

THE EFFECT OF LEARNING MOTIVATION ON WRITING SKILLS OF OBSERVATION RESULTS IN THE COVID 19 PANDEMIC

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ABSTRACT

The study was conducted to determine the effect of learning motivation on the results of writing observational report text (*laporan hasil observasi*, or *LHO*) skills, especially during the pandemic. The researcher makes a hypothesis that there is a significant influence on learning motivation in writing *LHO* texts. This research method is descriptive quantitative. The research data were processed by using a statistical package of the social sciences (SPSS) and Microsoft Excel applications. The number of samples were 32 students of class X *SMAK BPK PENABUR Singgasana*. The instruments used are test and non-test. The test data is the result of learning to write *LHO* texts, while the non-test data is the response of students to the questionnaire on the motivation to learn Indonesian. The results of the Spearman Rank test, have a significance of 0.002 and have a correlation of 0.521, meaning that between learning motivation and learning outcomes of *LHO* text materials, there is a moderate level relationship. The direction of the relationship between variables is positive. It can be explained that high learning motivation will produce high learning scores as well. Teachers need to give enthusiasm and present interesting learning consistently so that the students can be more motivated and obtain good learning outcomes as well.

Keywords: learning motivation, observation report, qualitative descriptive

ABSTRAK

Penelitian dilakukan untuk mengetahui pengaruh motivasi belajar terhadap hasil keterampilan menulis teks laporan hasil observasi (*LHO*), khususnya di masa pandemi. Peneliti membuat hipotesis yaitu terdapat pengaruh yang signifikan antara motivasi belajar terhadap menulis teks *LHO*. Metode penelitian ini yaitu deskriptif kuantitatif. Pengolahan data penelitian menggunakan aplikasi statistical package of the social sciences (SPSS) dan microsoft excell. Jumlah sampel adalah 32 peserta didik kelas X *SMAK BPK PENABUR Singgasana*. Instrumen yang digunakan yaitu tes dan nontes. Data tes adalah nilai hasil belajar menulis teks *LHO* sedangkan data nontes merupakan respon dari peserta didik terhadap angket motivasi belajar Bahasa Indonesia. Hasil uji Rank Spearman, memiliki signifikansi 0,002 dan memiliki korelasi sebesar 0,521, artinya antara motivasi belajar dengan hasil belajar materi teks *LHO* terdapat hubungan dengan tingkat sedang. Arah hubungan antarvariabel, positif. Hal tersebut dapat dijelaskan bahwa motivasi belajar yang tinggi akan menghasilkan nilai belajar tinggi pula. Guru perlu selalu memberikan semangat dan menyajikan pembelajaran yang menarik supaya siswa termotivasi dan memperoleh hasil belajar yang baik.

Kata Kunci: motivasi belajar, laporan hasil observasi, deskriptif kualitatif.

INTRODUCTION

The government's efforts to provide the best possible education to the national generation must be supported by all parties. Schools, teachers, students, and parents also have to work together to be able to organize, carry out, and study well despite the Covid 19 pandemic. Learning activities that were originally carried out in schools have now been

changed to Distance Learning (in Bahasa Indonesia, it is called the *pembelajaran jarak jauh*, or *PJJ*), where students learn from home, using internet media and appropriate applications guided by teachers and monitored by parents. This situation certainly causes a shocking impact on the school, teachers, students, and parents. One of the impacts that can arise from changing learning patterns in schools into *PJJ* patterns of students is learning motivation.

This study intends to prove the importance of learning motivation in improving learning outcomes, especially in learning Indonesian in the aspect of observational report text material (*LHO*) during the Covid 19 pandemic. Learning motivation according to Yamin (2011) is a psychological driving force, originating from within one's self so that one can become active in learning and obtain more skills or learning experiences. Clayton Alderfer in Hamdu (2011) suggests a similar thing, namely learning motivation is the tendency of students to carry out learning activities driven by a desire to obtain achievement or learn as well as possible. Hence, learning motivation can be understood as one's desire or encouragement in learning for a particular purpose, such as getting good grades, understanding something, or achieving goals.

