

The Relationship between Responses and Motivation Learning on Online Learning of 11th-Grade Students of Vocational High School Wiraswasta Cimahi in Islamic Education Subject

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Abstract

This study aims to determine: (i) the reality of student responses to online learning during the covid-19 pandemic in class XI vocational high school Wiraswasta Cimahi, (ii) the reality of student learning motivation in Islamic religious education subjects in class XI vocational high school Wiraswasta Cimahi, and (iii) the relationship between student responses to online learning during the COVID-19 pandemic and student motivation in Islamic religious education subjects in class XI vocational high school Wiraswasta Cimahi. This study uses a quantitative approach with a descriptive method. In this study the sample was taken from 35 students of class XI vocational high school Wiraswasta Cimahi. Data analysis of the two variables was carried out using statistical methods which were divided into two approaches, namely partial analysis and correlation analysis. Based on the results of the study, it was concluded: (i) the reality of student responses to online learning during the covid-19 pandemic was categorized as positive, at intervals of 3.40 - 4.19 (ii) the reality of their learning motivation in Islamic Religious Education subjects was categorized as good, at intervals 3.40 – 4.19,

and (iii) the relationship between students' responses to online learning during the covid-19 pandemic with their learning motivation in Islamic Religious Education subjects is (a) a correlation coefficient of 0.58 including in the medium or medium category . (b) The hypothesis is accepted because t arithmetic is 4.09 greater than t table with (1.69), and (c) The degree of relationship between variable X and variable Y is 34%. Therefore, there is a relationship or influence between student responses to online learning during the COVID-19 pandemic and their learning motivation in Islamic Religious Education subjects.

Keywords: *Islamic Education; learning motivation; online learning; student respond*

Abstrak

Penelitian ini bertujuan untuk mengetahui: (i) realita respon siswa terhadap pembelajaran daring di masa pandemi covid-19 di kelas XI SMK Wiraswasta Cimahi, (ii) realita motivasi belajar siswa pada mata pelajaran Pendidikan Agama Islam di kelas XI SMK SMA Wiraswasta Cimahi, dan (iii) hubungan respon siswa terhadap pembelajaran daring di masa pandemi COVID-19 dengan motivasi belajar siswa pada mata pelajaran pendidikan agama Islam di kelas XI SMK Wiraswasta Cimahi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif. Dalam penelitian ini sampel diambil sebanyak 35 siswa kelas XI SMK Wiraswasta Cimahi. Analisis data kedua variabel dilakukan dengan menggunakan metode statistik yang dibagi menjadi dua pendekatan, yaitu analisis parsial dan analisis korelasi. Berdasarkan hasil penelitian disimpulkan: (i) realita respon siswa terhadap pembelajaran daring di masa pandemi covid-19 dikategorikan positif, dengan interval 3,40 - 4,19 (ii) realita motivasi belajar mereka di Mata pelajaran Pendidikan Agama Islam dikategorikan baik dengan interval 3,40 – 4,19, dan (iii) hubungan respon siswa terhadap pembelajaran daring di masa pandemi covid-19 dengan motivasi belajar siswa pada mata pelajaran Pendidikan Agama Islam adalah (a) koefisien korelasi sebesar 0,58 termasuk dalam kategori sedang atau sedang. (b) Hipotesis diterima karena t hitung 4,09 lebih besar dari t tabel dengan (1,69), dan (c) Derajat hubungan variabel X dengan variabel Y sebesar 34%. Oleh karena itu, terdapat hubungan atau pengaruh antara respon siswa terhadap pembelajaran daring di masa pandemi COVID-19 dengan motivasi belajar siswa pada mata pelajaran Pendidikan Agama Islam.

Kata kunci: *Pendidikan Islam; motivasi belajar; pembelajaran online; respon siswa*

A. Introduction

In the current situation, doing online learning is no longer a taboo subject, but has become a part of everyday life for both educators and students¹. Learning in the network is a breakthrough from the development of the era which is increasingly penetrating the era of digitalization which of course for an educator must have a

¹ Suryaman, Maman, Yoyok Cahyono, Dadah Mulihsyah, Otto Bustani, Popong Suryani, Mochammad Fahlevi, and A. P. Munthe. "COVID-19 pandemic and home online learning system: Does it affect the quality of pharmacy school learning." *Systematic Reviews in Pharmacy* 11, no. 8 (2020): 524-530.

contribution in motivating students to recognize, understand, how this digitalization flow runs smoothly, which is where this digital era contains wisdom values that can be used to train intelligence, shape attitudes, and personality of students².

