

THE INFLUENCE OF LEARNING ENVIRONMENT ON MOTIVATION AND INTEREST IN PARTICIPATING ONLINE LEARNING DURING COVID-19 PANDEMIC IN GEOGRAPHY STUDENTS OF LAMPUNG UNIVERSITY

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ABSTRACT

The Covid-19 pandemic has changed the existing education system in Indonesia, including at the level of universities, especially the Geography Education Study Program of the University of Lampung. Learning that was originally carried out face-to-face turned into online (in-network). The purpose of this study is to find out the influence of the student learning environment on motivation and interest in participating during the Covid-19 pandemic in Geography students of the University of Lampung. The methods used in this study are descriptive methods with correlation design. The sample in the study was 67 respondents with questionnaire data collection techniques and documentation. The tool to analyze the data in this study used SPSS version 22. The results showed that there is an influence of the learning environment on online learning constraints with a large percentage of influence of 44.1% with independent variable indicators (X) namely: family environment and campus environment, while for dependent variables (Y) namely: learning motivation and student learning interests

Pandemi Covid-19 telah mengubah sistem pendidikan yang ada di Indonesia tidak terkecuali pada jenjang perguruan tinggi khususnya Program Studi Pendidikan Geografi Universitas Lampung. Pembelajaran yang semula dilaksanakan secara tatap muka beralih menjadi online (dalam jaringan). Tujuan penelitian ini untuk mengetahui pengaruh lingkungan belajar mahasiswa terhadap minat dan motivasi mengikuti pembelajaran daring saat pandemi Covid-19 pada mahasiswa Geografi Universitas Lampung. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan desain korelasional. Sampel dalam penelitian ini berjumlah 67 responden dengan teknik pengumpulan data kuisisioner dan dokumentasi. Alat bantu untuk menganalisis data pada penelitian ini yaitu menggunakan SPSS versi 22. Hasil penelitian menunjukkan bahwa terdapat pengaruh lingkungan belajar terhadap minat dan motivasi mengikuti pembelajaran daring dengan besar persentase pengaruh 44,1% dengan indikator variabel independen (X) yaitu: lingkungan keluarga dan lingkungan kampus, sedangkan untuk variabel dependen (Y) yaitu: motivasi belajar dan minat belajar mahasiswa.

Introduction

The world's population is currently being shocked by the presence of a global outbreak of the disease. On December 31, 2019, the WHO China Country Office reported a case of pneumonia of unknown cause and origin in Wuhan City, Hubei Province, China. One week later on January 7, 2020, China identified pneumonia of unknown cause and origin as a new type of Coronavirus (Coronavirus Disease, Covid-19) and on January 30, 2020 WHO designated Covid-19 as a Public Health Emergency of International Concern (Ministry of Health of the Republic of Indonesia and Directorate General of Disease Prevention and Control, 2020).

Covid-19 has had a serious impact on students, educators, and educational organizations around the world (Mailizar et al., 2020). The pandemic has caused schools, colleges, and universities around the world to close campuses so that students can practice social distancing (Toquero, 2020). The Covid-19 pandemic has changed the education system in Indonesia and even in the world. Based on Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Coronavirus Disease (Covid-19) issued by the Minister of Education and Culture of the Republic of Indonesia, although various places are closed, learning activities are still carried out from home online / remotely through applications that support learning activities.

Circular Letter of the Rector of the University of Lampung Number: 2023 / UN26 / TU / 2020 concerning the Emergency Protocol for Preventing the Spread of Covid-19 Infection, states that starting from March 16, 2020, the University of Lampung has changed teaching and learning activities in the form of face-to-face lectures to online learning. All universities in Indonesia are currently also implementing online learning, the average implementation starts in the third week of March 2020. The following is the beginning of the implementation of online learning for several universities in Indonesia:

Table 1 The Beginning of the Implementation of Online Learning in Higher Education

