



## The Impact of Covid-19 on Online Learning Motivation in Sports Massage Learning

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### Abstract

This study aims to determine the impact of the COVID-19 pandemic on online learning motivation, specifically for sports massage courses. The research design used in this study was Posttest Only Control Group Design. The samples were all students of the sixth semester of the Physical Education and Health Study Program, Universitas PGRI Mahadewa Indonesia, totalling 71 people. Research results in supporting an exciting learning process during a pandemic are highly demanded (1) lecturer skills in learning and developing knowledge that makes learning enjoyable, (2) student motivation in participating in learning is the key to success in the massage learning process, (3) supporting facilities online learning is the following key in the learning process during. The conclusion of this research is in carrying out learning practices and using engaging learning media that can provoke students' enthusiasm in implementing learning.

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## INTRODUCTION

A coronavirus is a group of viruses that can cause disease in animals or humans (Djalante et al., 2020). Several types of coronaviruses are known to cause respiratory tract infections in humans ranging from coughs and colds to more serious ones such as Middle East Respiratory Syndrome (MERS) and

Severe Acute Respiratory Syndrome (SARS) (Roncon et al., 2020). A new type of Coronavirus was discovered to cause the disease COVID-19. The first case of this disease occurred in Wuhan, China, at the end of December 2019 (He et al., 2020). After that, COVID-19 spread between humans very quickly and applied to several countries, including Indonesia, in just a few months. To

prevent the spread of COVID-19 from spreading further, several countries have imposed lockdown policies. In Indonesia, the government implemented the policy of Enforcement of Community Activity Restrictions (PPKM) to suppress the spread of this virus. This has had a tremendous impact on education (Ministry of Health, 2020).

Coronavirus is a positive single-strain RNA virus encapsulated and unsegmented. Coronavirus belongs to the order Nidovirales, family Coronaviridae. The structure of the Coronavirus forms a tube-like structure with the S protein located on the surface of the virus (Cucinotta & Vanelli, 2020). S protein or spike protein is one of the leading viral antigen proteins and is the main structure for gene writing. This S protein plays a role in the attachment and entry of the virus into host cells (interaction of protein S with its receptors on the host cell) (Song J, 2020). Coronavirus is sensitive to heat and can be effectively inactivated by disinfectants containing chlorine, lipid solvents at 56°C for 30 minutes, ether, alcohol, peroxyacetic acid, non-ionic detergents, formalin, oxidizing agents, and chloroform. Chlorhexidine is ineffective in inactivating the virus (Sohrabi et al., 2020; Li et al., 2020). Pathogenically and pathophysiologically, most coronaviruses infect animals and circulate in animals. Coronaviruses cause many diseases in animals and their ability to cause severe illness in animals such as pigs, cattle, horses, cats, and chickens (Li et al., 2020). Coronaviruses are called zoonotic viruses, which are viruses that

are transmitted from animals to humans (Li et al., 2020). Many wild animals can carry pathogens and act as vectors for certain infectious diseases. Bats, bamboo rats, camels, and civets have shared hosts for the Coronavirus. Coronavirus in bats is the primary source for the incidence of severe acute respiratory syndrome (SARS) and Middle East respiratory syndrome (MERS) (Smith et al., 2020).

Online learning uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various learning interactions (Shahrudin, 2020). Online learning is a learning system that is carried out not face to face but using a platform that can help the learning process teaching that is carried out even though it is distanced (Aini & Kemala, 2021). Online learning aims to provide quality learning services in a massive and open network to reach more and more enthusiasts of the learning space (Agustan, 2021).

Online learning has its advantages and disadvantages. The drawbacks are the weak supervision of students, the lack of a strong signal in remote areas, and the high cost of quotas are challenges in online learning. While the benefits increase learning independence, interest, and motivation, the courage to express ideas and questions is another advantage of online learning (Prajna & Yudha, 2021).