The main sources of online learning are today's technological tools such as: Mobile, Laptop, Infocus, Projectors and other things that help in the learning process³, in Islamic teachings (Al-Qur'an) there is quite a lot of content about values about history, either directly or indirectly, contain great meaning and are also very high lessons for the leaders of the people. Based on these uses, learning that is increasingly developing both in terms of methods, scientific studies as well as matters related to supporting the learning process such as technology that can enable us to carry out learning in the network is what is needed. in the current situation, which is a demand for both educators and students to better understand and apply the technologies needed in learning in this network. This can also really help attract students' interest in making learning more fun and not boring.

There have been many previous studies regarding online learning, including the analysis of the online learning process during the covid-19 pandemic, which was carried out research conducted by Usran (2020) regarding online learning during the Covid-19 pandemic in student circles⁴. Research on the application of online learning models in early childhood^{5,6}. Analysis conducted by Hilna Putria et al. (2020) that the COVID-19 pandemic has had a significant impact on the world of education, especially in the learning process carried out by teachers⁷. The learning process carried out by the teacher has changed, which is usually learning carried out directly into online learning. because learning is carried out online, the teacher also does not feel optimal in providing learning material so that the material is incomplete and the use of learning

² Hiskiya, Frensen S. "The Role of Historical Teachers in Formulating Learning Media in The Pandemic Time Covid-19." *HISPISI: Himpunan Sarjana Ilmu-Ilmu Pengetahuan Sosial Indonesia* 1, no. 1 (2021): 415-418.

³ Haidir, Haidir, Muhammad Arizki, and Miftah Fariz. "An Innovation of Islamic Religious Education in The Era of The Industrial Revolution 4.0 in Elementary School." *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (2021): 720-734.

⁴ Masahere, Usran. "Analisis Proses Pembelajaran Dalam Jaringan (DARING) Dalam Masa Pandemi COVID-19 Pada Mahasiswa." *AKSARA PUBLIK* 4, no. 4 (2020): 83-94.

⁵ Yuliejantiningasih, Yovitha. "The implementation of online learning in early childhood education during the COVID-19 Pandemic." *Jurnal Pendidikan Usia Dini* 14, no. 2 (2020): 247-261.

⁶ Wang, Feng, Mable B. Kinzie, Patrick McGuire, and Edward Pan. "Applying technology to inquiry-based learning in early childhood education." *Early Childhood Education Journal* 37, no. 5 (2010): 381-389.

⁷ Putria, Hilna, Luthfi Hamdani Maula, and Din Azwar Uswatun. "Analisis proses pembelajaran dalam jaringan (daring) masa pandemi covid-19 pada guru sekolah dasar." *Jurnal basicedu* 4, no. 4 (2020): 861-870.

media in online learning is also not optimal⁸. The other research by Ali Sadikin and Afreni Hamidah (2020) that students have the facilities and infrastructure to carry out online learning. Online learning is effective for overcoming learning that allows lecturers and students to interact in virtual classes that can be accessed anywhere and anytime. Online learning can make students learn independently and increase their motivation⁹. Regarding the online learning implementation model by Marilyn Kristina et al. (2020) about implementation of online learning during the COVID-19 pandemic in Lampung Province. The results show that the use of online learning applications in Lampung Province is the most widely used online learning application, namely the Whatsapp application, which is 87.2%, Google Classroom as much as 41.3%, Google Meeting or Zoom 13.8%, Youtube 15.6% and other applications as much as 12.8%. However, of the many previous studies on network learning, none has examined the relationship between student responses about network learning and student motivation in class XI SMK¹⁰. The other studies on student motivation during online learning^{11,12} and the relationship between student attitudes and motivation during online learning¹³.

Therefore, this study was conducted with the aim of knowing the relationship between student responses to online learning during the COVID-19 pandemic and student motivation in Islamic religious education subjects in 11th grade vocational high school Wiraswasta Cimahi. With this research, it is hoped that the use of online learning can improve student learning outcomes, especially in Islamic Religious Education lessons.

B. Research Method

Approaches and Research Methods used in this study is a quantitative approach with a descriptive method. The method used in this study is associative correlative. We

⁸ Putria, Hilna, Luthfi Hamdani Maula, and Din Azwar Uswatun. "Analisis proses pembelajaran dalam jaringan (daring) masa pandemi covid-19 pada guru sekolah dasar." *Jurnal basicedu* 4, no. 4 (2020): 861-870.

⁹ Sadikin, Ali. "Pembelajaran daring di tengah wabah covid-19." (2020).

