

MOTIVATION TO LEARN PUBLIC HIGH SCHOOL STUDENTS AND BOARDING SCHOOLS DURING ONLINE LEARNING

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Abstract: This study aims to determine whether there are differences in learning motivation between general high school and high school of Islamic boarding school during online learning. The population of the study were all high school students, both general and Islamic boarding schools who were taking online learning. The research method used is a quantitative approach. The data collection method uses a questionnaire that is distributed using google form. The data analysis method uses the Independent Sample t Test technique. The data collected was 250 people, divided by 149 general high school students and 101 high school students of Islamic boarding schools. After testing the hypothesis using the Independent Sample t Test, it is found that the hypothesis is accepted, there is a significant difference in learning motivation between general high school students and Islamic boarding schools with a significance value of 0.033 and 0.027. Then also the results obtained that the mean value of high school students of Islamic boarding schools is higher, namely 53.09 compared to the mean value of general high school students which is 51.27. This means that the learning motivation of Islamic boarding school high school students is higher than general high school students during the online learning process.

Keywords: General High School, Islamic Boarding School, Learning Motivation, Online Learning

INTRODUCTION

Starting with a term "*Motivation is an essential condition of learning*".¹ which means that motivation is very important and must be owned by every learner, especially in the learning process. Motivation associated with the learning process is known as learning motivation. Learning motivation is a driving force that arises from within learners, so there is a desire to continue learning.² Because with the motivation to learn, it will have a positive impact on the learning outcomes.³

Motivation has a very important role in learning activities because it can affect how intense learners learn. Motivation is also influenced by the goals to be achieved. The higher the purpose of learning, the greater the motivation to learn. The purpose of learning, learning motivation and learning activities are the three components that form a single entity which is then called the learning motivation process.⁴ Learning motivation is the overall power that moves so that learners can give rise to the desire to learn.⁵ Learning motivation can add skills, experience and direct learning interests to be serious in learning.⁶ So it can be concluded that what is meant by learning motivation is all the power possessed by learners, emerging as energy that encourages learners to do learning activities.

Aspects of learning motivation according to Gowing in Cahyani et al consist of four points, namely encouragement to achieve something, commitment, initiative and optimism. The factors that also affect learning motivation are divided into two, namely internal factors and external factors. Internal factors consist of the ideals and aspirations, abilities of learners, the condition of learners, and the psychological state of learners. Then external factors such as the condition of the learning environment, the social environment of the school,

¹ Zaharah and A Susilowati, "Meningkatkan Motivasi Belajar Peserta Didik Dengan Menggunakan Media Modul Elektronik Di Era Revolusi Industri 4.0," *BIODIK: Jurnal Ilmiah Pendidikan Biologi* 6, no. 2 (2020).

² A. Cahyani, I.D Listiana, and Larasati, "Motivasi Belajar Siswa SMA Pada Pembelajaran Daring Di Masa Pandemi Covid-19," *IQ (Ilmu Al-Qur'an) : Jurnal Pendidikan Islam* 3, no. 1 (2020).

³ Zaharah and Susilowati, "Meningkatkan Motivasi Belajar Peserta Didik Dengan Menggunakan Media Modul Elektronik Di Era Revolusi Industri 4.0."

⁴ R.D Oktaviana, *Latar Belakang Rendahnya Motivasi Belajar Santri Kelas X Di Pondok Pesantren Roudlotus Saidiyah Semarang* (Semarang: UNNES, 2017).

⁵ Cahyani, Listiana, and Larasati, "Motivasi Belajar Siswa SMA Pada Pembelajaran Daring Di Masa Pandemi Covid-19."

⁶ R.N. Fauziyah, "Hubungan Kedisiplinan Ustadzah Dengan Motivasi Belajar Santriwati Pondok Pesantren Miftakhurrosyidin Desa Cekelan Kec. Madureso Kab. Temanggung Tahun 2017" (IAIN Salatiga, 2017).

the social environment of the community, the family social environment and the non-social environment.⁷

Given that learning motivation is important, it needs to be examined more deeply, especially during online learning because of COVID-19. The implementation of online learning that was once used as an additional learning method, during this pandemic must be the main learning method, for the sake of the learning process continues to run well. In accordance with research conducted by Cahyani found results that the state of motivation to learn, especially high school students decreased during online learning. Many factors affect it, one of which is because with online learning learners are more difficult to understand the material.⁸ As research conducted by Abidin illustrate that in the provision of materials provided by teachers in the midst of online learning today, most cannot be understood by teenagers.⁹ This is evidenced by the large percentage that states that 53% of respondents feel they do not understand online learning. Departing from this research, the author wants to re-examine the motivations of high school students.

