed						Lower	Upper
	Equal variances not assumed	.967	27.999	.342	.867	.896	-.969	2.702

The interpretation of the independent sample test analysis results in Table 4 depends on the homogeneity calculation, which indicates whether the data variance between men and women is the same. Supposing the homogeneity calculation shows homogeneous

variance, then the value in the "equal variance assumed" column should guide the interpretation. Based on the significant value (2-tailed) of 0.342 in the "equal variance assumed" column in Table 4, which is greater than 0.05 ($p>0.05$), it can be concluded that

there is no significant difference between the average learning motivation of female and male students. Additionally, the mean difference value of 0.867 in the calculation results table shows a difference in the average learning motivation of female and male students.

This research highlights the significant role of learning motivation in encouraging students to actively engage in the learning process, particularly in online learning. Syarifuddin et al., (2021)) stated that an individual's level of motivation can impact the quality of their behavior in learning and other aspects of life. Additionally, Datu et al. (2022) found that learning motivation can influence student learning outcomes during the Covid-19 pandemic. Mustafidah et al. (2022) stated that creating a supportive family, school environment, and conducive surroundings can contribute to good learning motivation. Syafari and Montessori (2021) also found that online learning quality provided by teachers can significantly impact student learning motivation and outcomes.

The results indicate that despite the COVID-19 pandemic prompting a shift to online learning at SD X in Tobelo city, there was no discernible difference in the learning motivation between male and female students. In other words, both genders showed similar levels of motivation. This finding contrasts with Saragi and Suryani's (2018) previous research, which reported higher levels of learning motivation among female students than their male counterparts.

Faridah et al. (2020) stated that digital learning substantially impacted student motivation during the Covid-19 epidemic. Implementing digital learning techniques increased students' motivation for learning and improved their chances of success in academic pursuits. Gustiani (2020) found that students' motivation toward online learning was intrinsically affected by their ambition to acquire new knowledge and enjoyment in experiencing modern learning methods. It was

also influenced extrinsically by external regulation and environmental conditions. According to Xhaferi & Xhaferi (2020), effective online or offline teaching requires discussion, cooperation, and motivation. Both parties involved in the learning process are more engaged and motivated when these elements are present. Selvi, (2010) emphasized the importance of teacher enthusiasm, approachability, and involvement in motivating students in online learning settings.

CONCLUSION AND RECOMMENDATION

In conclusion, there is no discernible difference in the level of learning motivation between male and female students at SD X in Tobelo during online learning amid the Covid-19 pandemic. This was confirmed by a non-significant difference in the average learning motivation of both genders, with a significance value of 0.342, greater than the threshold value of 0.05 ($p>0.05$).

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