¹⁰ Kristina, Marilyn, Ruly Nadian Sari, and Erliza Septia Nagara. "Model pelaksanaan pembelajaran daring pada masa pandemi covid 19 di Provinsi Lampung." *Idaarah* 4, no. 2 (2020): 200-209.

¹¹ Kim, Kyong-Jee, and Theodore W. Frick. "Changes in student motivation during online learning." *Journal of Educational Computing Research* 44, no. 1 (2011): 1-23.

¹² Faridah, Ida, Febi Ratna Sari, Tri Wahyuningsih, Fitra Putri Oganda, and Untung Rahardja. "Effect Digital Learning on Student Motivation during Covid-19." In *2020 8th International Conference on Cyber and IT Service Management (CITSM)*, pp. 1-5. IEEE, 2020.

¹³ Knowles, Evelyn, and Dennis Kerkman. "An investigation of students attitude and motivation toward online learning." *InSight: A Collection of Faculty Scholarship* 2 (2007): 70-80.

determined the level of connectedness between two or more variables, without making any changes, additions or manipulations to the existing related data. We conducted research on the relationship between students' responses to online learning during the COVID-19 pandemic and students' learning motivation in Islamic religious education subjects using statistical analysis or transferring data into numbers.

The study was conducted on 35 students of class XI majoring in Motorcycle Engineering and Business at the Entrepreneurial Vocational School. This research was conducted in several stages, namely (i) determining the type of data, (ii) searching for data sources, (iii) determining the method, and (iv) data collection techniques and data analysis techniques. The data collection technique carried out by the author uses the following techniques:

(i) Observation

In this case, the authors made direct observations to the research location in order to be able to review and record the condition of the location directly to obtain the data needed, including: research location, number of students, teaching staff, the reality of student learning motivation in the field of Islamic Religious Education studies, facilities and infrastructure available in schools, and others.

(ii) Interview

In the research, the targets of the interview were the principal, teachers in the field of Islamic Religious Education, and class XI students of Entrepreneurial Vocational Schools.

(iii) Questionnaire

Through this technique, we collected data that is specifically related to student responses to online learning during the COVID-19 pandemic, in relation to student learning motivation in Islamic Religious Education subjects at the Cimahi Wiraswasta Vocational School.

The data analysis technique used by the author in this study, both X and Y variables, uses quantitative analysis with variable calculations where the final target is to test hypotheses and determine the extent of the relationship between the two variables, systematically analyze quantitative data, with stages:

(i) Partial analysis

a. Partial analysis of each indicator

This stage is intended to provide an overview of the reality of the conditions regarding each variable. Partial per-indicator analysis was carried out using:

Finding the mean with the Equation (1)

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i} \quad (1)$$

where \sum = Amount, f_i = Frequency, and x_i = The midpoint

Calculating Median with Equation (2)

$$M_e = fb + p \left(\frac{\frac{1}{2}n - f_{kb}}{f_i} \right) \quad (2)$$

where p = Class Length, n = Amount of Data, and f_{kb} = Lower Cumulative Frequency.

Finding the standard deviation with the Equation (3)

$$SD = \sqrt{\frac{\sum f_i x_i^2}{n} - \left(\frac{\sum f_i x_i}{n} \right)^2} \quad (3)$$

where x_i = The Midpoint.

Finding the standard deviation with the Equation (4)

$$SD = \sqrt{\frac{\sum f_i x_i^2}{n} - \left(\frac{\sum f_i x_i}{n} \right)^2} \quad (4)$$

b. Normality test

H_0 rejected if $x^2_{count} \geq x^2_{table}$

H_0 accepted if $x^2_{count} < x^2_{table}$

H_0 data is normally distributed

H_a data is not normally distributed

c. Interpretation of each variable

Looking for degrees of freedom (df) with formula:

df = number of classes – 3

Looking for Level of significance $\alpha = 0,01$ or $\alpha = 0,05$. Taken $\alpha = 0,05$,

therefore, $x^2_{table} = x^2(1-\alpha)(df)$. Search table x^2 for x^2 .

(ii) Correlational analysis

Determine the linear regression equation, with the Equation (5)

$Y = a + bX$

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2} \quad (5)$$

where \sum = Amount, X_i = Total X Indicator Score on each Subject, and Y_i = Total Y Indicator Score on each Subject.