The learning process that has changed due to the COVID-19 virus, has various terms including online learning, online learning, *e-learning* and distance learning. But all of these terms have the same meaning. Online learning stands for online learning that cannot use printed teaching materials, but educators and learners must be connected electronically.¹⁰

Online learning is a learning process that utilizes the internet network.¹¹ In addition to needing an internet network, it also requires a *smartphone* and laptop / computer.¹² According to Daryanto in stated that the characteristic of online learning is to create a learning process between educators and learners who do not have to face to face, but can be represented by internet media. As a

⁷ Cahyani, Listiana, and Larasati, "Motivasi Belajar Siswa SMA Pada Pembelajaran Daring Di Masa Pandemi Covid-19."

⁸ Ibid.,

⁹ K Arizona, Z Abidin, and R Rumansyah, "Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar Di Tengah Pandemi Covid-19," *Jurnal Ilmiah Profesi ...* (2020), <http://www.jipp.unram.ac.id/index.php/jipp/article/view/111>.

¹⁰ Zaharah and Susilowati, "Meningkatkan Motivasi Belajar Peserta Didik Dengan Menggunakan Media Modul Elektronik Di Era Revolusi Industri 4.0."

¹¹ Z. Abidin, A. Hudaya, and D. Anjani, "Efektivitas Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19," *Research and Development Journal of Education* (2020): 131-146.

¹² O.I. Handarini and S.S. Wulandari, "Pembelajaran Daring Sebagai Upaya Study From Home (SFH) Selama Pandemi Covid-19," *Jurnal Pendidikan Administrasi Perkantoran* 8, no. 3 (2020).

support for success in the online learning process has been provided various applications such as *whatsapp*, *zoom*, *google meet*, *google classroom* and so on, all of which must be supported by adequate internet conditions.¹³

In accordance with the presentation, it can finally be concluded that online learning is one of the learning methods that can be done remotely, the implementation time is very flexible and uses various applications that all must be connected to the internet adequately.

Every student's learning motivation is different. It is influenced by several factors. One of them is the school environment. In accordance with the situation in Indonesia itself there are three models of educational institutions, namely schools (public), madrasah (religion) and pesantren. Public schools and madrasahs are educational institutions that are formally under the auspices of the national education system. Public schools are under the auspices of the Ministry of Education and Culture. Madrasahs are under the auspices of the Ministry of Religious Affairs. While pesantren is an independent educational institution that is not under the auspices of the two ministries.¹⁴ In this regard, the author divided two students who attended public high school and high school students who attended boarding schools.

The state of the environment is very influential on the process of student development, so maintaining a good environment is needed in the education process. The better the environment occupied by students, the better the educational process, namely the learning that is done. Students who are in the pesantren environment, indirectly, the pattern of santri life has been inherent in him and will affect his learning motivation, at least on changes in morals and religious science.¹⁵

Students who attend boarding schools with students who attend schools outside boarding schools have differences. The difference lies in the daily life he goes through, where students in boarding schools in their daily lives are always limited by regulations. The existing rules, will make students not free to play or

¹³ M. Kristina, Sari R.N., and E.S. Nagara, "Model Pelaksanaan Pembelajaran Daring Pada Masa Pandemi Covid 19 Di Provinsi Lampung," *Jurnal IDAARAH* 4, no. 2 (2020).

¹⁴ Suyatno, "Strategy of Values Education in the Indonesian Education System," *International Journal of Instruction* 12, no. 1 (2019): 607-624, <https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b&scp=85059689970&origin=inward>.

¹⁵ A.F Pramudita, *Perbedaan Motivasi Belajar PAI Antara Siswa Yang Tinggal Di Pondok Pesantren Dengan Siswa Yang Tinggal Di Luar Pondok Pesantren Pada Siswa Kelas XI Di MAN 4 Bantul* (Yogyakarta: UIN Sunan Kalijaga, 2018).

go in and out of the hut at will so that they do not spend their time just to play or have fun but instead the student will fill the time with useful activities such as learning. While students outside boarding schools or students who attend public high schools tend to be free in determining their daily lives because of the absence of strict rules.

