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## The Effect of Online Learning on Intrinsic and Extrinsic Learning Motivation During the Covid-19 Pandemic

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### Abstract

This study aims to test three hypotheses: 1) The influence of online learning on intrinsic learning motivation, 2) The influence of online learning on extrinsic learning motivation, and 3) The influence of online learning on learning motivation during the COVID-19 pandemic. The research design used is quantitative ex post facto. Forty-two (42) seventh-grade students at Mts Miftahul Huda, Kediri, participated in this study. Data were collected through two types of questionnaires: an online learning questionnaire and a learning motivation questionnaire. Data analysis was conducted using simple linear regression analysis and t-tests. The results of the study indicate that: 1) There is a significant influence of online learning on intrinsic learning motivation, with an effect of 22%; 2) There is a significant influence of online learning on extrinsic learning motivation, with an effect of 12.4%; 3) There is a significant influence of online learning on learning motivation during the COVID-19 pandemic, with an effect of 24.3%.

**Keywords :** online learning; intrinsic learning motivation; extrinsic learning motivation

### Abstrak

Penelitian ini bertujuan untuk menguji tiga hipotesis: 1) Pengaruh pembelajaran daring terhadap motivasi belajar intrinsik, 2) Pengaruh pembelajaran daring terhadap motivasi belajar ekstrinsik, dan 3) Pengaruh pembelajaran daring terhadap motivasi belajar selama pandemi COVID-19. Desain penelitian yang digunakan adalah kuantitatif ex post facto. Sebanyak empat puluh dua (42) siswa kelas VII di Mts Miftahul Huda, Kediri, menjadi partisipan dalam penelitian ini. Data dikumpulkan melalui dua jenis kuesioner: kuesioner pembelajaran daring dan kuesioner motivasi belajar. Analisis data dilakukan menggunakan analisis regresi linear sederhana dan Uji T. Hasil penelitian menunjukkan bahwa: 1) Terdapat pengaruh signifikan pembelajaran daring terhadap motivasi belajar intrinsik, dengan pengaruh sebesar 22%; 2) Terdapat pengaruh signifikan pembelajaran daring terhadap motivasi belajar ekstrinsik, dengan pengaruh sebesar 12,4%; 3) Terdapat pengaruh signifikan pembelajaran daring terhadap motivasi belajar selama pandemi COVID-19, dengan pengaruh sebesar 24,3%.

**Kata kunci:** *pembelajaran daring; motivasi belajar intrinsik; motivasi belajar ekstrinsik*

## INTRODUCTION

COVID-19 has spread throughout the world, including Indonesia. The Indonesian government adopted a policy to impose a regional lockdown. According to Cambridge, lockdown is a situation where people are not allowed to freely enter and leave their territory (Kennedy, Harya P., Tampubolon, Fakhriansyah, 2020). This policy is in accordance with Government Regulation Number 21 of 2020 concerning large-scale social restrictions in the context of accelerating the handling of COVID-19. The policy explains the closure of schools and workplaces, restrictions on religious activities, and/or restrictions on activities in public places or facilities (*Peraturan Pemerintah* number 21, 2020).

Government policy regarding PSBB requires all stakeholders carry out activities from home, including schools. In response to this, the Ministry of Education and Culture issued a circular letter regarding online learning and working from home to prevent the spread of COVID-19. The circular contains the learning process that must be carried out, namely online learning.

Online learning is learning that utilizes technology. Some of the supporting tools used in online learning are internet networks, cellphones, computers, or laptops. In this learning, teachers and students are not in one place. So that learning is not done face to- face but is done through cyberspace. Online learning can be carried out interactively via video conferencing or using several educational platforms. The Minister of Education and Culture in his circular gave suggestions for several platforms that can be used as learning tools, including: learning houses, Google G Suites for Education, Smart Class, Microsoft Office 365, Quipper School, Ruang Guru Online School, *Sekolahmu*, and *Zenius* (Permendikbud circular letter, 2020). Online learning can also be done by utilizing the WhatsApp application, Google Classroom, e-learning, and Edmodo. The application cannot be used for video conferencing but can be used as a medium to convey learning. As for video conferencing, we can use applications such as Zoom meetings, Google Meet, and Microsoft Teams.

Online learning is a new thing in Indonesia education. Online learning is considered a little difficult. This is because the community, students, and teachers are not common yet in the learning process. This learning requires teachers and

students to independently utilize existing technology. It affects the quality of learning. Teachers are required to innovate and be creative so that the goals of learning can be achieved. Teachers must continue to create a conducive learning atmosphere so that student's motivation can be maintained.

