

The Effectiveness of Limited Face-to-Face Learning Time to Students' Motivation in Learning at SMA Negeri 10 Medan

Mariah SM Purba¹, Suhendrayatna², T.M. Jamil³

^{1,2,3}Social Science Education, Universitas Syiah Kuala, Indonesia

Abstract

This study aims to see the effectiveness of students' learning motivation at SMAN 10 Medan when face-to-face learning is limited. The implementation of face-to-face learning is limited due to participants, parents and teachers complaining about online learning from home due to the difficulty of students in understanding learning and an unstable network. This research method uses qualitative methods through literature study, observation and a problem tree analysis approach to students from SMA N 10 Medan as samples. The results of this study indicate that there is an increase in learning motivation during face-to-face learning is limited, compared to online system learning from the increase in learning achievement and the enthusiasm of students during face-to-face learning is limited.

Keywords

effectiveness; motivation to learn; face-to-face is limited



I. Introduction

Corona virus disease 2019 (Covid-19) which has plagued various countries in the world, presents its own challenges for educational institutions, especially the school environment. In the fight against Covid-19, the Government has prohibited gatherings, social restrictions (social distancing) and physical distancing (physical distancing), wearing masks and always washing hands. Through the Ministry of Education and Culture, the Government has prohibited universities from conducting face-to-face (conventional) lectures and ordered them to conduct online learning (Kemendikbud Dikti Circular Letter No. 1 of 2020). Universities are led to be able to organize online learning (Firman, F., & Rahayu, S., 2020). Sihombing (2020) state that Covid-19 pandemic caused everyone to behave beyond normal limits as usual. The outbreak of this virus has an impact especially on the economy of a nation and Globally (Ningrum, 2020). The problems posed by the Covid-19 pandemic which have become a global problem have the potential to trigger a new social order or reconstruction (Bara, 2021).

Online learning requires creativity in the use of learning models and teacher skills in using technology. Students are also required to be able to access a network of applications used in learning such as Zoom and several other applications recommended by the school. Although it can be a solution to support learning in the midst of the Covid-19 pandemic, there are obstacles that arise due to the lack of network access that is not smooth, the burden of data costs to access expensive applications, the unpreparedness of teachers to adapt technology, parents who are less synergistic with accompanying teachers. children study at home, to students who are emotionally and socially disconnected from other students. Some of these obstacles occur evenly in all regions in Indonesia. In the city of Medan, which is one of the largest cities outside Java, with the support of advanced development, it is still felt that the

implementation of online learning is not optimal during the pandemic due to network factors that arise, sink or disappear from the capture of cellphones or laptops for teachers and students. Thus, online learning in remote areas with minimal network access will be much more difficult to do

In general, forced online learning leaves various problems, including limited internet access, teacher readiness, and student adaptation (Lie et al., 2020). The competence of teachers to use technology and information in learning is still lacking (Levitskaya & Seliverstova, 2020) so the government issued a limited face-to-face learning (PTT) policy which of course is not the same as face-to-face learning as usual because the meeting time between teachers and students is very limited. To optimize limited face-to-face learning, learning must be carefully designed and apply appropriate learning methods so that limited face-to-face learning can be carried out optimally and achieve learning objectives, because the use of appropriate learning methods can improve learning outcomes (Annisa & Sholeha, 2021; Nasution, M., 2017)

As happened at SMAN 10 Medan, the problems regarding the evaluation of learning occurred stems from the many protests that were filed by parents related to the learning evaluation system that was applied. Based on the initial observations of researchers at SMAN 10 Medan, parents are worried about the accuracy (valid) of teachers in assessing their children's learning achievements, and are worried that the learning evaluation is not objective, and their disappointment about the burden and responsibility of the evaluation monitoring system shifts to parents.

The problem is actually not only from the perspective of the parents but also from the perspective of the teacher. The teachers also complained about the situation and condition of this learning system, because with it the evaluation of learning could not run effectively and optimally. For teachers at SMAN 10 Medan, it is difficult for them to assess the honesty of student evaluation results because the evaluation takes place not under the direct supervision of the teacher, ultimately leading to difficulties and doubts in determining the achievement of learning outcomes. This evaluation problem is even more evident in the ongoing learning, because not all parents have a deep understanding of learning, while in this case parents become companions in children's learning. Moreover, certain learning requires some material that tends to be affective and psychomotor aspects. Of course, a special evaluation model is needed to be able to overcome these problems and can also measure the achievement of learning outcomes properly and appropriately.