Based on Susmiati's research (2020) regarding students' learning motivation through the PJJ system, she states that in the process of distance learning activities, students' learning motivation is low due to the low learning outcomes they get, and oftentimes they also feel tired of studying at home and unable to interact with their teachers and friends for a long time. These are signs that learning motivation needs to be improved so that learning outcomes can also increase. Sumayasa (2015) also says that educators have an important role in generating student learning motivation by facilitating and guiding students so that their desire to continue to learn can grow, especially in this case in learning the Indonesian language (Bahasa Indonesia).

The 2013 curriculum in Indonesian lessons generally guides students to have text-based competencies. *LHO* text in the 2013 curriculum is taught in class X. According to Hagashita (2015), *LHO* text is one of the new types of text in Indonesian subject. *LHO* text is a text that is observing objects and sharpening students' sensitivity to the surrounding environment. In line with this, Kosasih (2018) stated that the *LHO* text is a text that discusses an object in general viewed using a scientific point of view in an objective manner as clearly as possible. The object of the study is everyday phenomena, such as natural phenomena, social phenomena, cultural customs, and others. The objects contained in the text of the observation report also need to be explained based on facts that are logically and systematically arranged, as they are.

So the *LHO* text is a text that contains a report on a certain phenomenon that is presented scientifically.

Following the 2013 Curriculum Indonesian syllabus, the *LHO* text competence is divided into 4 competencies, namely identifying texts orally and in writing; interpreting the content of the text; analyzing content, structure, and language; and constructing text. *Identifying* is intended so that students can understand the shape or characteristics of the text. *Interpreting* means that students are expected to understand the content of the text. *Analyzing the content, structure, and language* is intended so that students can know the composition of the text or text framework along with a description of its contents, namely in the form of general definitions, section descriptions, and descriptions of benefits as well as applying linguistic features that are often used in texts. *Constructing the text* means that students are able to compose or make reports on the results of observations in text form.

Research on the effect of learning and motivation on learning outcomes in *LHO* texts has been conducted by Sobandi (2017), Nur (2021), and Akidah & Mansyur (2019). Sobandi (2017) conducted research on the effect of learning motivation on Indonesian language learning outcomes at the junior high school level. Akidah (2019) examines the effect of learning, and motivation with the ability to write news with students' research objects, and Nur (2021) examines the effect of learning motivation with the ability to write rhymes in regional languages. These studies state that learning, and motivation influence learning outcomes. The difference between those research and this research is related to the material subject being taught; Previous research used the subject matter of Indonesian class VIII, writing news, and writing rhymes in regional languages, while this study used the subject matter of *LHO* texts in class X. This study also focused more on the effect of learning motivation during the pandemic using the *PJJ* method. Two previous studies, in 2017 and September 2019, were carried out in school meetings. Nur's research in 2021 was carried out for fifth-grade elementary school students, but the conditional on the implementation of the learning method was not mentioned.

Due to this pandemic situation and changes in learning patterns, researchers hope to find out how much influence students' learning motivation has on learning outcomes, especially *LHO* texts during the Covid 19 pandemic. The motivational encouragement given in this study is at least 4 things, namely 1). Use of *Lembar Kerja Peserta Didik (LKPD)* complete with materials, guides, and exercises for independent study. 2). Linking *LKPD* with videos of observation materials and learning explanations. 3). Synchronous and asynchronous learning

systems with the Scientific method. 4). Giving a perception about the benefits of studying *LHO* and directions in completing tasks.

METHODS

This research is a quantitative descriptive study, meaning that it describes the data obtained and analyzed to determine the effect of existing variables using parametric or nonparametric correlation tests. This research is a correlational study, Creswell (2014) says that correlational quantitative research uses statistical methods that measure two or more variables. Meanwhile, the variables in this study are the independent variable (X) which is the learning motivation of students, and the dependent variable (Y) which is the result of *LHO* text writing skills. The sample of this study was made up of students from class X *SMAK BPK PENABUR Singgasana*, with a total of 32 students.

The hypothesis of this research is as follows.

Ho = There is no significant effect between learning motivation on learning outcomes to write *LHO* texts.

Ha = There is a significant effect between learning motivation and learning outcomes to write *LHO* texts.

The criteria for testing this research are Ho is accepted if the significance value is > 0.05 and Ho is rejected if the significance value is < 0.05 .

The instruments used in this research are tested and non-test. The test instrument was used to collect data on the dependent variable, namely learning outcomes from the *LHO* text material, while the non-test instrument was used to collect data on the independent variable, namely learning motivation.