Learning motivation is an important element in learning activities. According to Djiwandono (2006), motivation is the driving force within students that generates learning activities, guarantees the continuity of learning activities, and gives direction to learning activities so that the desired goals can be achieved. When students have the motivation to learn, they will seriously study, be active in learning, have a high curiosity for learning, and be able to complete assignments to the fullest.

Uno (2007) classifies two types of learning motivation, namely intrinsic learning motivation and extrinsic learning motivation. Intrinsic motivation is related to the desires of students without any encouragement from outside. Extrinsic motivation is the desire to learn students as a result of external encouragement or stimulation. Teachers have a big role in fostering students' extrinsic learning motivation. When students have a low level of intrinsic motivation, the teacher can stimulate them by stimulating their extrinsic motivation.

Online learning aims to facilitate the implementation of learning during a pandemic. However, the reality on the ground is quite the opposite. There are obstacles that interfere with the learning process. These obstacles can affect the learning motivation of students. Learning motivation in students consist of intrinsic and extrinsic learning motivation. Both of these motivations can be influenced by online learning methods.

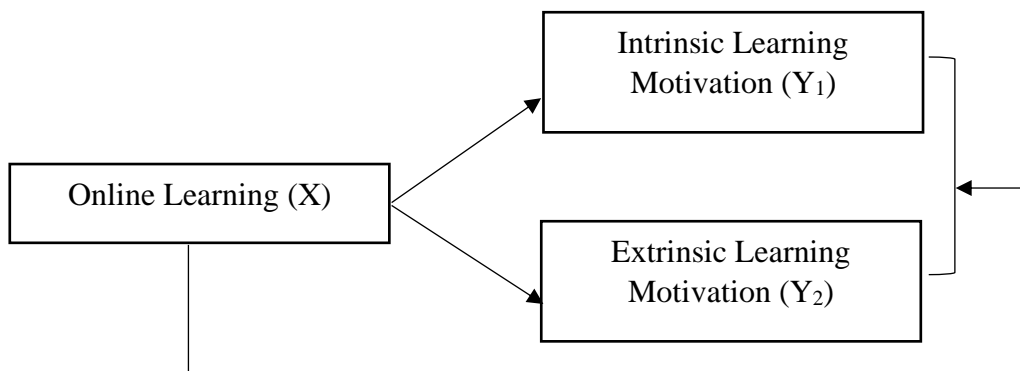
Some previous studies found that online learning influences positively on students' learning. Baker et al. in Harandi (2015) stated that students who are taught by e-learning are more motivated than students who are taught in traditional classes. Dabbag and Rithland in Simanhuruk (2019) found that online learning has a real and positive effect in improving the learning process; the concepts used in online learning should be consistent, planned, and structured so that they can have an impact on increasing independence, interactivity, and learning outcomes.

Based on observations made by researchers, students at MTs Miftahul Huda Ngreco Kandat Kediri seemed not to be motivated in online learning during the

pandemic. Obstacles that make students less motivated are the lack of supporting tools (cell phones, internet quotas, laptops) for the online learning process. Another obstacle experienced by students was a family environment that was not conducive to support the online learning process. In addition, the lack of students' ability to use media and understand the material conveyed by the teacher also affects their enthusiasm and motivation for learning. Therefore, the researcher tried to conduct a research investigating (1) the effect of online learning on students' intrinsic learning motivation during the COVID-19 pandemic, 2) the effect of online learning on extrinsic learning motivation during the COVID-19 pandemic, 3) the effect of online learning on the students' motivation to learn during the COVID-19 pandemic.

## METHOD

This study uses quantitative research. Quantitative research describes data through numbers, such as percentage levels of learning outcomes, learning motivation, interest, and so on. The purpose of quantitative research is to describe and test the established hypotheses (Sugiono, 2018). This study uses an *ex post facto* research design. The research design is presented in Figure 1.



Forty two (42) students in the seventh grade of MTs Miftahul Huda Ngreco Kandat Kediri participated in this study. The research instruments used were online learning questionnaires and learning motivation questionnaires, which included intrinsic and extrinsic learning motivation. An online learning questionnaire was adopted from Rusman's research (2011). There are four indicators that can affect online learning, including: interactivity, independence, accessibility, and enrichment. The blueprint of the online learning questionnaire is presented in Table 1.

