Original Research Article

EFFECTIVENESS E-LEARNING IN THE PANDEMIC TIME COVID-19 TOWARD STUDENTS' LEARNING MOTIVATION

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Abstract
Background: This pandemic has caused many changes in various aspects of life including education. This change happened so fast and did not allow us to make preparations and anticipation so that the impact would not be so great. Learning at this time is more directed at modernization activities with the help of advanced technology with the hope of helping students digest lecture material in an interactive, productive, effective, inspirational, constructive, and fun way.
Objective: The aim of the research was to prove the effectiveness of e-learning during the Covid-19 pandemic on the learning motivation of students in the Nursing Study Program at STIKES Bina Sehat PPNI Mojokerto.
Methods: The research design used in this research is comparative exploratory which is used to describe and mention the differences and similarities of the subject under study. The sampling technique in this study used simple random sampling approach. The sample in this study was partly students in semester 6, with a sample size of 120 respondents. Collecting data using a questionnaire. This questionnaire is a modification of the previous questionnaire from Nursalam (2016) with a likert scale distributed by google form.
Results: Based on the data on the effectiveness of E-Learning, most of the respondents answered that it was quite effective as many as 79 respondents or 66%, while the motivation of the students was mostly less motivated in learning as many as 89 respondents or 75%. Spearman Rho Statistical Test are obtained $\rho = 0.000$ with the Correlation Coefficient (r) = 0.318 which indicates a weak relationship.
Conclusion: The presence of online learning methods (E-Learning) makes students motivated to learn again. During this pandemic period, it is hoped that students will remain motivated to learn and continue to attend lectures through E-Learning with various media.

Keywords: *E-Learning, motivation to learn.*

INTRODUCTION

Currently, there is a COVID-19 pandemic that has spread in 215 countries including Indonesia, sickening more than 3.3 million people, and more than 230 thousand people died. This pandemic has caused many changes

in various aspects of life including education. This change happened so fast and did not allow us to make preparations and anticipation so that the impact would not be so great (Charismiadji, 2020). The Minister of Education and Culture issued a Circular Number 36962/MPK.A/HK/2020 so that all teaching and learning activities both at schools and college campuses use the online method (in a network) alias online as an effort to prevent the development and spread of Coronavirus disease (Covid-19) (Charismiadji, 2020). The role of lecturers in teaching is an important factor in fostering and increasing student motivation to learn which in turn can improve the quality of student learning. If students have high learning motivation, they will be motivated and try to improve their ability to improve learning achievement. Furthermore, according to Irawan, Suciati, and Wardani (Siswoyo, 2012). Learning at this time is more directed at modernization activities with the help of advanced technology with the hope of helping students digest lecture material in an interactive, productive, effective, inspirational, constructive, and fun way. Also, students are also expected to have high learning motivation from these technology applications (Prawira, 2012). Lecturers have an important role in fostering student learning motivation. (Sardan, 2012) Motivation has a strategic role in one's learning activities. No one learns without motivation. No motivation means no learning activities. For the role of motivation to be more optimal, the principles of motivation in learning are not only known but also must be explained in teaching and learning activities. With this growing technological era, the learning program is directed to be able to make better use of technology.

One of the uses of technology today is e-Learning using the web to access it (Januar,2020). The technology used is very helpful for the learning process, because now without meeting there are media that show interactive learning, such as zoom and google meet like on campus. Even though they do not meet physically, students can still meet face to face with lecturers, communicate to receive learning material. It does not deny that because many students now have smartphones, it is easier to access them from wherever they are and anytime. The use of e-learning that is commonly developed today is to use an LMS (Learning Management System). STIKes Bina Sehat PPNI Mojokerto is one of the universities that has used e-Learning as a learning medium for this semester. Learning activities using e-learning media on campus take advantage of google classroom, Edmodo, Zoom and other applications. In the learning process, students are given assignments by lecturers and send the results of their reports to the e-Learning application. Research Objectives Proving the Effectiveness of E-Learning Learning During the Covid-19 Pandemic Against Student Motivation in the Nursing Study Program at Stikes Bina Sehat PPNI Mojokerto. The aim of the research was to prove the effectiveness of e-learning during the Covid-19 pandemic on the learning motivation of students in the Nursing Study Program at STIKES Bina Sehat PPNI Mojokerto.