No.	College Location	College Name	Beginning of Online Learning (Date)
1.	Sumatera	Universitas Syiah Kuala	17 Maret 2020
		Universitas Sumatera Utara	17 Maret 2020
		Universitas Andalas	18 Maret 2020
		Universitas Sriwijaya	16 Maret 2020
		Institut Teknologi Sumatera	16 Maret 2020
		UIN Raden Intan Lampung	16 Maret 2020
2.	Jawa, Bali dan Nusa Tenggara	Universitas Indonesia	18 Maret 2020
		Institut Teknologi Bandung	16 Maret 2020
		Universitas Diponegoro	16 Maret 2020
		Universitas Negeri Yogyakarta	16 Maret 2020
		Universitas Gajah Mada	17 Maret 2020
		Universitas Airlangga	16 Maret 2020
		Universitas Udayana	16 Maret 2020
Universitas Mataram	18 Maret 2020		
3.	Kalimantan	Universitas Palangkaraya	17 Maret 2020
		Universitas Mulawarman	16 Maret 2020
		Universitas Lambung Mangkurat	16 Maret 2020
4.	Sulawesi	Universitas Negeri Manado	16 Maret 2020
		Universitas Gorontalo	16 Maret 2020
		Universitas Hassanuddin	16 Maret 2020
5.	Papua dan Maluku	Universitas Pattimura	18 Maret 2020
		Universitas Cendrawasih	18 Maret 2020

Source: SK and SE Rector of Each College.

Success in the implementation of online learning largely depends on the characteristics of students. The learning environment is one of the things that needs to be considered during learning activities, especially during online learning, because the learning environment is indicated to have a great influence on student learning outcomes (Nurastanti et al, 2019). During a distance learning period like this, a conducive learning

environment must also be supported by various facilities and facilities, such as gadgets and the availability of adequate signals. Therefore, efforts are needed to improve the quality of the learning environment to increase motivation and interest in learning for students so that they are not constrained during learning.

Based on the problems that have been described, this is the reason behind the author to conduct a study with the title "The Influence of the Learning Environment on the Motivation and Interest in implementing Online Learning During the Covid-19 Pandemic in Geography Students, University of Lampung".

Method

The method used in this study is an descriptive method with a correlational design. The sample in this study was 67 respondents with questionnaire and documentation data collection techniques. The tool for analyzing the data in this study was to use SPSS version 22. In this study, it used the prerequisite test of normality and linearity because the final analysis of this study was correlation analysis and simple linear regression analysis.

Results and Discussion

This study aims to examine the influence of the learning environment on the motivation and interest in participating in online learning during the Covid-19 pandemic experienced by geography students of the University of Lampung. Based on the objectives and results of the research above, the discussion in this study is as follows:

1. Learning Environment

The learning environment referred to in this study is divided into two, namely the family environment and the campus environment. The learning environment plays a very important role in creating student passion and is socially very influential on the learning process. The learning environment can increase student activity and learning effectiveness. The learning environment will not only directly affect the high and low yield of the teaching bell, but will also touch the cognitive or personal realm of students (Sumiati, 2012: 4).

The family environment, especially where you live, will affect the student's learning process. Based on research that has been carried out, it is known that when online learning takes place 98.5% of students follow the online learning process at their respective homes and the rest are learning at the wifi corner. The learning carried out at home certainly affects the condition of the internet signal used when participating in learning, for students who live in remote areas, the internet connection is a serious problem. The implication is that students often experience obstacles if they have to do online learning. A slow internet connection also makes students often late in collecting assignments. When online learning takes place if the network connection used is interrupted or interrupted, students cannot follow the learning optimally. Internet access will be easier to reach if the student's position is in a strategic location in accessing the internet network. The type of internet connection used by each student is of course different, from the results of the study as many as 77.6% of students are known to use an internet connection in the form of data packages purchased independently, 10.4% of other students use wifi subscriptions that have been provided by their parents at home, the other 10.4% only rely on subsidy quotas from the Ministry of Education and Culture, and the remaining 1.5% use the type of internet connection in the form of tethering or tethering.