The implementation of online learning allows students and lecturers to carry out lectures from their respective homes. Students can access lecture materials and send

assignments given by lecturers without having to physically meet on campus (Mujiono & Gazali, 2020). This action can reduce the emergence of mass crowds on campus, as happened in face-to-face lectures (Fahrizqi et al. 2021) recommends that maintaining distance can prevent the transmission of Covid-19. Unfortunately, in remote areas that do not have good internet access, the implementation of online learning shows a different trend. In dealing with this condition, students who live in areas with weak internet signals will look for specific areas such as hills and sub-district areas to be reached by internet access (Friskawati, 2021).

Massage is an art of hand movement intended as a medium to return the body to normal. Sports massage is a massage technique with the hands (manipulation) on body parts which is carried out methodically and rhythmically to produce physiological, therapeutic/treatment effects on the body that are specifically given to people who are healthy in body, especially athletes, because of its implementation requires the opening of almost all body parts. Whole-body (Brilliant et al., 2021). Sports massage is specifically given to healthy people, especially athletes because its implementation requires opening almost the entire body.

Motivation is initiating and maintaining activities directed at achieving goals (Ramadan & Ningrum, 2019). Meanwhile, according to (Prihartanta 2015), "motivation is a driving force that changes the energy within a person into the form of real activities to achieve

certain goals." Meanwhile (Widyawan & Sina, 2021) states that "motivation shows all the symptoms contained in the stimulus action towards a certain goal, which previously had no movement towards a certain goal.

Based on the description above, motivation can be interpreted as a stimulus that encourages an individual to carry out activities to achieve the goals to be completed. So it can be concluded that learning motivation is a stimulus that enables an individual to carry out activities to achieve the learning objectives. However, the implementation of online learning changes the level of students' learning motivation. So the purpose of this research is the level of readiness of learning participants, lecturers, infrastructure, financing, learning effectiveness, implementation system, and school support capacity in conducting online-based learning.

## **METHODS**

The research design used in this study was Posttest Only Control Group Design (Ramadan & Juniarti, 2020). The population and sample in this study were students of the sixth semester of the Penjaskesrek study program, Universitas PGRI Mahadewa Indonesia, for the even academic year 2020/2021, totalling 71 people.

The data collection technique was carried out in 1 stage, namely collecting data on students' learning motivation. The method of data collection is done by using a questionnaire and documentation. The research instrument used in this study was a

learning motivation questionnaire instrument supported by documentation of the questionnaire filling process. The questionnaire used was a student motivation questionnaire for the sixth semester of the Penjaskesrek study program at the University of PGRI Mahadewa Indonesia for the even academic year 2020/2021, which consisted of 30 items, which were divided into 20 positive statements and ten negative statements. This questionnaire is presented on a Likert scale with four alternative answers ranging from strongly disagree, disagree, agree, and strongly agree. For the Likert scale scoring, explanations are given with cumulative scores ranging from 4, 3, 2, 1 for positive statements and 1, 2, 3, 4 for negative comments. Before the instrument is used, the instrument is tested first. The tests carried out are the construct validity test, item validity test, and reliability test.

This study uses two data analysis techniques: descriptive statistical analysis and simple correlation analysis. Descriptive statistical analysis was used to describe students' learning motivation of the VI

semester VI PENJASKESREK study program, Universitas PGRI Mahadewa Indonesia, even for the 2020/2021 academic year. Correlation analysis was used to determine the relationship and magnitude of the predictive correlation coefficient with the criteria.

## FINDINGS AND DISCUSSION

### Findings

The data sought as a result of this research is data on the learning motivation of students in the VI semester VI PENJASKESREK study program, Universitas PGRI Mahadewa Indonesia for the even academic year 2020/2021 when the learning process is carried out online as a result of the outbreak of the Covid-19 pandemic. Descriptive statistics analyzed the research data. Before the data on the learning motivation of students of the VI semester VI PENJASKESREK study program at the University of PGRI Mahadewa Indonesia for the even academic year 2020/2021, when the application of online learning was analyzed, it was first entered into the following frequency distribution table.

**Table 1.** The frequency distribution of learning motivation for students of the semester VI PENJASKESREK study program, Universitas PGRI Mahadewa Indonesia, even for the 2020/2021 academic year at the implementation of online learning.