METHODS
Study Design
The research design used in this research is comparative exploratory which is used to describe and mention the differences and similarities of the subject under study.

Setting
This study was conducted on students at STIKes Bina Sehat PPNI Mojokerto.

Research Subject
The sampling technique in this study used simple random sampling approach. The sample in this study was partly students in the 6th semester, with a sample size of 120 respondents. Collecting data using a questionnaire with a Likert scale distributed by google form.

Instruments

Data collection using a questionnaire. This questionnaire is a modification of the questionnaire before it is taken from the Nursalam (2016) with the title of the learning motivation questionnaire, with a Likert scale distributed by google form with a Likert scale that is distributed using google form.

Data Analysis

SPSS version IBM SPSS Statistic 21 was used to analyze the data. Spearman Rho techniques were used to test the hypotheses.

Ethical Considerations

This study involved students as respondents and had received a letter of approval as respondents. Research respondents have been fully and openly informed about the aims and benefits of the study. This research has obtained permission from the Institute for Research and Community Service, STIKes Bina Sehat PPNI Mojokerto with number IVa./46/LPPM-STIKES/IV/2020.

RESULTS
Characteristics of Respondents

Based on the results of the research that has been done, the following results are obtained the study participants ranged in age from 19 to 22 years, internet connectivity is easy to hard, learning media was used google classroom, zoom, Edmodo, WhatsApp group and google meet (table 1).

Table 1. Distribution of Respondents based on Age, Internet Network, Learning Media, Residence, E-learning Effectiveness, Learning Motivation at STIKes Bina Sehat PPNI Mojokerto in 2020.

Characteristics of Respondent	Frequency (f)	Percentage (%)
Age (Years)		
19-20	48	40.00
> 20	72	60.00
Total	**120**	**100.00**
Internet Network		
Easy	70	58.33
Hard	50	41.67
Total	**120**	**100.00**
Learning Media		
Google Classroom	120	100.00
Zoom	91	75.83
Edmodo	108	90.00
WhatsApp Group	106	88.33
Google Meet	100	83.33
Others	39	32.50
Residence		
In Mojokerto	54	45.00
Outside Mojokerto	66	55.00
Total	**120**	100.00
E-Learning Effectiveness		
Is Not Effective	36	30.00
Effective Enough	79	65.83

Characteristics of Respondent	Frequency (f)	Percentage (%)
Very Effective	5	4.17
Total	**120**	100.00
Motivation		
Good	2	1.67
Enough	29	24.17
Less	89	74.16
Total	**120**	**100.00**

Sources: Primary Data of Questionnaires, 2020.

The results of the analysis based on table 1 found that most of the respondents are more than 20 years old, 72 respondents or 60%, based on the internet network or the signal is mostly easy as many as 70 respondents or 58%, Based on the learning media used by lecturers in teaching all lecturers use google classroom, as many as 120 respondents or 100%, Edmodo 108 people or 90%, Google Meet 100 people or 83%. Based on the residence of most of the respondents are outside the city of Mojokerto as many as 66 respondents or 55%. Based on the data on the effectiveness of E-Learning learning, most of the respondents answered that it was quite effective as many as 79 respondents or 66%, while the motivation of the students was mostly less motivated in learning as many as 89 respondents or 75%.

Analysis of the Effectiveness of E-Learning during the Covid-19 Pandemic on the Learning Motivation of Students

Table 2. Analysis of the Effectiveness of E-Learning during the Covid-19 Pandemic on the Learning Motivation of Students in the Nursing Study Program at STIKES Bina Sehat PPNI Mojokerto, East Java, Indonesia on 2020 using Spearmen Rho Test.

Variable	p-value	Coefficient Correlation (*r*)
Motivation	.000	.318

Based on the results of the Spearman Rho Statistical Test, it found that a relationship between E-Learning learning and student learning motivation (p-value = .000; α < 0.05; r = .318).