**Table 1 The Blueprint of Online Learning Questionnaire**

Variable	Indicator	Sub- Indicator	Number of Item		Quantity of Item	
			+	-		
Online Learning	Independence	Attitude of Students	1,2,3	-	3	
	Interactivity	Teacher	4,5,6,7	13	5	
	Accessibility	Technology		14,15	16	3
		Environment		8,9	-	2
	Enrichment	Representation of students during online learning		10,11	12	3
<b>Quantity of Item</b>			13	3	16	

The second questionnaire is about learning motivation which consists of intrinsic and extrinsic learning motivation. These two motivations were adapted from Uno (2007) and Sudirman (2018). The indicators of intrinsic learning motivation are desires (self-desire), hopes (aspirations), the existence of needs, and knowledge of one's own progress; then extrinsic motivation indicators are rewards, stimuli, and environmental conditions. The blueprint of learning motivation questionnaire is presented in Table 2.

**Table 2 The Blueprint of Learning Motivation Questionnaire**

Variable	Sub Variable	Indicator	Sub- Indicator	Number of item		
				+	-	
Learning Motivation	Intrinsic Learning Motivation	Desire	Interest (self-desire)	1,2,3	-	
		Hope	Aspirations or ideals	4,5	-	
		Necessary knowledge of self-improvement	Necessary knowledge of self-improvement	6,7	-	
				8, 9,10	-	
	Extrinsic Learning Motivation	Award	Reward		11, 12, 13	-
		Stimulation	Teacher		14, 15	-
		Environmental conditions	infrastructure		16, 17	-
			Environmental conditions		18	-
<b>Quantity of Item</b>				18	-	

The Questionnaires that will be distributed to respondents must be tested for validity and reliability. The results of the validity test for the online learning questionnaire showed that from 17 items, 16 items were valid and 1 item was invalid. The results of the validity test of the intrinsic motivation questionnaire showed that from 10 items, 9 items were valid, and 1 item was invalid. The results of the extrinsic

motivation questionnaire validity test showed that all 8 items were valid. Invalid items are deleted and are not used to collect data. The results of the reliability test for the online learning questionnaire showed a Cronbach's alpha value was 0.881, so the questionnaire was reliable. The questionnaire reliability test of intrinsic learning motivation yielded a score of 0.878, indicating that the questionnaire was reliable. The results of the extrinsic learning motivation questionnaire reliability test were 0.834 so that the questionnaire was reliable. Therefore, the research instruments can be used to collect the data. Then to analyze the data, T test and regression were used.

### RESEARCH FINDING

The results of this study indicate that online learning has an effect on intrinsic learning motivation, extrinsic learning motivation, and extrinsic learning motivation. The results of testing the first hypothesis show that there is an effect of online learning on the students' intrinsic learning motivation. The result of regression test is presented in Table 3.

**Table 3. The Results of a Simple Linear Regression Test**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.469 <sup>a</sup>	.220	.201	1.682

Table 3 shows the results of the simple linear regression test in which an R squared value is 0.469; while the coefficient of determination (R) is 0.220. So that the percentage of the influence of online learning on intrinsic learning motivation is 22%, and the remaining 88% is influenced by other factors.

**Table 4 The Results of T-test on Intrinsic Learning Motivation**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.599	3.339		3.773	.001
	Online Learning	.277	.082	.469	3.360	.002

The results of the T test are presented in Table 4. Based on the results of the T test, a significance value obtained is  $0.002 < 0.05$ . So  $H_0$  is rejected. Then the t count value

is 3.360, and the t table value is 1.684. Thus, there is a positive and significant influence of online learning on the students' intrinsic learning motivation.

The result of testing the second hypothesis shows that there is an effect of online learning on the students' extrinsic learning motivation. The result of regression test is presented in Table 5, dan the result of T test is presented in Table 6.

**Table 5: The Results of a Simple Linear Regression Test**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.352 <sup>a</sup>	.124	.102	1.608

**Table 6 The Results of T-test on Intrinsic Learning Motivation**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.427	3.192		4.207	.000
	Online Learning	.188	.079	.352	2.380	.022

From Table 5, it can be seen that the results of the simple linear regression test an R squared value was 0.124%; it means that online learning has an effect on extrinsic learning motivation on 12.4%; while 87.6% is influenced by other factors. Based on the results of the T test in Table 6, a significance value obtained was 0.022; it means that it was lower than significance level ( $<0.05$ ). Hence,  $H_0$  was rejected. Then the t count value is greater than the t table value of 1.684. Thus, there is a positive and significant influence of online learning on the students' intrinsic learning motivation at MTs Miftahul Huda Ngreco Kandat Kediri.

The result of testing the third hypothesis shows that there is an effect of online learning on the students' learning motivation during Covid 19 pandemic. The result of regression test is presented in Table 7 dan the result of T test is presented in Table 8.