The form of the test given is in the form of essay questions, namely writing *LHO* text. The *LHO* text writing skill assessment rubric uses 5 criteria, namely the suitability of the content with the title, theme, and rules for writing the *LHO* title; the suitability of the text structure with the content; correct use of spelling and punctuation; suitability of the development/elaboration of the main idea with the provisions on the number of sentences; and the neatness of the use of paragraph form, paragraph formatting left and right, and the distance between the title and the text.

The non-test form is a questionnaire with 18 questions about learning motivation and provided answer options in the form of statements strongly disagree (*STS*), disagree (*TS*), agree

(S), and strongly agree (SS) with a Likert Scale score range from 1 to 4. As for the type of learning motivation statement, it is categorized into positive questions and negative statements so that the choice of scoring becomes as in the following table.

Table 1. Scores of Positive and Negative Statements

Answer Choices Positive Statement	Score	Answer Choices Negative Statement	Score
Strongly Agree (SS)	4	Strongly Agree (SS)	1
Agree (S)	3	Agree (S)	2
Disagree (TS)	2	Disagree (TS)	3
Strongly Disagree (STS)	1	Strongly Disagree (STS)	4

The data in this study were processed using the SPSS application. The learning, motivation data was recorded in a table using the Microsoft Excel application and the results of writing skills were assessed using manual writing, and skills assessment rubric and calculated to be a score on a scale of 100. Then, the following steps were carried out.

1. The learning motivation score data is converted into ratio data. According to Suliyanto (2018), the data obtained using the Likert scale is ordinal data, namely data that states the ranking between levels. Meanwhile, according to Sarwono (2018), one of the requirements to perform linear regression analysis is that the data used must be in the form of interval or ratio data. Variable X data or learning motivation data is ordinal data because it is obtained using a Likert scale so that the data must be transformed into ratio data. Suliyanto (2018) suggests ordinal data can be transformed into interval data using the Successive Interval (MSI) method. So, to test for normality, the learning motivation data were first transformed into interval data.
2. Data for variables X and Y were processed using SPSS to test for normality.
3. Researchers conducted a correlation test. If the two variables after being tested for normality obtained normal data, then the steps are continued by using a parametric test or Pearson's product-moment. However, if one of the data variables is found to be abnormal, then the research stage can be continued by using the Rank Spearman nonparametric test.
4. Furthermore, interpretation or analysis of the results is carried out to answer the hypothesis and find out the significance of the relationship, the level of strength of

the relationship, and the direction of the relationship between variables. We can know the significance level of the relationship between variables by using the correlation coefficient interpretation table according to Sugiyono (2018) as shown in the following table.

Table 2. Correlation Coefficient Interval

Coefficient Interval	Correlation Level
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Currently
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

RESULT AND DISCUSSION

Result

The results of processing, learning motivation data from 32 students using Microsoft Excel and MSI can be seen that the lowest total score of motivation is 37 and the highest is 66. While for the results of writing *LHO* texts, the lowest results are 63 and the highest is 96.

The normality test which was carried out as the main condition to determine the use of parametric or nonparametric tests got the following results. The significance value can be seen in the Shapiro-Wilk column, namely the learning motivation variable is 0.356 and the significance of the learning outcome variable is 0.009.

Table 3. Normality Test Result of Kolmogorov Smirnov and Shapiro Wilk

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation to learn	.117	32	.200*	.964	32	.356
Learning outcomes	.164	32	.028	.906	32	.009

a. Lilliefors Significance Correction

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

From the results of the Rank Spearman nonparametric test below, it was found that the significance data for learning and motivation was 0.002 with a correlation coefficient of 0.521. Meanwhile, on the learning outcomes variable, the significance data was 0.002 and the

correlation coefficient was 0.521. The following is a complete nonparametric correlation table data.

Table 4. Rank Spearman Nonparametric Test

Correlation			Motivasi Belajar	Hasil Belajar
Spearman's rho	Motivation to learn	Correlation Coefficient	1,000	.521**
		Sig. (2-tailed)		.002
		N		32
	Learning outcomes	Correlation Coefficient	.521**	1,000
		Sig. (2-tailed)	.002	
		N	32	32

** Correlation is significant at the 0,01 level (2-tailed).

From the results of the two tests above, we get an overview of the results, namely, in the normality test there is one abnormal data, namely learning motivation data at a significance of 0.356. Because one of the data is not normal, it does not meet the requirements of parametric testing or use the Pearson product moment correlation which requires both normal and linear data.

