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THE EFFECT OF HOME STUDY IMPLEMENTATION ON STUDENTS' LEARNING MOTIVATION IN CLASS IX SMPIT GITA WIRABANGSA

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ABSTRAK (Bahasa Inggris)

Purpose study this is for know influence implementation study at home to motivation study students at the Class IX SMPIT Gita Wirabangsa. This study uses a survey method with a quantitative approach. Data collection techniques using the questionnaire given to student force class IX with sample 20% of population, sample used researcher as many as 314 students. The results showed that the implementation of home learning activities had a positive effect on students' learning motivation, and the correlation value of home learning on students' learning motivation was in a weak position.

Keywords: Implementation Of Learning at Home, Learning Motivation.

1. INTRODUCTION

In 2020, the outbreak of the COVID-19 virus has paralyzed various human activities, both individuals, companies, and governments. Education is one of the sectors that has been negatively contributed by the corona outbreak, and the world of education must not stop under any circumstances. Educational institutions are required to be creative in adapting factual conditions, starting from the managerial process, teaching and learning activities, to administrative technicalities [1]. One solution to the world of education during the COVID-19 pandemic is implementing distance learning (PJJ) or distance learning, in other words, the implementation of learning is carried out at home with the aim of breaking the chain of spread of COVID-19 which is endemic in Indonesia. The implementation of home learning is learning where students and teachers are connected to the internet network (online), and are assisted by various applications [2]. In principle, this home learning activity is that students can access learning materials and resources without time and place restrictions. The implementation of learning at home is a new thing, because learning activities at home are fully carried out at the homes of each student, learning is usually carried out directly or face to face at school with the teacher and friends. [3]

2. LITERATURE REVIEW

The implementation of learning at home, although it is a solution in the midst of the COVID-19 outbreak, does not rule out the possibility of not causing new obstacles and problems, both experienced by educators and by students themselves. One of the obstacles is the condition of students and teachers who cannot meet directly so that teachers cannot maximize performance and cannot fully control students during teaching and learning activities, teachers are also required to prepare learning tools and learning strategies that allow effective for students to learn at home [3]. House. In addition, internet technology that is relied on in learning activities at home will be a problem for educators and students whose internet network conditions are inadequate and besides that, there are still students who are not accompanied by their parents [4].

Constraints and problems in implementing learning activities at home experienced by educators and students, will have an impact on the process of implementing learning, especially having an impact on students. Factors that may be affected and influential are student learning motivation. According to Clayton Alderfer in Hamdhu, 2011 learning motivation is the tendency of students to carry out all learning activities that are driven by a desire to achieve the best possible achievement or learning outcomes [5]. Learning motivation is a distinctive role as a passion for each individual, and creates a feeling of driving enthusiasm for learning [6]. Students who have high learning motivation will have enthusiasm and a lot of energy to carry out their daily learning activities [7]. Sudirman, 2011 in Puspitasari, 2012. According to Djamarah,

2002 learning motivation for each individual can be different, so there are students who just want to avoid bad grades even to avoid punishment from the teacher, the orientation is only to get high grades, but there are also students who are right - Really want to develop insight and knowledge. [8][9]

From the above understanding, learning motivation is a psychological factor that is non-intellectual and plays a role in fostering the spirit of learning for individuals [10]. Regarding learning motivation factors, according to Syah, 2003 in Puspitasari, the influencing factors are teachers, parents and family, community and environment. Teachers play an important role in influencing students' learning motivation through the teaching methods used in delivering teaching materials [11]. Parents and families play a role in guiding, encouraging children to learn. Society and the environment affect the motivation to learn in school children, a child who studies diligently on a regular basis will influence and encourage other children to do the same activities, because of the influence of their playmates. [12][13]

COVID-19 pandemic, which requires students to carry out learning activities at home with theories and factors that influence learning motivation, it is possible or not to have an influence on students' conditions while carrying out learning activities at home.