The most effective learning system is indeed done face-to-face so students and teachers can interact directly without any distance limits, but at this time this is not possible because students and teachers can meet with an online media, because the media is one of the wrong ways. one of the right media at this time, therefore the face-to-face system will exist in normal times later after this pandemic ends, therefore the learning system, and teaching continues even though it is done online first (Valentino VH, et al., 2021)

One of the factors that influence student achievement is motivation. With motivation, students will study harder, be tenacious, diligent and possess and have full concentration in the learning process. Encouragement of motivation in learning is one thing that needs to be raised in learning efforts at school.

Recognizing a person's learning achievement is important, because by knowing the results that have been achieved, students will try to improve their learning achievement. Thus the increase in learning achievement can be more optimal because these students feel motivated to improve learning achievements that have been previously achieved Wasty Soemanto (2003).

Biggs and Tefler (in Dimiyati and Mudjiono, 2006) reveal that students' learning motivation can be weak. Weak motivation or lack of motivation to learn will weaken activities, so that the quality of learning achievement will be low. Therefore, the quality of student learning achievement needs to be continuously strengthened. With the aim that students have a strong learning motivation, so that the learning achievement they achieve can be optimal. Students' learning motivation in each learning activity plays a very important role in improving student achievement in certain subjects (Nashar, 2004:11). This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020). Students who are highly motivated in learning are likely to get high learning outcomes as well, meaning that the higher the motivation, the more intensity of effort and effort they make, the higher the learning achievement they will get.

II. Research Methods

At this stage, we will discuss the methods used in this research, with the method, all research lines will become clear and directed, therefore with the research method, we will be able to know the stages that will be carried out in this research and the objectives. This study was to determine the learning motivation of SMAN 10 Medan students during face-to-face learning applied in the new normal period and using a problem tree to identify problems that affect student learning outcomes during limited face-to-face learning. This research was conducted at SMAN 10 Medan in September 2021 with the research sample being students of SMAN 10 Medan. This type of research uses qualitative methods through literature study, observation and problem tree analysis approach. Analysis technique using target tree and alternative tree. There are three stages carried out in qualitative research, namely data reduction, data exposure (data display), and drawing conclusions.

III. Discussion

The problem tree is an approach/method used to identify the cause of a problem. The problem tree analysis is done by forming a more structured mindset regarding the causal components related to the prioritized problems. This method can be applied if the identification and priority of problems have been identified. This happens because the causal component in the problem tree will affect the design of possible interventions.

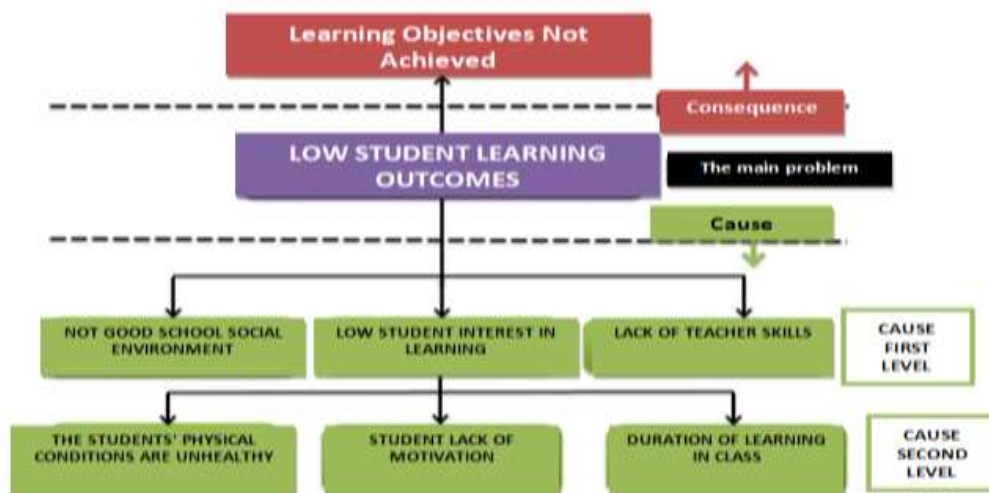


Figure 1. Problem Tree Pictures

Making a problem tree has the following objectives: a.) Helping the school work team conduct a detailed analysis in exploring the causes of the emergence of the main problems that have been determined previously. b.) Assist the school work team in analyzing the effect of the main problem on the performance/outcome/impact for the school or other stakeholders. c.) Help the school work group/team illustrate the relationship between the main problem, the cause of the problem, and the impact of the main problem in a picture or graph. d.) Helping school work groups/teams to find solutions to the main problems by looking at the causal components of a problem.