**Table 7 The Results of a Simple Linear Regression Test**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 <sup>a</sup>	.243	.224	2.642

The results of testing the third hypothesis are that there is an effect of online learning on students' learning motivation (intrinsic and extrinsic). Based on the results of the linear regression test, the R square value was 0.243; it means that online learning has an effect on learning motivation on 24.3%, while the remaining 75.7% is influenced by other factors. The better the online learning process, the higher the learning motivation of students at the seventh grade of MTs Miftahul Huda Ngreco Kandat Kediri.

**Table 8 The Results of T-test on students' Learning Motivation**

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	26.025	5.246			4.961	.000
Online Learning	.465	.130	.493		3.587	.001

Based on Table 8, the results of T-test on learning motivation obtained a significance value 0.001; it is lower than significance value ( $<0.05$ ). Then  $H_0$  is rejected and  $H_a$  is accepted. The t count value is  $3.587 > t$  table 1.684. Thus, there is a positive and significant influence of online learning on students' learning motivation at MTs Miftahul Huda Ngreco Kandat Kediri.

## DISCUSSION

This purpose of this study is to 1) investigate the effect of online learning on students' intrinsic learning motivation during the COVID-19 pandemic, 2) investigate the effect of online learning on extrinsic learning motivation during the COVID-19 pandemic, 3) investigate the effect of online learning on the students' motivation to learn during the COVID-19 pandemic.

The first results show that there is a positive and significant influence of online learning on the students' intrinsic learning motivation. The result of the T test, a significance value obtained was 0.002 in which it was smaller than the significance value ( $<0.05$ ). The second results show that there is a positive and significant influence of online learning on the students' intrinsic learning motivation. The result of the T test, a significance value obtained was 0.022 in which it was smaller than the significance value ( $<0.05$ ). The third results show that there was a positive and significant influence of online learning on students' learning motivation at MTs



Miftahul Huda Ngreco Kandat Kediri. The result of the T test, a significance value obtained was 0.001 in which it was smaller than the significance value ( $<0.05$ ).

The finding of this research is in accordance with the theory put forward by Uno (2007) that learning motivation is an important part of the learning process. This motivation can be in the form of encouragement from within (internal) or from outside (external). When students have intrinsic motivation, they will try to complete assignments and be diligent learners (Sadirman, 2014). The existence of intrinsic learning motivation will have an impact on the learning process, especially online learning. Students will tend to be active and involved in the online learning process so that learning objectives can be achieved. Extrinsic motivation is an impulse that arises because of external stimuli. Teachers have a very important role in the process of fostering intrinsic motivation in students. Factors that can affect extrinsic motivation (coming from outside) are rewards or prizes, individual competition or competition, teacher attitudes, and environmental conditions. Extrinsic motivation is needed by students so that the learning process continues to run smoothly. One way that the teacher can stimulate students' intrinsic motivation is by giving prizes, additional value, praise, punishment, a desire to learn, a sense of interest, and goals that are recognized (Sadirman, 2014).

The results of this study are supported by research conducted by Hayati (2021). She conducted a study on investigating the influence of online learning on learning motivation for Class XI Islamic Religious Education at SMAN-1 Diyorejo Gresik". She found that there was a positive and significant influence between online learning and motivation to study Islamic Religious Education for class XI students at SMAN 1 Diyorejo Gresik.

Furthermore, the results of this study are in line with a research conducted by Haqi (2021). He found that there is a positive and significant effect of online learning on students' learning motivation in PAI subjects at Tri Sukses Natar High School, South Lampung. The effect of online learning on Islamic education learning motivation at Tri Sukses Natar Senior High School in Lampung is 31.2%.

Online learning that is carried out affects the learning motivation (internal and external) of students. When students are learning online, teachers are also required to create a conducive learning atmosphere, even though they are not in the

same place as the students. Riyana explained that the success of online learning was influenced by both internal and external factors (Riyana, 2019: 29). Online learning has a real impact and a positive influence on improving the learning process (Dabbag and Rithland in Simanihuruk, 2019: 36). An increase in the learning process is obtained if students have good learning motivation. Thus, online learning has an influence on intrinsic and extrinsic learning motivation.

## CONCLUSION

Based on the findings and discussion above, several conclusions can be drawn. First, there is the effect of online learning on the intrinsic learning motivation ( $\rho = 0.002$ ). Second, there is the effect of online learning on the extrinsic learning motivation ( $\rho = 0.022$ ). Third, there is the influence of online learning on learning motivation (intrinsic and extrinsic) at the seventh grade of MTs Miftahul Huda Ngreco Kandat Kediri ( $\rho = 0.001$ ). All significance values obtained are less than 0.05. Therefore, it is suggested to improve the implementation of online learning process to increase students' learning motivation.

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