3. METHODOLOGY

The survey research method with a quantitative approach is the research method chosen in this study to answer the research problem formulation. In the preparation of the instrument, the variables that became the main reference in compiling the questionnaire were about the implementation of learning at home (X) and about student learning motivation (Y). The methods used in data analysis are correlation analysis and regression analysis. [14]

Regression test is basically a study of the dependence of the dependent variable (bound) with one or more independent variables (independent/explanatory variables), with the aim of estimating and or predicting the population average or the average dependent variable based on the known value of the independent variable (Gujarat, 2003). Correlation test is a study to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that no variable manipulation occurs (Faenkel and Wallen, 2008: 328).

Location used in study this namely SMP IT GITA WIRABANGSA. Next to be population in study this is student force class IX with total 314 students. The sample is part of the number and characteristics of the population [15]. Related with sample that, researcher take sample 20% of total quantity population force class IX, so that sample taken researcher that is as many as 63 students.

4. RESULTS AND DISCUSSION

Table 1. Test Correlation

		Study at home	Motivation to learn
Study at home	Pearson Correlation	1	.369 **
	Sig. (2-tailed)		.003
	N	63	63
Motivation to learn	Pearson Correlation	.369 **	1
	Sig. (2-tailed)	.003	
	N	63	63

**. Correlation is significant at the 0.01 level (2-tailed).

The basic concept of correlation
- test aims to determine the level of closeness of the relationship between variables expressed by the coefficient (r).
- the type of relationship between the variables X and Y is positive or negative.

Decision making basis
- if the significance value < 0.05 then it is correlated
- if the significance value > 0.05 then it is not correlated

Relationship degree guide
- Pearson correlation value 0.00 to 0.20 = no correlation
- Pearson correlation value 0.21 to 0.40 = weak correlation
- Pearson correlation value 0.41 to 0.60 = moderate correlation
- Pearson correlation value 0.60 to 0.80 = strong correlation
- Pearson correlation value 0.81 to 1.00 = perfect correlation

The explanation of the output above shows that the correlation between studying at home and learning motivation produces a number of 0.003, this number shows a correlation between study House with motivation study because sig value above more small from 0.05. Variable study at home with variable motivation study own correlation level relationship 0.369 which shows correlation weak because the Pearson correlation value is at 0.21 to 0.40, and the form of the relationship is positive, with the explanation that the implementation of learning at home can have an effect on students' learning motivation, either increasing or decreasing student learning motivation. Because the relationship between the variables of learning at home and students' motivation shows positive when the variable of learning at home increases, the variable of learning motivation will also increase and vice versa.

Table 2. Simple Regression Test

Variables Entered/Removed [b]

Model	Variables Entered	Variables Removed	Method
1	Study at Home [a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Learning Motivation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.369 [a]	.136	.122	2.416

a. Predictors: (Constant), Study at Home

ANOVA [b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56,264	1	56,264	9,642	.003 [a]

Residual	355,958	61	5.835		
Total	412,222	62			

a. Predictors: (Constant), Study at Home

b. Dependent Variable: Learning Motivation

Coefficients [a]

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	18,577	2.055		9.038	.000
	Study at home	.257	.083	.369	3.105	.003

a. Dependent Variable: Learning Motivation

Decision making in a simple regression test can refer to two things, namely:
- If the significance value <0.05 means that the X variable affects the Y . variable
- If the significance value > 0.05, it means that the variable X has no effect on the variable Y

From the output of the ANOVA table, it is known that the calculated F value = 9.642 with a significance level of $0.003 < 0.05$, then the regression model can be used to predict the variables or in other words there is an effect of the variable studying at home (X) with the variable learning motivation (Y).

From the model summary table, the value of the correlation/relationship (R) is 0.369. From the output, the coefficient of determination (R Square) is 0.136, which implies that the effect of the variable studying at home on the motivation to learn is bound to be 13.6 % .

5. CONCLUSION

Study this prove that there is correlation and influence implementation study at home hope motivation study student including in category weak. Based on results study obtained that influence implementation study at home to motivation study student, size influence the that is by 13.6 % .

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