C. Research Findings and Discussion

1. The Reality of Student Responses to Online Learning During the Covid-19 Pandemic

To find out the reality of students' responses to online learning during the covid-19 pandemic, we distributed questionnaires via google form to 35 students as research objects. The questionnaire proposed on this variable consists of 20 items consisting of nine indicators. The details of the indicators are:

- The teacher first motivates students to take part in online learning well.
- The teacher explains the objectives of the learning to be achieved at the meeting.
- The teacher explains the importance of the subject for students to learn.
- The teacher conveys the lesson carefully.
- Students follow online learning specifically and carefully.
- Teachers evaluate student learning outcomes when doing online learning.
- The teacher assesses student learning outcomes in online learning.
- Conclusion of students together with the teacher.
- Closing.

2. The Reality of Student Learning Motivation in Islamic Religious Education Subjects

To find out the reality of student learning motivation in Islamic religious education subjects, we distributed questionnaires via google form to respondents. The questionnaire proposed on this variable consists of 20 items consisting of five indicators, covering 7 indicators of learning motivation, namely: The questionnaire used in this study was an open questionnaire because the answers were already available which were filled out via google form. The alternative answers provided in this questionnaire are: Always (S), Often (SR), Sometimes (KD), Rarely (JR), Never (TP). Positive answers show students accept, implement, pay attention, while negative

answers show students refuse, ignore, indifferent to the statements contained in the questionnaire.

The submission of the questionnaire is positive and negative, the score for the positive-oriented questionnaire is (S)= 5, (SR)= 4, (KD)= 3, (JR)= 2, (TP)=1. On the other hand, the negative oriented questionnaire item scoring system is (S)=1, (SR)=2, (KD)=3, (JR)=4, (TP)=5. The average student answers are then interpreted into the interpretation scale as follows:

1, 00 – 1, 79 = Very low

1, 80 – 2, 59 = Low

2, 60 – 3, 39 = Currently

3, 40 – 4, 19 = High

4, 20 – 5, 00 = Very high

3. Partial Analysis of Variable Y

- a. Students are diligent in doing assignments on Islamic Religious Education Subjects

This indicator was developed into three items, namely number 1, 2, and 3. In item no. 1 a positive statement was submitted, namely, "I do my job seriously". From the statement, the following results were obtained: those who chose the answer (s) = 15 people, (sr) = 12 people, (kd) = 8 people, (jr) = 0 people, (tp) = 0 people. Based on these data obtained the average: $[(15 \times 5) + (12 \times 4) + (8 \times 3) + (0 \times 2) + (0 \times 1)] = [75 + 48 + 24 + 0 + 0] = 147/35 = 4,20$ with a very high interpretation, meaning that students do the task seriously, the students respond very positively.

In item no. 2, a positive statement was submitted, namely, "Every time there is an Islamic Religious Education task, I immediately do it". From the data obtained the following results: who chose the answer (s) = 17 people, (sr) = 9 people, (kd) = 9 people, (jr) = 0 people, (tp) = 0 people. Based on these data obtained the average: $[(17 \times 5) + (9 \times 4) + (9 \times 3) + (0 \times 2) + (0 \times 1)] = [85 + 36 + 27 + 0 + 0] = 148/35 = 4,22$ with a very high interpretation, meaning that every time there is an Islamic Religious Education task, students immediately work on it, the students respond very positively.

In item no. 3, a positive statement was put forward, namely, "For me the most important thing is to do the questions or assignments on time without caring about the results I will get". From the data obtained the following results: who chose the answer (s) = 6 people, (sr) = 9 people, (kd) = 18 people, (jr) = 0 people, (tp) = 2 people. Based

on these data obtained the average: $[(6 \times 5) + (9 \times 4) + (18 \times 3) + (0 \times 2) + (2 \times 1)] = [30 + 36 + 54 + 0 + 2] = 122/35 = 3,48$ with a high interpretation, meaning that for students the most important thing is to do the questions or assignments on time without caring about the results that students will get and students respond positively.

The average value of the three items above is $(4.20+4.22+3.48)/3 = 11.9/3 = 3.96$. The figure is in the interval 3.40 – 4.19 with a high interpretation. Then it was concluded that students' responses to the indicators of diligently working on assignments in Islamic religious education subjects were included in the high category, because the responses shown by students on this indicator were good.

b. Students are tenacious when facing difficulties in Islamic Religious Education Subjects

This indicator was developed into three items, namely numbers 4, 5 and 6. In item no. 4 a negative statement was submitted, namely, "If there are questions about Islamic Religious Education that are difficult, then I don't do them". Based on the data, the following results were obtained: those who chose the answer (s) = 0 people, (sr) = 1 person, (kd) = 6 people, (jr) = 17 people, (tp) = 11 people. Based on these data obtained the average: $[(0 \times 1) + (1 \times 2) + (6 \times 3) + (17 \times 4) + (11 \times 5)] = [0 + 2 + 18 + 68 + 55] = 143/35 = 4,08$ with a very high interpretation, meaning that if there are questions about Islamic Religious Education that are difficult, students do not respond to them very negatively.

