

## **DETERMINATION OF STUDY MOTIVATION AND LEARNING ACHIEVEMENT IN ENTREPRENEURSHIP IN THE COVID-19 PANDEMIC PERIOD**

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**Abstract:** *Indonesia is a country that is affected by the existence of COVID-19. One of the biggest impacts on the world of education at Syiah Kuala University. One of these impacts includes learning conducted online. The purpose of this study was to see the influence of the learning styles of students of Syiah Kuala University Economic Education on learning motivation and subsequently on learning achievement in entrepreneurship courses. This type of research is a quantitative study with descriptive methods. The research design becomes a research model to measure the effect of independent variables, namely learning styles, intervening variables, namely learning motivation, and dependent variables, namely learning achievement. The results showed 1) there was a positive and insignificant influence on the learning style variable on the learning motivation variable, 2) there was a positive and insignificant influence on the learning motivation variable on the learning achievement variable.*

**Keywords:** *COVID-19, learning style, learning motivation.*

## **DETERMINASI MOTIVASI BELAJAR DAN PRESTASI BELAJAR MATA KULIAH KEWIRAUSAHAAN PADA MASA PANDEMI COVID-19**

**Abstrak:** Indonesia merupakan negara yang terdampak dari keberadaan COVID-19. Salah satu dampak terbesar pada dunia pendidikan di Universitas Syiah Kuala. Salah satu dampak tersebut antara lain pembelajaran yang dilakukan secara dalam jaringan. Tujuan penelitian ini untuk melihat pengaruh gaya belajar mahasiswa Pendidikan Ekonomi Universitas Syiah Kuala terhadap motivasi belajar dan selanjutnya terhadap prestasi belajar mata kuliah kewirausahaan. Jenis penelitian ini merupakan penelitian kuantitatif dengan metode deskripsi. Desain penelitian yang menjadi model penelitian untuk mengukur pengaruh variabel bebas yaitu gaya belajar, variabel intervening yaitu motivasi belajar dan variabel terikat yaitu prestasi belajar. Hasil penelitian menunjukkan 1) terdapat pengaruh positif dan tidak signifikan variabel gaya belajar terhadap variabel motivasi belajar, 2) terdapat pengaruh positif dan tidak signifikan variabel motivasi belajar terhadap variabel prestasi belajar.

**Kata kunci:** COVID-19, Gaya belajar, motivasi belajar.

## INTRODUCTION

Changes in the teaching and learning process that occurred due to the Covid-19 pandemic resulted in teaching and learning activities being carried out online. This change certainly has an impact on students and lecturers because they have to make adjustments to teaching and learning activities, including adjustments to learning styles. Some of the problems that occur during the distance learning process (PJJ) such as students having difficulty understanding the learning material presented, network constraints, difficulty practicing on the material that has been delivered, and the feeling of boredom that is felt during the learning process. These problems also have an impact on learning achievement in entrepreneurship courses at the Economic Education Study Program, Syiah Kuala University.

Learning achievement is a measure of the success that students have achieved during the teaching and learning process. Student learning success can be seen from their ability to master the material. With high achievement, students have a good indication of knowledge and vice versa. Learning achievement is basically the result obtained from an activity. Whereas learning is basically a process that results in changes in the individual self, namely changes in behavior. Thus learning achievement is the result obtained in the form of impressions that result in changes in individuals as a result of activities in learning. Student learning achievement is influenced by several things, such as learning motivation and learning styles.

Motivation has meaning as internal and external encouragement in a person which is indicated by the existence of desires and interests, encouragement and needs, hopes and ideals, appreciation and respect

(Uno, 2007). Meanwhile, learning motivation is all efforts within oneself that cause learning activities and ensure the continuity of learning activities and provide direction to learning activities so that the desired goals are achieved (Winkel, 2014). A person who has a strong learning motivation will have a desire to participate in teaching and learning activities and try as much as possible to get good grades. Motivation to learn according to Sardiman (2008) is a non-intellectual psychological factor, its unique role is in terms of killing passion, feeling happy and enthusiastic about learning. Djamarah (2015) states that learning achievement is the result obtained in the form of messages that result in changes in individuals as a result of activities in learning.

Apart from being driven by learning motivation, learning styles also affect students' understanding and mastery of the material, so that it has an impact on their learning outcomes. Learning style is the way someone chooses to use his or her abilities (Santrock, 2010). In following the learning process, each student has a different learning style according to the characteristics and abilities of each student. Entrepreneurship courses for students include activities and learning materials as a whole that can increase the competence of knowledge, skills, and attitudes needed to create real work, create market opportunities, and create economic value activities from products and markets (Effendy, 2015).