DISCUSSION
Effectiveness of E-Learning Learning

E-Learning learning is a learning method that is perceived to be based on student-centered, namely a learning method that is focused on the activeness and independence of students in understanding the material being taught. E-Learning based on student-centered will make students build their knowledge so that they can easily understand the material presented with their understanding. E-Learning as stated above is indeed very helpful both for teachers in providing subject matter, as well as for students in learning the material being taught (Sumantri, 2020). Based on the data, there were 36 respondents or 30% answered that online learning was not effective, this was because the signal or internet network was difficult or slow to feel by as many as 50 respondents or 42% and based on the data most of the students were outside Mojokerto and even outside Java as many as 66 respondents or 55%. The shift in the way of learning from classical to online raises several obstacles, one of the obstacles that are felt is: The internet network has unequal strength in several areas. Internet networks are slow or difficult to even have no signal, this makes some applications unable to be used optimally. Internet credit (quota) costs which of course increase. By using online media, of course, internet costs will increase, both for lecturers and students.

Motivation to Learn

Based on the results of the study, student learning motivation was statistical results show that student learning motivation is very good, but the relationship between variables has low strength. Motivation is an important determinant in the learning process. Motivation in learning plays a role in fostering passion, pleasure, and enthusiasm for learning [8]. According to Bomia, motivation to learn refers to the willingness, need, desire and obligation of students to participate and succeed in the learning process [9]. Giving awards such as additional grades or what is often called Special Contribution (SC) given by lecturers to students who are active in class mailing lists and always working on assignments is a small gift that is quite effective in fostering student enthusiasm for learning. Even though many students do not care about these additional marks, there are times when they are challenged to get an additional score or Special Contribution (SC) because this can be a reference for them to show their potential (Darmawati, 2012). Based on the results of the study, motivation to learn is largely lacking, this is influenced by several factors. Factors that influence learning motivation during E-learning learning are students conveying more tasks that must be done, students also have difficulty understanding explanations from lecturers because they cannot interact directly so it is not by student expectations and students feel bored learning online. The economic problems of parents also affect student motivation. Meanwhile, on sufficient learning motivation, some respondents said that the difficulty of internet networks did not prevent them from continuing to study, lecturers had sufficient mastery of E-learning learning and students' affective abilities were achieved and students could more freely ask questions.

The Relationship between E-Learning Effectiveness and Student Motivation

Based on the results of the research, it was found that the E-Learning Effectiveness, Student learning activation is good enough but needs to be developed again with more effective, integrative, interactive learning

E-Learning learning and student learning motivation, with the Correlation Coefficient, 0.318 which indicates a weak relationship

Learning media can be used to help lecturers create interesting learning. Learning during this pandemic is more directed at modernization activities with the help of advanced technology with the hope of helping students digest lecture material in an interactive, productive, effective, inspirational, constructive, and fun way. Also, students are also expected to have high learning motivation from these technology applications (Hageman, 2000). Lecturers have an important role in fostering student learning motivation. (Hamalik, 2010). Motivation has a strategic role in one's learning activities. No one learns without motivation. No motivation means no learning activities. For the role of motivation to be more optimal, the principles of motivation in learning are not only known but also must be explained in teaching and learning activities. Based on the results of the Spearman Rho statistical test, it shows that there is a significant relationship between E-learning learning and student learning motivation with a value of $\rho = 0.000$ $\alpha = 0.05$ with the Correlation Coefficient, 0.318 which indicates a weak relationship. Maintaining student motivation to learn is a very difficult thing to do in a modern era where entertainment and technology are growing rapidly.

CONCLUSION

Based on the results of the study showed that there was a significant relationship between E-learning and student learning motivation. The ease of accessing the internet which is full of entertainment makes students often forget and even lazy to study. However, the presence of online learning methods (E-Learning) makes students motivated to learn again.

SUGGESTIONS

During this pandemic, it is hoped that students will remain motivated to learn and continue to attend lectures through E-Learning with various media. Learning methods through E-Learning can also increase student knowledge. Lecturers try to always provide information and motivation to students related to various learning media during the pandemic period.

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DECLARATION OF CONFLICTING INTEREST

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AUTHOR CONTRIBUTION

Lutfi Wahyuni: Make research reports and compile manuscripts.

Rudi Hariyono: Data collection.

Agus Haryanto: Perform statistical test and data processing.

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