In item no. 5, a positive statement was submitted, namely, "I will be satisfied if I can work on Islamic Religious Education questions by getting good grades". Based on the data, the following results were obtained: who chose the answer (s) = 26 people, (sr) = 7 people, (kd) = 2 people, (jr) = 0 people, (tp) = 0 people. Based on these data obtained the average: $[(26 \times 5) + (7 \times 4) + (2 \times 3) + (0 \times 2) + (0 \times 1)] = [130 + 28 + 6 + 0 + 0] = 164/35 = 4,68$ with a very high interpretation, meaning that students will feel satisfied if students can work on Islamic Religious Education questions by getting good grades and have a very positive response.

In item no. 6, a positive statement was submitted, namely, "If my Islamic Religious Education score is bad, I will continue to study hard so that I can become even better". Based on the data, the following results were obtained: who chose the answer (s) = 16 people, (sr) = 11 people, (kd) = 7 people, (jr) = 1 person, (tp) = 0

people. Based on these data obtained the average: $[(16 \times 5) + (11 \times 4) + (7 \times 3) + (1 \times 2) + (0 \times 1)] = [80 + 44 + 21 + 2 + 0] = 147/35 = 4,20$ with a very high interpretation, meaning the question if my Islamic Religious Education score is bad, I will continue to study hard so that I can become even better has a very good response.

The average value of the three items above is $(4.08+4.68+4.20)/3 = 12.96/3 = 4.32$. This figure is in the interval 4.20 – 5.00 with a very high interpretation. Then it was concluded that students' responses to the tenacious student indicators when faced with difficulties in Islamic religious education subjects were included in the very high category, because the responses shown by students on this indicator were very good.

c. Students show interest in learning in Islamic Religious Education Subjects

This indicator was developed into three items, namely numbers 7, 8, and 9. In item no.7 a positive statement was submitted, namely, "I always listen to the teacher's explanation well". Based on these data, the following results were obtained: those who chose the answer (s) = 11 people, (sr) = 8 people, (kd) = 15 people, (jr) = 1 person, (tp) = 0 people. Based on these data obtained the average: $[(11 \times 5) + (8 \times 4) + (15 \times 3) + (1 \times 2) + (0 \times 1)] = [55 + 32 + 45 + 2 + 0] = 134/35 = 3,82$ with a high interpretation, it means that students always listen to the teacher's explanation well, and the students respond positively.

In item no. 8, a negative statement was put forward, namely, "I prefer to talk alone with friends and not listen when the teacher explains Islamic Religious Education lessons". Based on these data, the following results were obtained: those who chose the answer (s) = 0 people, (sr) = 0 people, (kd) = 6 people, (jr) = 11 people, (tp) = 18 people. Based on these data obtained the average: $[(0 \times 1) + (0 \times 2) + (6 \times 3) + (11 \times 4) + (18 \times 5)] = [0 + 0 + 18 + 44 + 90] = 152/35 = 4,34$ with a very high interpretation, meaning that students prefer to talk alone with friends and do not listen when the teacher explains Islamic Religious Education lessons, the students respond very negatively.

Item no.9 put forward a positive statement, namely, "I always ask the teacher about Islamic Religious Education material that I don't understand". Based on the data, the following results were obtained: those who chose the answer (s) = 4 people, (sr) = 6 people, (kd) = 13 people, (jr) = 10 people, (tp) = 2 people. Based on these data obtained the average: $[(4 \times 5) + (6 \times 4) + (13 \times 3) + (10 \times 2) + (2 \times 1)] = [20 + 24 + 39 + 20 + 2] =$

$105/35 = 3,00$ with a moderate interpretation, meaning that students always ask the teacher about Islamic Religious Education material that I don't understand and the students respond to in a neutral manner. The average value of the three items above is $(3.82+4.34+3.00)/3 = 11.16/3 = 3.72$. The figure is in the interval $3.40 - 4.19$ with a high interpretation. Then it was concluded that students' responses to indicators showed interest in learning in Islamic religious education subjects, which was high, meaning that on this indicator students gave good responses.

d. Students prefer to work independently on Islamic Religious Education Subjects

This indicator was developed into two items, namely number 10 and 11. In item no.10 a positive statement was submitted, namely, "I prefer to do Islamic Religious Education assignments with my friends". Based on the data, the following results were obtained: those who chose the answer (s) = 6 people, (sr) = 9 people, (kd) = 13 people, (jr) = 5 people, (tp) = 2 people. Based on these data obtained the average: $[(6 \times 5) + (9 \times 4) + (13 \times 3) + (5 \times 2) + (2 \times 1)] = [30 + 36 + 39 + 10 + 2] = 117/35 = 3,34$ with a moderate interpretation, meaning that students prefer to work on Islamic Religious Education tasks with their friends and the students respond neutrally.