Based on the exposure, the author then assumes that the motivation of learning general high school students and high school students pondok pesantren has differences. The motivation to study high school students pondok pesantren is higher compared to general high school students. Because high school students are familiar with strict rules, rules that require to continue learning and learning, so that if withdrawn in the current state of online learning, although the high school student of the boarding school now lives at home, but he will still carry the habits in his cottage. This means that online learning is not an obstacle to him in learning but instead he makes it as a trigger to be more excited in learning even with limited circumstances like today.

Therefore the author will conduct research with the title "Motivation to Learn General High School Students and High School Students in Pondok Pesantren During Online Learning". The formulation of the problem raised is whether there is a difference in learning motivation between general high school students and high school students in boarding schools during online learning? Is the motivation of high school students higher than that of general high school students? Then the purpose of this study is to find out whether there is a difference in learning motivation between general high school students and boarding school students and find out which of the two school environments have high learning motivation.

This research uses quantitative methods. As Creswell quantitative research is a method to test certain theories by examining comparisons or relationships between variables measured using certain instruments and the resulting data in the form of numbers that are then translated and analyzed using statistics. In this case, researchers used a closed questionnaire to measure learning motivation during online learning, which the authors had done in a previous study in a journal article entitled "Motivation of High School Students on Online Learning in the Covid-19 Pandemic" written by the author himself and 2 other friends Cahyani et al. The questionnaire the authors created themselves based on the theory of learning motivation from Gowing Cahyani et al which in the making the author associated with online learning.

The population in this study is all public high school students and boarding schools who are following the online learning process. The *sampling* technique used is *accidental sampling* by spreading learning motivation questionnaires during online learning, through *google form* and data collected by as many as 250 people with a division of public high school students as many as 149 people and high school students as many as 101 people. The data was then analyzed using *the Independent Sample t Test* analysis which is one of the statistical techniques used to test the differences between two different groups.

FIND AND DISCUSSION

The study used *independent sample t test* analysis. A data can be analyzed if it has passed the normality assumption test and the homogeneity test. As for the results, as follows:

Table 1. Normality Assumption Test Results

	Name Of School	Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Motivation to learn	Common	.063	149	.200 [*]	.993	149	.630
	Boarding School	.071	101	.200 [*]	.981	101	.147

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Variable	Kelompok	Kolmogorov-Smirnov	Sig	Information
Motivation to learn during online learning	Public high school students	0,63	0,200	p > 0,05 (normal distribution data)
	High school students	0,71	0,200	p > 0,05 (normal distribution data)
	boarding school			

Table 2. Results of the Homogeneity Assumption Test

Test of Homogeneity of Variances			
Motivation to learn			
Levene Statistic	df1	df2	Sig.
2.567	1	248	.110

Variabel	Levene Statistic	Sig	Information
Motivation to learn during online learning	2,567	0,110	$p > 0,05$ (homogeneous data)

Based on the table obtained results that: First, on the test assumption of normality of the general high school student group has a *Kolmogorov-Smirnov* value of 0.63 with a significance level of 0.200 means that the data on motivation to learn during online learning in the general high school student group is normal distribution. Second, the school student group of pondok pesantren has a *Kolmogorov-Smirnov* value of 0.71 with a significance level of 0.200 which means learning motivation data during online learning in the group of high school students of normal distribution. Then in the test of the assumption of homogeneity obtained the result that in the *levene column statistics* have a value of 2.567 and a significance level of 0.110, meaning that the two groups in this study are classified as homogeneous. From the explanation can finally be concluded that the data obtained is declared to pass the assumption test of normality and homogeneity, so that data processing can be done using the independent sample t test analysis *technique*.

Table 3. Hypothesis Test Results using *independent sample t test*

Independent Samples Test						
Levene's Test for of Variances						
		F	Sig.	t	df	Sig. (2-tailed)
Motivation	Equal variances	2.567	.110	-2.141	248	.033
	Equal variances			-2.232	240.793	.027

Variabel	Kelompok	F	Sig	Keterangan
Motivation to learn during online learning	Public high school students	2,567	0,033	$p < 0,05$ (Significant)
	High school students boarding school		0,027	$p < 0,05$ (Significant)