In this problem tree, we want to evaluate the causal factors of the low learning outcomes of SMAN 10 Medan students during face-to-face learning during this new normal period. So that from the problem tree a solution can be obtained through the hope tree and alternative trees in improving the face-to-face learning process in the new academic year so that the face-to-face learning objectives can be achieved. SMAN 10 Medan is a public school with a fairly good reputation. However, after the Covid-19 virus entered the city of Medan, students were sent back to their respective homes. Learning that was carried out at SMAN 10 Medan during the COVID-19 pandemic in the city of Medan starting in March 2020 was through online learning in accordance with the circular letter of the Governor of North Sumatra, but until the end of 2020 the learning process was not optimal and students, parents and teachers complained about it. students feel unable to accept learning through online because they are not used to learning, the network is also less supportive in the online learning process so that learning is less than optimally accepted by students with the duration of time that has been reduced for each subject from 90 minutes reduced to 45 minutes so the teacher complains by learning online.

In addition, there are still old teachers who are clueless so that the learning process is not smooth. From the problems that occur in the learning process, the school is thinking of re-imposing face-to-face learning for students who are allowed by their parents to take part in face-to-face learning which has been in effect since entering the even semester in February 2021 by implementing health protocols and bringing permission letters from parents as well as results letters. swab especially class xi totaled 378 students consisting of 180 men and 198 women then class x amounted to 389 people consisting of 189 people and 200 women so the total sample was 366 students. However, those who live in the dormitories take part in face-to-face learning with teachers in the classroom, only half are carried out in waves so that there is no mass accumulation. However, after being observed, it turns out that the learning

carried out during face-to-face is limited greatly affects students' learning motivation because students can interact directly with their friends, both in discussing learning and understanding lessons directly and can ask the teacher. This is one of the factors that triggers the high learning motivation of students in this limited face-to-face period, besides the duration of learning in class is limited to only 45 minutes per subject so that teachers have excellent stamina in explaining lessons well and effectively.

The high motivation of students can also be caused by various factors. These factors can come from within students (internal factors) and factors that come from outside students (external factors) as well as learning approaches. Internal factors include physiological aspects in the form of body fitness and the condition of the five senses and then students' self-psychology which can affect students' attitudes, interests, motivation and personality. Then external factors from students include: The social environment includes teachers, friends, family and society because the social environment is an environment where a person socializes, meets and interacts with the surrounding humans. The first thing that becomes important from the social environment is friendship where friends are a source of motivation as well as an indicator of increased learning motivation class and the teacher can manage the class well. In the current limited face-to-face period, what can affect students' learning motivation is the duration of learning time for each subject in the class being reduced from the duration of study time before the COVID-19 pandemic came, learning facilities are available in the classroom, such as LCDs. then parental education at home also affects student motivation to increase or decrease.

Education is said to be successful in schools if the learning objectives can be achieved then the solution in improving student learning outcomes so that learning objectives can be achieved are: Improved teacher quality, teachers must be smart and skilled in creating a pleasant learning atmosphere so that students' interest in learning increases in a creative way in using models , strategies and learning media in carrying out teaching and learning activities in the classroom (Sutrisno, VLP, & Siswanto, BT 2016). Improving the quality of human resources is an absolute requirement to achieve development goals” (Saro Duma, Mesta Limbong, Lisa Gracia Kailola, 2021). The curriculum is adapted to the current new normal conditions where the teacher prepares lesson plans according to the new normal conditions where the duration of teaching time in class is limited. The physical condition of students is maintained by resting, exercising and eating nutritious food so that they can participate in learning well. Learning facilities in the classroom are equipped to make it easier for teachers to teach creatively so that students do not get bored and can understand the material explained by the teacher. And also students must be smart in socializing or choosing friends because friends can increase their learning motivation so that their learning outcomes always increase.

IV. Conclusion

From the results of observations, it can be concluded that the learning motivation of SMAN 10 Medan students during the new normal period increased compared to student learning motivation during online learning due to internal and internal factors of students and the lack of teachers in using IT so that learning objectives were not achieved. So that students need interest and motivation to learn both from within and outside students. Limited face-to-face learning in the new normal is very different from online learning by using zoom or other video conferences. Teachers are more flexible in facilitating students in class, with a small composition of students due to alternating class schedule arrangements so that teacher and student interactions are more effective in learning and by meeting directly with friends increases students' learning motivation more than during online learning.

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