The comfortable atmosphere of the house also affects the learning process of students. If the environment is far from crowds and noisy, the learning process will run conductively and students can concentrate well. In this study, there are still many students whose residences are close to the crowds that cause noise so that the learning process is slightly disrupted. In addition, when they are participating in online learning, sometimes parents at home do not understand the conditions that occur, sometimes they ask for help or tell them to do other things that can make learning disrupted so that the material presented by the lecturer is often missed. Djamarah (2008) stated, the family atmosphere will create and provide a condition

with an environment that creative for children's learning. However, if the family environment is not conducive, it causes children's learning difficulties.

The role of the use of facilities in teaching and learning activities is very important, because the use of learning facilities includes all uses of tools that support learning activities (Wulandari, 2019). In current conditions, the online learning process really needs facilities such as smartphones, laptops, or tablets that can be used to access information (Sourial et al, 2018). In this study, it shows that all respondents or students already have supporting tools / facilities in participating in online learning, although some of them only have smartphones, and some also have facilities in poor condition, this is related to the condition of the tools / facilities owned for a long time and the storage memory is full, causing these tools / facilities when used there are often errors or disturbances that can slow down the work of devices, considering that the learning carried out by the geography education study program requires large applications / devices, for example such as Arc GIS, Envi and other supporting applications / devices.

A supportive campus environment will affect the learning process, on the contrary, a campus environment that is not conducive will cause an uncomfortable learning process (Andari, 2009). Based on the results of the study, it shows that the methods applied by lecturers when teaching are quite good and the media used can be accessed easily, and communication between students and lecturers is also going well. But erratic and inappropriate lecture schedules based solely on agreement sometimes become obstacles for students. In addition, there are still some lecturers who do not fill out lectures, and indirect interaction is quite difficult. However, even so, lecturers have also tried their best so that learning and lectures can run as they should.

Based on the results of research as many as 64.2% of students think that Video Conferencing is the most effective medium when participating in online learning, this is because through video conferencing the material described is easier to understand, and the interaction between students and lecturers is clearer. But the use of video conferencing is more a drain on quota when compared to web e-learning, learning system applications and group chats. Therefore, a small percentage of other respondents think that it is more effective to use learning system applications (edmodo, google classroom, etc.) with a percentage of 16.4%, campus e-learning web with a percentage of 13.4% and chat groups with a percentage of 6% in addition to not draining the media quota, this can also be easily accessed.

2. Motivation and Interest in Learning

In the midst of the current COVID-19 pandemic emergency, there is no other choice but to apply the concept of online learning. However, the online learning process, which has been going on for almost 2 years since mid-March 2020, also makes students feel bored and bored. The absence of direct interaction both with lecturers and with friends makes learning felt to be ineffective and less motivating. In the research of Widodo and Nursaptini (2020) it was also explained that learning if carried out online for a long period of time will cause saturation. In addition, it will form students who are anti-social and they tend to be individual.

Motivation is the entire impulse that the individual uses to carry out the desired activity or activities so that the desired goal by the subject can be achieved. Motivation can be born from within the self as well as outside the individual self. Learning motivation refers to things that are able to encourage a person to learn or improve knowledge. In the learning process, motivation is very necessary to be able to realize effective learning activities. Students who have high motivation and interest in learning can improve their learning achievement for the better. Interest etymologically comes from the English interest which means liking, attention (tendency of the heart to something) or desire. This is in accordance with the opinion of Slameto (2010) who states that interest is a sense of preference and a sense of independence. High interest in learning will encourage students to overcome the learning difficulties they are experiencing. Likewise, the interest in learning has an important role in overcoming learning difficulties. Learning activities will be maximized if supported by students' desire to learn and a supportive learning environment, if this is not achieved, learning activities will experience obstacles. The new policy by implementing learning activities at home has an impact on students' difficulties in learning. Students are required to learn more actively with the availability they have. According to Djamarah (2008), students whose interest in learning is low, will experience difficulties in learning preparation and in the learning process.