In item no.11, a positive statement was submitted, namely, "I have never cheated on a friend's answer because I believe in my answer". Based on the data, the following results were obtained: those who chose the answer (s) = 8 people, (sr) = 7 people, (kd) = 16 people, (jr) = 2 people, (tp) = 2 people. Based on these data obtained the average: $[(8 \times 5) + (7 \times 4) + (16 \times 3) + (2 \times 2) + (2 \times 1)] = [40 + 28 + 48 + 4 + 2] = 122/35 = 3,48$ with a high interpretation, it means that students never cheat on their friends' answers because they believe in their own answers and students respond positively. The average value of the two items above is $(3.34+3.48)/2 = 6.82/2 = 3.41$. The figure is in the interval $3.40 - 4.19$ with a high interpretation. Then it was concluded that students' responses to indicators prefer to work independently on Islamic religious education subjects including in the high category, meaning that on this indicator students' motivation to learn in the category is in good condition.

e. Students can defend their opinions on Islamic Religious Education Subjects

This indicator was developed into three items, namely number 12, 13, and 14. In item no. 12 a negative statement was submitted, namely, "I am always nervous when I

think about Islamic Religious Education lessons in front of friends". Based on the data, the following results were obtained: who chose the answer (s) = 2 people, (sr) = 7 people, (kd) = 14 people, (jr) = 6 people, (tp) = 6 people. Based on these data obtained the average: $[(2 \times 1) + (7 \times 2) + (14 \times 3) + (6 \times 4) + (6 \times 5)] = [2 + 14 + 42 + 24 + 30] = 112/35 = 3,20$ with a moderate interpretation, meaning that students' responses are always nervous when they think about Islamic Religious Education lessons in front of friends and students respond neutrally.

In item no. 13, a positive statement was submitted, namely, "I try to defend my opinion in front of friends". Based on these data, the following results were obtained: those who chose the answer (s) = 8 people, (sr) = 9 people, (kd) = 10 people, (jr) = 6 people, (tp) = 2 people. Based on these data obtained the average: $[(8 \times 5) + (9 \times 4) + (10 \times 3) + (6 \times 2) + (2 \times 1)] = [40 + 36 + 30 + 12 + 2] = 120/35 = 3,42$ with a high interpretation, it means that students try to defend their opinions in front of friends and students respond positively.

In item no. 14, a negative statement was submitted, namely, "I just kept quiet and never gave an opinion during discussions on Islamic Religious Education lessons". Based on these data, the following results were obtained: who chose the answer (s) = 0 people, (sr) = 2 people, (kd) = 15 people, (jr) = 10 people, (tp) = 8 people. Based on these data obtained the average: $[(0 \times 1) + (2 \times 2) + (15 \times 3) + (10 \times 4) + (8 \times 5)] = [0 + 4 + 45 + 40 + 40] = 129/35 = 3,68$ with a high interpretation, meaning that when students are silent and never give opinions during discussions on Islamic Religious Education lessons, students respond negatively. The average value of the three items above is $(3.20+3.42+3.68)/3 = 10.30/3 = 3.43$. The figure is in the interval 3.40 – 4.19 with a high interpretation. Then it was concluded that students' responses to the indicators could maintain their opinion on Islamic religious education subjects including in the high category, meaning that on this indicator students could follow Islamic religious education subjects with good motivation.

f. Not unstable in determining belief

This indicator was developed into three items, namely numbers 15, 16, and 17. In item no.15 a negative statement was submitted, namely, "If my answer to the Islamic Religious Education lesson is different from my friend's answer then I will change my answer so that it is the same as the answer. friend". Based on these data, the following

results were obtained: those who chose the answer (s) = 0 people, (sr) = 0 people, (kd) = 8 people, (jr) = 11 people, (tp) = 16 people. Based on these data obtained the average: $[(0 \times 1) + (0 \times 2) + (8 \times 3) + (11 \times 4) + (16 \times 5)] = [0 + 0 + 24 + 44 + 80] = 148/35 = 4,22$ with a very high interpretation, meaning that if the student's answer to the Islamic Religious Education lesson is different from his friend's answer, he will not change the answer so that it is not the same as his friend's answer because the student's response is very negative.