Based on the hypothesis test table above, it is known that the F value of both groups is 2,567. Then in the group of public high school students of significance level of 0.033 and the group of high school students pondok pesantren has a significance level value of 0.027, meaning that the hypothesis in this study is that there is a difference in learning motivation between general high school students and high school students during online learning, declared accepted because $p < 0.05$ which means significant. Then after knowing the hypothesis has been accepted, it is time to see what groups have high learning motivation, while the results will be explained in the table below:

Table 4. groups have high learning motivation

Variable	Group	Statistical Description			
		Max	Min	Mean	SD
Motivation to learn during online learning	Public high school students	72	31	51.27	7.124
	High school students boarding school	65	41	53.09	5.727

The table above has explained that the general high school student group has a maximum score of 72, a minimum score of 31, a *mean* of 51.27 and a *standard deviation* of 7.124. While the school student group of boarding school has a maximum value of 65, a minimum score of 41, a *mean* value of 53.09 and a *standard deviation* value of 5.727. To find out what groups have high motivation is to look at the *mean* value in each group. So it can be concluded that the group of high school students has a high motivation to learn because the *mean* value of 53.09, greater than the *mean* value in the general high school student group of 51.27.

The hypothesis in this study is that "there is a difference in learning motivation between general high school students and high school students during online learning" and after statistical testing was obtained that the hypothesis was declared accepted. This means that there is a significant difference in learning motivation between public high school students and high school students during the online learning process. Motivation to study in high school students tends to be higher compared to general high school students.

Differences in learning motivation are influenced by several factors. First internal factors, meaning factors from within learners such as abilities, interests, circumstances, psychological conditions and others. In addition to internal factors, it is also influenced by external factors. External factors are things that happen outside of the learner such as the family environment, community

environment and school environment. As discussed in this study is the motivation of learning that is influenced by the school environment. School environments such as educators, education personnel and classmates can affect the learning spirit of learners.¹⁶

According to Law No. 20 of 2003 on Sisdiknas which states that the implementation of education can be held through the path of school education or so-called formal education path, the path of education outside the school is known as nonformal and informal education. Formal education is like school, while non-formal education is like boarding school.¹⁷ If it is noted that the type of education only between public schools and boarding schools has differences. Same with learning motivation.

Undergoing the learning process in public schools and boarding schools is very different. Differences can be seen from the system that is run, curriculum, rules and daily. Public high school that is only supervised during school hours only then the rest are again supervised by their respective parents. Another case with the boarding school, in his daily guide, fostered and educated in supervision for 24 hours. So that high school students pondok pesantren are familiar with the rules, with strict supervision. They are always directed to fill their time with learning and learning.

If withdrawn in the current circumstances, where the learning process is no longer done face-to-face directly, but is carried out from their respective homes and then connected with internet media. This situation in no way dampens the spirit or motivation of high school students in learning. Their daily life in the boarding school, they apply also at home, so that the learning process runs smoothly.

In addition to daily in the boarding school that they apply at home, also bring the provision of knowledge that has been obtained. As in terms of religiosity. In accordance with research conducted by Maslakhah which showed that the religiosity of high school students who live in dormitories or those who do not have a high level of religiosity. This means that by having the provision of knowledge about religiosity, learners will be able to interpret every situation positively. Including the COVID-19 pandemic. Students see the state of

¹⁶ N.F Yuliani, "Hubungan Antara Lingkungan Sosial Dengan Motivasi Belajar Santri Di Pesantren Madinatul Ilmi Islamiyah," SPEKTRUM PLS 1, no. 2 (2013).

¹⁷ Ibid.

pandemics as a material of self-introspection and believe that all has a silver lining.

Therefore, high school students have a learning motivation that tends to be high because it is supported by daily activities carried out while in boarding schools and supported by the value of religiosity owned. Unlike the general high school students who tend to be free in determining study time. Especially when online learning like this, they are more free to use their *smartphones* or laptops to play *games* and various other things besides learning. That is why the learning motivation of general high school students tends to be lower compared to high school students.

CONCLUSION

Based on the results of research that has been done, it can be concluded that one of the factors that affect the high motivation of learning during online learning is the school environment. The two types of schools tested in this study were public high school and boarding school. And the results found that there was a significant difference in learning motivation during online learning from the two types of schools. Motivation to study in general high school students obtained a *mean* score of 51.27 and high school students of pondok pesantren obtained a *mean* score of 53.09. That way it can be known that the motivation of high school students is higher than that of general high school students during online learning.

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