Interval	Lower Class Limit	Middle(X)	Absolute Frequency ( $f_0$ )	Cumulative Frequency	f (X)
10 – 19	9,5	14,5	2	2	29
20 – 29	19,5	24,5	4	6	98
30 – 39	29,5	34,5	6	12	207
40 – 49	39,5	44,5	7	19	311,5
50 – 59	49,5	54,5	8	27	436
60 - 69	59,5	64,5	20	47	1290
70 - 79	69,5	74,5	18	65	1341

80 - 89	79,5	84,5	4	69	338
90 - 99	89,5	94,5	2	71	189
	$\Sigma$		71		4239,5

From the table above, it can be determined the Mean (M), Median (Me), and Modus (Mo). So, based on descriptive statistical analysis, the mean value is 59.70, the median is 65, and the mode is 65. In addition to determining the mean, median, and modus, the descriptive statistical analysis also determines the value of variance and standard

deviation. In the calculations performed, the conflict is 326.84, and the standard deviation is 18.08. The following is data on learning motivation for students of the VI semester VI PENJASKESREK study program at the University of PGRI Mahadewa Indonesia for 2020/2021 when online learning is applied.

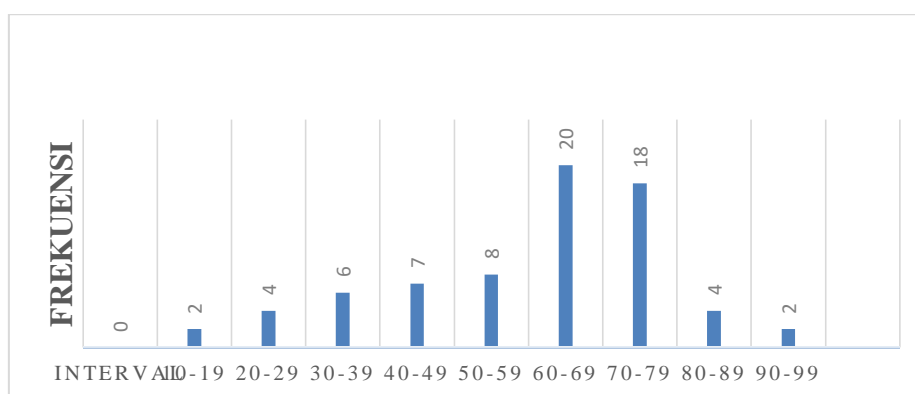


Figure 2. Data on the distribution of learning motivation for Physical Education Sports Health

Meanwhile, when viewed from the distribution of the average value of student learning motivation in the VI semester VI PENJASKESREK study program, Universitas PGRI Mahadewa Indonesia for the even

academic year 2020/2021, 59.70 is in a low category, this can be proven by comparing the average value of PJOK learning motivation with The following table of the PJOK learning motivation score scale table for students.

Table 2: The Score Scale of Learning Motivation in Student Study of the VI SEMINAR PENJASKESREK Study Program, Universitas PGRI Mahadewa Indonesia, Even Academic Year 2020/2021 During the Implementation of Online Learning.

Range PJKR	Score Motivation Study	Category
	$97,5 \leq X \leq 120$	Very High
	$82,5 \leq X < 96,5$	High
	$67,5 \leq X < 81,5$	Currently
	$52,5 \leq X < 66,5$	Low
	$30 \leq X < 51,5$	Very low

Furthermore, the distribution normality test was conducted to determine whether the data in the study had a normal distribution or not. If the data distribution is usually distributed, further tests using parametric statistics can be carried out. On the other hand, if the data distribution is not normally distributed, additional tests cannot be carried out using parametric statistics. However, the analysis can still be done using non-parametric statistics. Based on the research carried out, the significance of 5%. So the learning motivation data for the VI semester VI PENJASKESREK study program students at PGRI Mahadewa Indonesia University for the even academic year 2020/2021 at the time of the online learning application has usually distributed the value of  $2count < x^2$  table ( $6.566 < 8.868$ ).