The proper test if the data is not normal is a non-parametric test with Rank Spearment. From the test results in table 4, it can be taken the level of strength of the relationship or correlation coefficient and significance between learning motivation and learning outcomes. It can be seen, the results of the Rank Spearment test that learning motivation and learning outcomes have a significant relationship, have a strong relationship, and have a positive direction. The magnitude of the significance, the strength of the relationship, and the explanation of the positive direction are listed in the discussion section.

Discussion

Uno (2016) suggests that learning motivation can be identified from six factors, namely the desire and the desire to succeed, encouragement and needs in learning, hopes and aspirations for the future, rewards in learning, interesting activities in learning, and a conducive learning environment. In the learning activities for writing *LHO* texts, the research population was given motivational gifts online. These motivations include: the motivation of the teacher so that students follow the learning and work seriously; delivery of the benefits of language learning, especially the *LHO* text; remind students who are starting to focus less on learning

and provide opportunities for synchronous questions and private comments; provide rewards through praise and assessment of tasks or activities; using *LKPD* teaching materials assisted by Youtube; create a conducive learning atmosphere, using computers and a good internet network.

The results of learning motivation after learning activities were obtained through a learning motivation questionnaire using six aspects of learning motivation which were broken down into 18 questions and measured using a *Likert scale*. The average outcome for learning motivation is 51. As for learning outcomes to write *LHO* texts, the average value is 79.

To determine the effect of learning, and motivation on the results of writing *LHO* texts, a normality test was first carried out. Variable data can be said to be normal if it has a significance value greater than 0.05. After the normality test, the significance value of learning, and motivation was 0.356 and the significance value of learning outcomes was 0.009. So, it can be said that the learning motivation variable has normal data because $0.356 > 0.05$, and the learning outcome variable has abnormal data because $0.002 < 0.05$. It means that one of the data is not normal, so the correlation test is carried out using the Spearman Rank nonparametric test.

Based on the results of the Spearman Rank test, it can be interpreted as the significance of the correlation, the level of strength of the correlation, and the direction of the correlation. The significance value in the Spearman Rank correlation table is 0.002. That is, between the variables of learning motivation and learning outcomes there is a significant relationship. This is also by the criteria for answering the hypothesis, namely H_0 is rejected and H_a is accepted. H_0 was rejected because $0.002 < 0.005$ so H_a was accepted. So the results of this study are that there is a meaningful relationship between learning motivation and learning outcomes to write *LHO* texts.

According to the Spearman Rank score chart, the strength of the relationship between learning, motivation, and learning outcomes is 0.521. That is, the level of strength of the relationship between the variables of learning, motivation on learning outcomes has a value of 0.521. When viewed based on the interpretation table of the correlation coefficient above, the level of strength of the correlation is in the range of 0.40-0.59, which is moderate.

The correlation coefficient figure in the test results has a positive direction, namely 0.521. That is, the relationship between the two variables is unidirectional. It can also be

concluded that if the learning motivation of students is high, the learning outcomes of students will also be high.

CONCLUSION

Here are the conclusions and suggestions of that research.

1. Students' learning and motivation have an influence on the learning outcomes in writing *LHO* texts. From the results of the Spearman Rank nonparametric correlation test, it is known that the significance value of the effect is 0.002.
2. The effect of the students' learning and motivation on learning outcomes to write *LHO* texts has a correlation coefficient strength of 0.521. The influence is classified as moderate, so it is also possible that there are other factors outside of learning motivation that can affect learning outcomes. For example, learning facilities, and also encouragement from friends or parents.
3. Students' learning and motivation towards learning outcomes have a positive direction of movement. This means that learning motivation is increasing, and learning outcomes will also increase.
4. In general, learning motivation in this study influences learning outcomes. Learning motivation influences learning activities, especially in this study. Therefore, schools, teachers, students, and parents need to collaborate to provide or increase learning motivation. The school can monitor and improve the ability of its teachers. Teachers can design, and present learning well so that it can motivate students. Parents can appreciate and provide good learning facilities at home and students need to realize that good self-motivation will get good learning outcomes so that it can make it easier to achieve goals.

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