Entrepreneurship is a capability that is urgently needed today, given the limited support of natural resources for the welfare of the growing and increasingly competitive world population. An entrepreneurial spirit and spirit that is well formed and directed since adolescence will be able to produce innovative human resources capable of liberating the nation and state from dependence on natural resources. In addition,

entrepreneurship requires economic literacy as an effort to suppress excessive lifestyles (Sahro, 2018; Setiawan, Soetjipto, & Rudijanto, 2020). The entrepreneurship needed is of course one that has a significant impact on increasing economic output in supporting the nation's welfare through the creation of useful original works.

The results of Mustofa's research (2017) show that there is an influence of motivation on the learning achievement of the introductory microeconomics course for students of the Economics Education study program, State University of Medan. Meanwhile, Musrofi (in Pratiwi, 2014) states that only 30% of students are successful in participating in class learning because they have a learning style that is in accordance with the learning style applied by lecturers in class, the remaining 70% have difficulty participating in class learning. The purpose of this study was to see the influence of the learning styles of students of Syiah Kuala University Economic Education on learning motivation and subsequently on learning achievement in entrepreneurship courses.

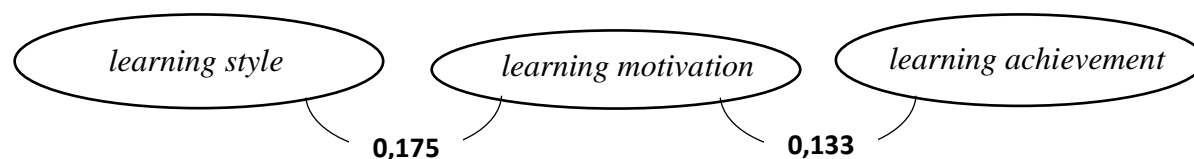
## RESEARCH METHOD

This type of research is a quantitative study with descriptive methods. The research design becomes a research model to measure the effect of independent variables, namely

learning styles, intervening variables, namely learning motivation, and dependent variables, namely learning achievement. The population in this study were students of the Syiah Kuala University Economic Education who took entrepreneurship courses in 2020. The sample was obtained from 54 students who were the samples in this study. The sampling technique used probability sampling with the type of sampling technique, namely simple random sampling. Data collection techniques through observation, interviews, library research and questionnaires. Data analysis techniques use path analysis, determination analysis and hypothesis testing through the t test (partial).

## RESULTS AND DISCUSSION

The normality test that is the rule in regression is the data and regression models are normally distributed. Data normality can be seen from the Kolmogorof-Smirnof normality test. The result of normality test is 0.852 with a significant level  $> 0.05$ . It can be concluded that this data is normally distributed. Path analysis is used to see the effect of learning style variables on learning motivation variables and subsequently on learning achievement. The results of the path analysis can be seen in Figure 1 below.



**Figure 1.** Path Analysis Calculation Results

Based on Figure 1, it is obtained that the beta coefficient value of the learning style variable on the learning motivation variable is 0.175 and the beta coefficient value of the learning motivation variable on learning achievement is 0.133. Furthermore, the results of the hypothesis test obtained the t-count value of the learning style variable on the learning motivation variable of 1.32 < the t-table value of 1.66 and the hypothesis test results obtained the t-count value of the learning motivation variable on the learning achievement variable of 1.14. < t-table value of 1.66. Thus, based on the things previously described, it can be seen that first, there is a positive and insignificant influence on learning style variables on learning motivation variables based on the t-count value < t-table value. Second, there is a positive and insignificant influence on the learning motivation variable on the learning achievement variable based on the t-value < t-value. In line with the findings (setiawan, Widjaja, Kusumajanto, Haryono, 2020) that motivation has a contribution to learning achievement.

This insignificant result was reviewed by the research sample. The results of the review analysis are obtained if the distance learning process decreases the learning styles and learning motivation of students. There are several factors that cause student learning styles and learning motivation to decline such as limitations of distance learning devices, unstable internet networks where students conduct distance learning, differences in discussion models during online learning compared to offline learning, limited consultation and interaction between lecturers and students and other things.

Analysis of the coefficient of determination is used to determine the percentage of contributions between variables. Based on the results obtained, the learning style affects learning motivation

which is equal to 0.237, meaning that 23.7% of learning motivation can be explained through learning styles. Meanwhile, learning motivation affects learning achievement by 0.334, meaning that 33.4% of learning achievement can be explained through learning motivation. Learning styles and learning motivation are things that can optimize student learning success. Sardiman (2011) argues that learning achievement will be optimal, if there are supporting internal factors such as learning styles and learning motivation. Learning styles and learning motivation are used as incentives for students to learn. Learning styles and learning motivation do not appear on their own. After knowing the techniques and efforts in learning styles and learning motivation, individuals are expected to be able to apply them during the teaching and learning process so that students will be more enthusiastic about these activities in order to achieve effective learning.

## CONCLUSION

The results of testing and discussion of the research results that have been collected regarding learning styles on learning motivation and subsequently on learning achievement in entrepreneurship courses, it can be concluded that the partial hypothesis calculation of the learning motivation variable has a positive and significant effect on learning achievement.

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