

The Effectiveness of Limited Face-to-Face Learning in Improving Student Learning Motivation during the Pandemic Masa

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ABSTRACT

The purpose of this study is to find out the motivations of learning students of the Faculty of Christian Education who follow limited face-to-face learning. This research uses quantitative research methods with a form of true experimental design, namely Posttest-Only Control Design. The population in the study was 329 students in semester 1 and semester 3 at the Faculty of Christian Education, which was divided into experimental classes and control classes. Calculation of sample numbers using Issac and Michael formulas, sample numbers in the experimental class of 128 students, and control classes of 103 students were randomly selected. The research instrument uses a questionnaire, consisting of 26 items developed based on Marx and Tombuch's theory of motivation to study. Data is shared with students online through the Google Form platform. The data that has been collected is statistically tested: the normality test, the homogeneity test, and the Mann-Whitney U-test test. The results showed that the Value of the Mann-Whitney U-test was 4849.500, and the signification value was 0.001, which is less than 0.05 ($P < 0.05$). The results show that there are differences in the learning motivation of students who take part in limited face-to-face lectures, whereas students who take limited face-to-face lectures have higher motivation.

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1. INTRODUCTION

Limited Face-to-face Learning (PTMT) is one of the strategies implemented by the government in dealing with the COVID-19 pandemic situation in Indonesia. PTMT is expected to be one of the solutions in carrying out recovery in the education sector including Higher Education. The implementation of PTMT is also expected to overcome learning losses caused by online learning during the COVID-19 pandemic. PTMT learning is carried out in accordance with Circular Letter Number 4 of

2021 concerning the Implementation of Face-to-Face Learning for the Academic Year 2021/2022 (Sudirman, 2019).

Limited face-to-face learning is welcomed by educational institutions that can implement it according to the PPKM area, one of which is the Faculty of Christian Education (FIPK) which is one of the faculties at the Manado State Christian Institute (IAKN). The Faculty of Christian Education at IAKN Manado is preparing to carry out limited face-to-face learning. This is because during online learning at home, there are various obstacles encountered by students and lecturers. Some of the obstacles encountered were an unstable internet network, a pile of lecture assignments, less well-scheduled lecture times, running out of quota, the use of digital learning platforms that were less interactive, and lecturers who lacked knowledge of learning technology tools. (Kemendikbud, 2020).

However, after limited face-to-face learning (PTMT) was implemented during August to September 2021, the researchers observed that there were several problems that arose, namely: 1) Students' learning motivation was relatively low. This is indicated by the fact that there are still many students who are not present in PTMT in class. One of the reasons the researchers found is that some of the students prefer online learning because online learning is more flexible in terms of time, so they can still do some other work from home while still attending lectures; 2) Some students are more interested in learning by utilizing online learning platforms because they are more interesting and rich in learning resources. However,

Based on these problems, the researchers tried to find several studies that were relevant to this problem, namely: Research from Fifi Fitriansyah (2022) who researched PTMT at Bina Sarana Informatika University, Jakarta. The results of his research show that PTMT is still a polemic among students. Because in the first class the students who choose face-to-face learning are 80% while in the second class there are 71% of students who choose non-face-to-face learning (Fitriansyah, 2022). Research from Fifi Fitriansyah focused on the dynamics of students' choices regarding PTMT and non-PTMT but did not relate it to student learning motivation. For this reason, this research will be associated with student learning motivation in PTMT. In addition, this study uses a qualitative descriptive analysis research method while this study uses a comparative quantitative research method. The second research is from Usep Saepul Mustakim et. al (2021) who examined the effectiveness of PTMT during the COVID-19 pandemic on students at STKIP Sheikh Manshur. The results of the research show that the effectiveness of PTMT is 61.70% on student learning outcomes (Mustakim et al., 2021). This study discusses the effectiveness of PTMT on student learning outcomes while this study discusses the effectiveness of PTMT on student learning motivation. The third study from Ucup Supriatna (2021) examined the effect of the flipped classroom as a method in PTMT on student learning outcomes at STAI Al-Haudl Ketapang. The results of the research show that the flipped classroom method has an effect on student learning outcomes (Supriatna, 2021). The study focused on the effect of the flipped classroom method as one of the PTMT methods that had an influence on student learning outcomes, while this study focused on the effectiveness of PTMT on student learning motivation. Based on some of these relevant studies, the researcher does not intend to look for the shortcomings of the research above, but the researcher intends to complement the existing research by examining the effectiveness of PTMT in increasing student learning motivation which also specifically uses comparative quantitative research methods. For this reason, this research is expected to fill the void in the research literature related to this matter.