3. The Influence of the Learning Environment on Motivation and Interest in Participating in Online Learning During the Covid-19 Pandemic in Geography Students, University of Lampung

The influence of the learning environment on motivation shows the calculation results, namely t count $>$ t table or $7.458 > 1.166864$ with a significance $p > \alpha$ of $0.000 < 0.05$ and the percentage of the magnitude of the positive influence of the student learning environment on motivation is 46.1%. Meanwhile, the influence of the learning environment on interest shows the results of calculating t count $>$ t table or $5.326 > 1.166864$ with a significance $p > \alpha$ of $0.000 < 0.05$ and the percentage of the magnitude of the positive influence of the student learning environment on interest is 30.7%. Interest arises from the result of being acquainted with the environment or the result of interacting and learning with its environment. If an interest in something is already owned by someone, it will be a potential for the person concerned to achieve the best in their field, because interest will give birth to extraordinary energy (Khairun, 2014: 135).

Based on the results of the overall research, it shows that there is an influence between the Learning Environment on the Motivation and Interest in implementing Online Learning during the Covid-19 Pandemic in Geography Students of the University of Lampung. This is shown from the calculation results, namely t count $>$ t table or $7.160 > 1.166864$ with a significance $p > \alpha$ which is $0.000 < 0.05$ and the percentage of the magnitude of the positive influence of the student learning environment on the motivation and interest in participating in online learning is 44.1%.

According to Halim and Rahma (2020) the learning environment is everything that exists around students during learning. This will greatly affect the effectiveness of the learning process because the current learning environment is the home of each student and this is beyond the control of the educational institution. The learning environment of students can hinder the ongoing teaching and learning process, such as the situation at home is crowded or not conducive and does not support when the learning process takes place. But it could also be the other way around that their learning environment can greatly support their process during online learning.

The learning environment is one of the things that needs to be considered during learning activities, especially during online learning, because the learning environment is indicated to have a great influence on student learning outcomes (Nurastanti et al, 2019). During a distance learning period like this, a conducive learning environment must also be supported by various facilities and facilities, such as gadgets and the availability of adequate signals. Therefore, efforts are needed to improve the quality of the learning environment to increase motivation and interest in learning for students so that they are not constrained during learning.

One of the drivers in learning success is interest, interest does not present itself but there are many influencing factors one of which is motivation. A person's interest will be higher if they are accompanied by motivation, both external and internal. Interest is a combination of desire and ability that can develop if there is motivation in it (Tampubolon, 2003). Based on the results of the study, there is an influence between motivation and interest, namely the calculated t value of 8.507 and the table t of 1.166864. Thus t count $>$ t table or $8.507 > 1.166864$, and the percentage of magnitude of positive influence 52.7%.

Conclusion

Based on the formulation of the problem and the results of research conducted by researchers on the Influence of the Learning Environment on motivation and interest in participating in online learning during the Covid-19 pandemic in Geography students at the University of Lampung, conclusions were obtained:

1. The influence of the learning environment on motivation shows the calculation results, namely t count $>$ t table or $7.458 > 1.166864$ with a significance $p > \alpha$ of $0.000 < 0.05$ and the percentage of the magnitude of the positive influence of the student learning environment on motivation is 46.1%.
2. The influence of the learning environment on interest shows the results of the calculation of t count $>$ t table or $5.326 > 1.166864$ with a significance $p > \alpha$ of $0.000 < 0.05$ and the percentage of the magnitude of the positive influence of the student learning environment on interest is 30.7%.
3. The effect of motivation on interest shows the results of calculating t count $>$ t table or $8.507 > 1.166864$ with significance $p > \alpha$ which is $0.000 < 0.05$ and the percentage of the magnitude of the positive influence of the student learning environment on interest is 52.7%.

4. There is an influence between the learning environment and the motivation and interest in online learning that students participate in during the COVID-19 pandemic. From the calculation results obtained, namely $t_{count} > t_{table}$ or $7.160 > 1.166864$ with a significance $p > \alpha$ of $0.000 < 0.05$ and the percentage of the magnitude of the positive influence of the student learning environment on motivation and interest in learning is 44.1%. The influence between the learning environment and motivation and interest is that if the student's learning environment is in a good and conducive state, the student's motivation and interest in learning will be high, on the other hand, if the student's learning environment is disturbed and uncomfortable, it will produce low motivation and interest in learning

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