Item no.16 put forward a positive statement, namely, "I believe I can get the best grades because I do my Islamic Religious Education tasks as well as possible". Based on the data, the following results were obtained: those who chose the answer (s) = 11 people, (sr) = 18 people, (kd) = 6 people, (jr) = 0 people, (tp) = 0 people. Based on these data obtained the average: $[(11 \times 5) + (18 \times 4) + (6 \times 3) + (0 \times 2) + (0 \times 1)] = [55 + 72 + 18 + 0 + 0] = 145/35 = 4,14$ with a high interpretation, meaning that students believe they can get the best grades because the tasks of Islamic Religious Education that they do as well as possible are responded to by students in a positive manner.

In item no.17, a negative statement was put forward, namely, "I always hesitate in answering questions in Islamic Religious Education lessons". Based on the data, the following results were obtained: those who chose the answer (s) = 1 person, (sr) = 4 people, (kd) = 17 people, (jr) = 7 people, (tp) = 6 people. Based on these data obtained the average: $[(1 \times 1) + (4 \times 2) + (17 \times 3) + (7 \times 4) + (6 \times 5)] = [1 + 8 + 51 + 28 + 30] = 118/35 = 3,37$ with a moderate interpretation, meaning that students' responses are always hesitant in answering questions in Islamic Religious Education lessons because students respond neutrally. The average value of the three items above is $(4.22+4.14+3.37)/3 = 11.73/3 = 3.91$. The figure is in the interval 3.40 – 4.19 with a high interpretation. Then it was concluded that students' responses to indicators that were not unstable in determining beliefs were included in the high category, meaning that on this indicator students had firm belief in Islamic Religious Education lessons.

g. Happy to find and solve a problem in Islamic Religious Education Subjects

This indicator was developed into three items, namely number 18, 19, and 20. In item no.18 a positive statement was submitted, namely, "I am happy if I get the task of Islamic Religious Education given by the teacher". Based on the data, the following results were obtained: those who chose the answer (s) = 9 people, (sr) = 11 people, (kd) = 15 people, (jr) = 0 people, (tp) = 0 people. Based on these data, the average $[(9 \times 5) +$

$(11 \times 4) + (15 \times 3) + (0 \times 2) + (0 \times 1) = [45 + 44 + 45 + 0 + 0] = 134/35 = 3.82$ with interpretation high, meaning that students are happy if they get the task of Islamic Religious Education given by the teacher and the students respond positively.

In item no.19, a positive statement was put forward, namely, "I prefer to work on questions of Islamic Religious Education which are easier than difficult ones". Based on the data, the following results were obtained: those who chose the answer (s) = 18 people, (sr) = 14 people, (kd) = 3 people, (jr) = 0 people, (tp) = 0 people. Based on these data obtained the average: $[(18 \times 5) + (14 \times 4) + (3 \times 3) + (0 \times 2) + (0 \times 1)] = [90 + 56 + 9 + 0 + 0] = 155/35 = 4.42$ with a very high interpretation, meaning that students prefer to work on Islamic Religious Education questions which are easier than those that are difficult for students to respond to very positively.

Item no.20 put forward a positive statement, namely, "If in the book there is a question about Islamic Religious Education that has not been done, I will immediately work on it". Based on the data, the following results were obtained: those who chose the answer (s) = 5 people, (sr) = 9 people, (kd) = 16 people, (jr) = 4 people, (tp) = 1 person. Based on these data obtained the average: $[(5 \times 5) + (9 \times 4) + (16 \times 3) + (4 \times 2) + (1 \times 1)] = [25 + 36 + 48 + 8 + 1] = 118/35 = 3.37$ with a moderate interpretation, meaning that when students in the student book have questions about Islamic Religious Education that have not been done, students will immediately respond to them in a neutral manner.

The average value of the three items above is $(3.82 + 4.42 + 3.37) / 3 = 11.61 / 3 = 3.87$. The figure is in the interval 3.40 – 4.19 with a high interpretation. Then it was concluded that students' responses to the indicators were happy to find and solve a problem in Islamic Religious Education Subjects included in the high category, meaning that on this indicator students felt happy to find and solve a problem in Islamic Religious Education Subjects.