Based on the descriptive statistical analysis that will be used to test the hypothesis, the hypothesis is accepted so that the results of the study can be concluded that there is an impact of the covid-19 pandemic on the learning motivation of students of the VI semester VI PENJASKESREK study program Universitas PGRI Mahadewa Indonesia. The effect is the lower learning motivation of students in the VI semester VI PENJASKESREK study program, Universitas PGRI Mahadewa Indonesia, even for the 2020/2021 academic year, due to the application of online learning due to the impact of the COVID-19 pandemic.

## Discussion

Learning is carried out by online learning. The learning process is carried out remotely because online learning is an educational system or concept that utilizes information technology in the teaching and learning process, referred to as online learning (Rukmana, Permatasari, & Emilia, 2021). In simple terms, online can be understood as a learning process that utilizes information technology in the form of a laptop or android device equipped with telecommunication facilities (internet, extranet) and multimedia (graphics, audio, video) as the leading media in delivering material and interaction between lecturers and students. Sitoayu et al., 2021).

Online-based learning models result in changes in learning culture in the context of learning (Hidayat, 2020). Online university models have at least four essential components in building a learning culture (Fahrizqi et al., 2021). First, students must be independent in learning with various appropriate approaches to direct, motivate, regulate themselves in learning. Second, lecturers can develop knowledge and skills, facilitate learning, understand education and the things needed. Third, the availability of adequate infrastructure, and fourth, creative administrators and infrastructure preparation facilitate learning.

In implementing the learning process during the course, many problems are often found in the implementation process. The learning process carried out specifically in sports education requires lecturers to prepare

learning media. The readiness of students to carry out learning activities is the primary key (Hasyim et al., 2020).

The diversity of facilities, infrastructure, and mental readiness for online learning in Indonesia varies (Heidorn, 2020). Thus, online distance learning is currently unethical if it requires conducting a systematic evaluation on a national scale (Xie, 2020). The most important thing for the world of education is the importance of demonstrating the continuity of the learning process (Jauhari, Sambira, & Zakiah, 2020). The challenge of online learning that is not face-to-face is that it tends to evaluate by focusing on strengthening results that ignore taste (Sari & Sutapa, 2020). So even if there is an online model, educators, as the key to the success of the learning process, need to equip them by using applications such as WhatsApp or online that provide fast information to greet their students as they should in the classroom even in the virtual world (Basilaiia & Kvavadze, 2020) so that the bond between students and educators themselves is well managed (Shahidi, Stewart Williams, & Hassani, 2020). For this reason, in the future, online or online learning in Indonesia still needs attention. It needs to be improved in terms of facilities, infrastructure, and application to compete in the advancement of science and technology.

## CONCLUSION

Based on the data analysis and discussion results, it can be concluded that the average student learning motivation of the

semester VI PENJASKESREK study program at the Universitas PGRI Mahadewa Indonesia for the even academic year 2020/2021 at the time of the application of online learning was 59.70. Meanwhile, when viewed from the distribution of the average value of PJOK learning motivation at the time of the application of online education is in a low category, this can be proven by comparing the average value of student learning motivation of PENJASKESREK study program semester VI Universitas PGRI Mahadewa Indonesia even the academic year 2020/2021 with the score table of learning motivation. So based on the results of the analysis carried out, online learning has an impact on the learning motivation of students in the VI semester PENJASKESREK study program, Universitas PGRI Mahadewa Indonesia for the even academic year 2020/2021, the effect caused is the learning motivation of students in the PENJASKESREK study program semester VI, Universitas PGRI Mahadewa Indonesia for the even academic year 2020/ 2021 to be lower at the time of online learning.

To increase students' learning motivation, lecturers, especially the PENJASKESREK study lecturers, should carry out face-to-face learning more often, provide examples in learning practices, and use exciting learning media that can provoke students' enthusiasm in the implementation of knowledge. For universities, it can be used as a guide and reference in online learning and provide the correct supporting facilities to be

more creative in the development of online learning.

It is expected that students who are the subject of further research will pay more attention to and understand the learning provided to increase their knowledge. And for prospective researchers interested in researching more about the level of motivation to learn online due to the impact of the COVID-19 pandemic, they should consider other factors that may affect the research process and results.

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