This study focused on the effectiveness of limited face-to-face learning (PTMT) on the learning motivation of students of the Faculty of Christian Education, IAKN Manado. Researchers want to see whether PTMT that has been applied so far can have a positive significance on student learning motivation or vice versa? Because the determinant of success in online learning is one's motivation to learn (Baber, 2020). Indicators of learning motivation according to Marx and Tombuch are perseverance in learning, tenacity in the face of difficulties, interest and sharpness of attention in learning, achievement and independence in learning. (Ramadhon et al., 2018). Based on the background of the

problem, the researcher is interested in conducting a study that examines the effectiveness of limited face-to-face learning (PTMT) from students at the Faculty of Christian Education, IAKN Manado.

2. METHODS

This research is a quantitative research conducted in October 2021. The research population in this study were all students of the Faculty of Christian Education (FIPK) IAKN Manado, consisting of semester 1 and 3 students of the Christian Religious Education Study Program, Early Childhood Christian Education, and Christian Education Management. In FIPK there is also a Church Music Education Study Program but it is not included in the research population because this study program has previously carried out limited face-to-face meetings because the learning process is often in the music studio. The total student population is 329 students, which are divided into control class and experimental class. The research design used is in accordance with the image below:

R	X	O2
R		O4

Figure 1 Research Design

The research design used is true experimental, namely Posttest Only Control Design ("Posttest-Only Control Group Design," 2018)(Sugiyono, 2020). The first group is a group that is given treatment or treatment (X) and the second group is a group that does not give treatment or treatment. The control class consists of 139 students who take online learning as usual, and the experimental class consists of students who are willing to take limited face-to-face learning according to the health protocol, totaling 190 students. From the total population above, a sample is taken to represent the population. Calculation of the number of samples using the formula Isaac and Michael with an error rate of 5%. The number of samples obtained for the control class is 103 and the experimental class is 128. The sampling technique in this study is simple random sampling. The data collection instrument using a questionnaire totaling 26 items was made via a google form which was distributed by a link to a sample of students to be filled out. The questionnaire was prepared by the research team using Marx and Tombcuh's theory of learning motivation which consists of 5 indicators. Items are arranged into two favorable and unfavorable items. The answer choice scale uses a Likert scale with choices of always, often, sometimes, rarely, and never. Techniques Data analysis using statistical techniques Mann-Whitney Utest with the help of software SPSS 23.0 for windows.

3. FINDINGS AND DISCUSSION

3.1. Findings

After conducting true experiment research, from the results of the instruments that have been distributed and answered as a post-test by the sample in the experimental class and the class with the same number of items, the research data shows that:

Table 1 Data from the posttest results for the experimental class and the control class

Statistics	Experiment class	Control class
Number of samples	128	103
Average value	112.05	108.31
Maximum value	129	130
Minimum value	80	69
Standard deviation	9,409	8,518
variance	88,529	72,556

Before testing the hypothesis, the normality test and homogeneity test of the data were first carried out. The results of the data normality test using the One-Sample Kolmogorov-Smirnov Test are shown in the table below:

Table 2 Data of normality test results

	Experiment class	Control class
Asymp Sig. (2-tailed)	.000	.001

Based on table 2, it can be seen that the significance of the posttest results of the experimental class is 0.000 and the control class is 0.001 which means that the two data above are not normally distributed. After testing the normality of the data, then the data homogeneity test is carried out, the results are in accordance with the table below:

Table 3 Data homogeneity test results

Levene Statistics	df1	df2	Sig.
.129	1	229	.720

Based on table 3, the homogeneity of variance test shows that the significance value is 0.720, where if the significance value is greater than 0.05, it means that the data is homogeneous. This shows that the experimental class and control class in the study are equivalent.

From the results of the requirements analysis test, it was found that the data were not normally distributed, so that the statistical test used in testing the hypothesis used a nonparametric statistical test, namely the Mann-Whitney Utest. The results are shown in the table below.

Table 4 Mean-Whitney Utest . test data

Variable	Mann-Whitney Utest	Sig.
Motivation to learn	4849,500	.001

Based on table 4, the results of the study indicate that the Mann-Whitney Utest value is 4849,500 and the significance value is 0.001, which is less than 0.05 ($P < 0.05$). This shows that there are differences in the learning motivation of students who take limited face-to-face lectures, where students who take limited face-to-face lectures have higher motivation.