4. Interpretation of Variable Y

Based on the seven indicators of student motivation in Islamic religious education subjects, it can be seen that the average final score is $(3.96 + 4.32 + 3.72 + 3.41 + 3.43 + 3.91 + 3.87) / 7 = 26.62 / 7 = 3.80$. This figure is included in the high category because it is in the interval 3.40 – 4.19. Thus it can be concluded that students' learning motivation in Islamic religious education subjects is included in the

high category, because the responses shown by students are good which indicates a good influence on student learning motivation in Islamic religious education subjects.

5. Normality Test of Variable Y

The normality test is intended to determine whether the frequency distribution of students' learning motivation is normal in Islamic religious education subjects. Based on the results of the calculation (attached) using a significance level of 5%, the calculated chi squared (χ^2h) = (2.80) and the table chi-squared value (χ^2t) = 5.99. The results of the comparison of calculated chi squares (χ^2h) with table chi squares (χ^2t) show that the calculated chi squares are smaller than the table chi squares [χ^2h (2.80) < χ^2t (5.99)]. student learning in Islamic religious education subjects is normally distributed.

6. The Reality of the Relationship of Student Responses to Online Learning During the Covid-19 Pandemic with Student Learning Motivation in Islamic Education Subjects

The next process after we know all the variables separately. We measured the relationship between student responses to online learning during the COVID-19 pandemic and the relationship between students' learning motivation in Islamic religious education subjects. The data analyzed for variable X and variable Y were obtained from the distribution of the questionnaire. From the results of the normality test on the data of the two variables studied, they are normally distributed. Therefore, to find the product moment correlation coefficient.

7. Discussion

Factors that influence learning include attention or response¹⁴. Based on the research results, we believe that for learning and learning, feedback is an important thing that needs to be considered¹⁵. From the results of the research that we have done, it is known that the stimulus can affect changes in students' responses or responses regarding the learning being carried out¹⁶. These results show that students' responses to online learning during the COVID-19 pandemic can also change.

¹⁴ Wulf, Gabriele, Charles Shea, and Rebecca Lewthwaite. "Motor skill learning and performance: a review of influential factors." *Medical education* 44, no. 1 (2010): 75-84.

¹⁵ Pane, Aprida, and Muhammad Darwis Dasopang. "Belajar dan pembelajaran." *Fitrah: Jurnal Kajian Ilmu-Ilmu Keislaman* 3, no. 2 (2017): 333-352.

¹⁶ Kunaefi, Mukhamad Aang. "Pandangan Behavioristik Dan Penerapannya Dalam Pembelajaran." *Jurnal Kependidikan* (2016): 2-15.

Positive responses or negative responses given by students depend on the stimulus given by the teacher during the process¹⁷, This can be seen from some of the students' responses when answering the questions given. Learning takes place so that it can generate positive responses in students towards ongoing learning. As for the variable of their learning motivation in the subject of Islamic Education, from the results of research using 20 test items, they are included in the high category. Student learning motivation is closely related to the responses and responses that students give to the actions taken by the teacher¹⁸.

Based on the information from the results of the research of the two variables above, it can be concluded about the relationship between each of the research variables, namely there is a significant relationship between students' responses to online learning during the COVID-19 pandemic with their learning motivation in Islamic Religious Education subjects. Student learning motivation is strongly influenced by student responses during learning¹⁹.

D. Conclusion

Based on the results of research regarding student responses to online learning during the covid-19 pandemic, its relationship with their learning motivation in Islamic Religious Education subjects, it can be concluded that student responses to online learning during the covid-19 pandemic are in the good category with an average the average final score is 3.44 which is in the interval from 3.40 to 4.19. This shows that students' responses to online learning during the COVID-19 pandemic are in the high category. Students' learning motivation in Islamic Religious Education subjects is included in the good category with an average final score of 3.80 which is in the interval 3.40 - 4.19. This shows that students' learning motivation in Islamic Religious Education subjects has high motivation. The relationship between student responses to online learning during the covid-19 pandemic is related to their learning motivation in Islamic Religious Education subjects, including in the medium correlation category, with a correlation coefficient of 0.58 and a relationship level of 34%.

¹⁷ Harmain, Ratna. "Upaya Meningkatkan Partisipasi Siswa Pada Materi Mengidentifikasi Macam-Macam Limbah Melalui Metode Diskusi." *Dikmas: Jurnal Pendidikan Masyarakat dan Pengabdian* 1, no. 1 (2021): 35-42.

¹⁸ Manizar, Elly. "Peran guru sebagai motivator dalam belajar." *Tadrib* 1, no. 2 (2015): 204-222.

¹⁹ Shin, Myeong-Hee. "Effects of Project-Based Learning on Students' Motivation and Self-Efficacy." *English Teaching* 73, no. 1 (2018): 95-114.

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