Abstract. Humanity is currently in deep sadness due to the outbreak of Coronavirus Disease (Covid-19) which has hit almost all parts of the world. Indonesia spontaneously implemented policies of learning from home, working from home, and worshiping at home. One of the learning methods used by the Indonesian education system is online or the abbreviation for the network. Online or online is a learning method that is carried out online. While online courses are courses that are wholly or partly held online or online, using learning management. Learning methods used in the learning process affect student motivation or interest in participating in the learning process. Modifying the learning process so that it attracts student attention will increase student motivation to learn even in the conditions of the Covid 19 pandemic. This study used a pre-experimental design with a descriptive correlation design with a cross-sectional approach. The population in this study were all students at the University of Semarang. Sampling using the accidental sampling technique with 103 respondents and using t-test data analysis. Based on the influence test using the Paired sample T-test, it was found that the correlation of the Effect of Online Learning Methods on Student Learning Motivation had a significance of p = 0.000 <0.05. Thus it can be concluded that there is a significant effect of online learning methods on student motivation at the University of Semarang.

Keywords: Online Learning, Motivation, Students, COVID 19

Introduction

Humanity is currently in deep sorrow due to the outbreak of Coronavirus Disease (Covid-19) which has hit almost all parts of the world (Mahase, 2020). Covid-19 originated in Wuhan, China (Shi, et al., 2020) and has been declared a pandemic by the world health organization (Sohrabi, et al., 2020). Various countries have implemented isolation, namely the separation of sick people with infectious diseases from people who are not infected to protect people who are not infected (Smith & Freedman, 2020). Quarantine is also applied, namely limiting the movement of people suspected of having been exposed to an infectious disease but not sick, either because they are not infected or because they are still in the incubation period (Smith & Freedman, 2020).
Various countries have implemented social distancing designed to reduce interactions between people in the wider community, where individuals may be infected but have not been identified and are therefore not isolated (Smith & Freedman, 2020). Another perspective states, if social distancing is seen as insufficient in fighting Covid-19, then what is actually needed is social containment ("social confinement") on a large scale (Long, 2020). Social containment is a government intervention applied to an entire community, city or region, specifically designed to reduce personal interaction, except for minimal interaction to ensure vital supplies (Smith & Freedman, 2020). Indeed, as suspected by some experts,

Indonesia spontaneously implemented a policy of studying from home, working from home, and worshiping at home (Darmalaksana, Corona Hadith, 2020). This situation requires solutive leadership which is the demand of the 21st century (Mihardjo & Rukman, 2018). In this century, a strategic leader is needed, namely someone who is able to promote shared goals and values (Jedaman, Buaraphan, Pimvichai, Yuenyong, & Jeerasombat, 2019). The 21st century demands transformational leaders, namely leaders who are pro-innovation according to user needs (Farahnak, Ehrhart, Torres, & Aarons, 2019). The 21st century requires digital leaders, namely leaders with a high level of digitalization (Ohain, 2019). In this case, the development of dynamic capabilities is driven by the role of digital leaders (Mihardjo & Rukman, 2018). Meanwhile, transformational leadership is considered an important determinant of successful implementation (Farahnak, Ehrhart, Torres, & Aarons, 2019). Empathy is believed to be the highest ranked attribute of digital leaders, followed by traits that describe leaders as innovative, open and progressive (Ohain, 2019). The 21st century requires solutive leadership, not just opinion leaders (Bergström & Belfrage, 2018). All of these 21st century leadership attributes are a challenge to foster digital leader ideas in higher education (Darmalaksana, 2020), in line with the Works From Home (WFH) policy due to the Covid-19 outbreak.
Higher education during the WFH period needs to strengthen online learning (Darmalaksana, WhatsApp Lectures Mobile, 2020). Online learning has become a demand for education in recent years (He, Xu, & Kruck, 2014). Face-to-face learning is considered closed and understood as a traditional model, so better learning facilities are needed by utilizing information technology (Panigrahi, Srivastava, & Sharma, 2018). In the implementation of online learning it is very possible for coordination to take place between all parties (Tolsteneva, Gruzdeva, Katkova, Prokhorova, & Lagunova, 2019). Through online learning a modern learning environment will be created in higher education (Huda, et al., 2018). It is recommended that online learning should not be a supplement that only provides additional benefits (Williams, Birch, & Hancock, 2012). It is also recommended that online learning is not unstructured informal as it happens in everyday life when people access the internet (Holland, 2019). Experts direct that all resources must be mobilized for the creation of online education which is currently taking place to become the mainstream in 2025 (Palvia, et al., 2018).

Various platforms can be used to support online learning (Bensalem, 2018). Among other things, there has been a growing number of online writing courses in higher education (King, Keeth, & Ryan, 2018). It is reported that children have a positive attitude towards online learning compared to face-to-face lectures (Aghajani & Adloo, 2018). It is stated that online learning is an alternative to face-to-face lecture curriculum (Shepherd RP, 2018). Several studies have shown that evaluation of online learning produces significant effectiveness (Baldwin, Ching, & Hsu, 2018). In this case, the lecturer’s role is to review children’s writings by first conveying the writing procedure (Coit, 2014). In the context of implementing a student-centered education paradigm, corrections are made through a peer review process before being reviewed by the lecturer (Coit, 2014). Evaluation of improving the quality of writing is done by comparing the first text and the last text (Coit, 2014). It is emphasized that children are satisfied with the implementation of online learning (Maha, Shazia, & Jehan, 2016).