3.2. Discussion

The results of the above study indicate that there are differences in the learning motivation of students in the Faculty of Christian Education who attend limited face-to-face lectures, where students who attend limited face-to-face lectures have higher motivation in participating in learning. This is in line with the results of Seftiani et al's research which states that elementary school students who take limited face-to-face learning have more motivation than students who take distance learning. (Seftiani et al., 2022). The results of this study are also in line with the results of research conducted by Rahmawati which states that through PTMT learning achievement increases, student enthusiasm increases, develops student potential, and material can be easily accepted. (Wati et al., 2021). Limited face-to-face learning is one of the policies issued through the Joint Decree (SKB) of the four ministers in 2021 regarding Guidelines for the Implementation of Learning in the Time of the COVID-19 Pandemic (Fitriansyah, 2022).

The four ministerial decrees were issued to serve as guidelines for the implementation of limited face-to-face learning (PTMT) to prevent learning loss and students' psychological and social disturbances during distance learning.(Ramadan et al., 2022). In addition, distance learning is considered to reduce the quality of education which needs to be acted on by the government(Suryani et al., 2022), decreased learning achievement (Syarifuddin et al., 2021), who are less motivated in learning (Massang et al., 2022). Therefore, according to Ahmad and Amin stated that PTMT and learning motivation can improve learning outcomes and PTM further increases learning motivation (Ahmad & Amin, 2022).

The government's action to organize PTMT also facilitates natural needs that can arise in interactions between lecturers and students. Wimbari stated that there are several needs that can only be achieved if there is direct interaction between lecturers and students, namely the need to express emotions from both lecturers and students, being able to increase student motivation in terms of learning, as well as teamwork factors both in Cooperative Learning and Collaborative Learning. , as well as many other factors (Kemendikbud, 2020). This also supports the results of this study because through limited face-to-face learning, the students of the IAKN Manado Christian Education Faculty in the first and third semesters showed higher learning motivation compared to those who only participated in online learning. The need for direct interaction is still a very important part of the learning process in higher education.

To welcome PTMT following up on the four ministerial decrees, it is necessary to carry out learning management by institutions including learning plans and digital learning media (Massang et al., 2021)and preparation, implementation, and evaluation of learning (Wahyuni, 2021). In this case, some of the planning carried out by the Faculty of Christian Education IAKN Manado, in PTMT carried out by: (1) preparatory meetings by leaders, lecturers, and education staff, (2) PTMT circulars addressed to students (3) data collection of students who can take part in PTMT, according to vaccination requirements and parental approval, (4) preparation of classrooms, (5) preparation of supporting facilities and infrastructure for hand washing/hand sanitizer. This is in accordance with the preparation or plan to implement PTMT carried out by Ifitah and Syamsudin where PTMT needs preparations such as health protocol facilities, parental approval letters, and its implementation must comply with the 5M principle, (Ifitah & Syamsudin, 2022)

The limited face-to-face learning adopted by the Faculty of Christian Education, IAKN Manado, adheres to a blended learning system. The blended learning model is a learning model that strengthens conventional learning models through the use of online educational technology(Amen, 2017), where this model is suitable to be applied to PTMT. The blended learning system is defined as a combination of a face-to-face learning system in the classroom with a distance learning system that aims to accommodate independent, collaborative and interactive learning among students. However, a more general definition of blended learning is the process of redesigning and developing existing classes or courses, accompanied by scheduling and regulation through an integration of learning activities both physically and non-physically/virtually. This system can increase learning motivation, satisfaction, active involvement and better student performance(Amir et al., 2020).

The researcher also sees that in addition to the university factor, lecturers need to implement effective and efficient online and blended learning strategies so that all students can play an active role.(Sujadi, 2021)and infrastructure, there are other factors that cannot be ignored as stated by Paul K. Manalu, et al; that one of the main supporting factors for the formation of students' learning motivation is from their parents. The form of support can be in the form of providing learning facilities, paying attention to children, as well as providing rewards and punishments(Manalu & Marheni, 2019).In addition, there is a straight relationship between social support and learning motivation, which means that if social support increases, learning motivation will also increase.(Pramana & Wilani, 2018). Thus, if students at the Faculty of Christian Education are also fully supported by their parents, as well as social support from their surrounding environment, it will be able to have a positive effect on increasing their learning motivation even in the COVID-19 pandemic situation.

4. CONCLUSION

The results of this study indicate that the results of the study indicate that the Mann-Whitney Utest value is 4849,500 and the significance value is 0.001, which is less than 0.05 ($P < 0.05$). This shows that there are differences in the learning motivation of students who take limited face-to-face lectures, where students who take limited face-to-face lectures have higher motivation.

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