One of the learning methods used by the education system in Indonesia is online or an abbreviation of within the network. Online or in the network is a learning method that is carried out online. Meanwhile, online courses are courses that are wholly or partly held online, using a learning management system (Ristekdikti, 2017). In achieving achievement a student needs motivation that is able to move him (Sarwar, 2013). Motivation to learn is the overall driving force within the child that gives rise to learning activities, which guarantees the continuity of learning activities and which gives direction to learning activities, so that the goals desired by the learning subject can be achieved (Sadirman, 2008).
Learning motivation can be affected by the use of smartphones because in addition to accessing new knowledge more quickly, the use of smartphones by children is more widely used for communication through social media, playing games, and even listening to songs while sleeping in class, this will affect children's learning motivation which has an impact on decline learning achievement (Augusta, 2017). The analysis conducted by the researcher is that many children do not make the most of these learning methods. It can be seen that children are only present in online classes to fill in absences and do the assignments given.

**Method**

This study used the Pre-Experimental Design method, with a Correlational Descriptive design with a Cross Sectional approach, a research method that aims to relate one element to another. (Sugiono, 2014).

This research was used to identify the effectiveness of online learning methods on children’s learning motivation during the Covid 19 pandemic at the University of Semarang. The population in this study were all students from the University of Semarang. Sampling using accidental sampling technique with 103 respondents and using t-test data analysis. Respondents in this study were students from the University of Semarang. This research was conducted for 1 month with a pre-experimental method with a correlational descriptive design. The samples obtained were 103 students.

**Results and Discussion**

**Respondent Age Characteristics.**

Respondents in this study consisted of ages 17-28 years. Based on the results of the respondents’ answers on the identity sheet attached to the questionnaire. The characteristics of respondents based on age are as follows:

<table>
<thead>
<tr>
<th>Age</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-20</td>
<td>6</td>
<td>5.8</td>
</tr>
<tr>
<td>21-24</td>
<td>86</td>
<td>83.5</td>
</tr>
<tr>
<td>25-28</td>
<td>11</td>
<td>10.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>103</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the table above, most of the respondents are aged 21-24 years.

**Characteristics of the Frequency Distribution of Respondents Based on the Characteristics of Online Learning Methods**
Table 2
Characteristics of Respondents’ Frequency Distribution Based on Characteristics Online Learning Methods

<table>
<thead>
<tr>
<th>Method</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>41</td>
<td>42.7</td>
</tr>
<tr>
<td>Ineffective</td>
<td>59</td>
<td>57.3</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the table, the results of the highest respondents in the study said that online learning methods were not effective, totaling 59 respondents (57.3%). With a total of 103 respondents.

**Frequency Distribution of Respondents Based on Motivational Characteristics**

Table 3
Frequency Distribution of Respondents Based on Learning Motivation Characteristics

<table>
<thead>
<tr>
<th>Motivation</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well</td>
<td>27</td>
<td>26.2</td>
</tr>
<tr>
<td>Currently</td>
<td>49</td>
<td>47.6</td>
</tr>
<tr>
<td>Not enough</td>
<td>27</td>
<td>26.2</td>
</tr>
</tbody>
</table>

Based on the table, it was found that the results of the highest respondents in the study said that Student Learning Motivation was Medium, amounting to 49 respondents (47.6%). With a total of 103 respondents.

This research was conducted for 4 weeks starting from the first week of April to the last week of April 2020. After conducting the research, the number of samples obtained was 103 respondents at the University of Semarang. Based on the research conducted, it was found that the research respondents who said that online learning methods were not effective totaled 59 respondents (57.3%). With a total of 103 respondents.

Online Learning aims to provide quality learning services in a massive and open network (online) to reach more and wider audiences. Combination online is learning that combines face-to-face and online learning. Combination online is carried out by preparing a learning system that requires direct involvement between students and lecturers in the learning process. In an online combination, the implementation of learning is not limited by space and time, which is not mandatory.

Indonesia spontaneously implemented a policy of studying from home, working from home, and worshiping at home (Darmalaksana, Corona Hadith, 2020). This situation requires solutive leadership which is the demand of the 21st century (Mihardjo & Rukman, 2018). In this century, a strategic leader is needed, namely someone who is able to promote shared goals and values (Jedaman, Buaraphan, Pimvichai, Yuenyong, & Jeerasombat, 2019). The 21st century
demands transformational leaders, namely leaders who are pro-innovation according to user needs (Farahnak, Ehrhart, Torres, & Aarons, 2019). The 21st century requires digital leaders, namely leaders with a high level of digitalization (Ohain, 2019). In this case, the development of dynamic capabilities is driven by the role of digital leaders (Mihardjo & Rukman, 2018).

Based on the influence test using the Paired sample T-test, it was found that the correlation of the effect of online learning methods on student learning motivation has a significance p = .000, which means that there is a significant effect of online learning methods on student learning motivation at the University of Semarang.

**Conclusion**

Based on the theoretical basis and supported by analysis and test results, it can be concluded that there is a correlation from the effect of online learning methods on student learning motivation has significance with a value of p = 0.000 (p <0.05)

**References**


Bawelle, CFN, Lintong, F., & Rumampuk, J. (2016). The relationship between smartphone use and visual function in students of the Faculty of Medicine, University of Sam Ratulangi Manado class of 2016. Journal of E-Biomedik.


