Teacher's Strategy in Managing Classes in Online Economics Learning to Increase Motivation and Achievement in Economics Learning for Class XI Social Sciences

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Abstract

The Covid-19 pandemic, especially in Indonesia since mid-March 2020, has affected all sectors, especially the education sector. Due to the Covid-19 pandemic, the implementation of learning in schools which was initially carried out face-to-face must be abolished and replaced with online learning (in the network). The purpose of this study is to determine the effect of online learning on students' motivation and economic learning achievement. Researchers obtained data from questionnaires distributed to 47 students of SMA class XI IPS at SMA Negeri 1 Palangka Raya as online respondents. Research subjects were selected by random sampling method. Questionnaires were used to determine the effect of online learning on motivation and economic achievement in class XI students. Based on the results of the study, online learning does not provide too significant obstacles for students in understanding the subject matter and does not make students' learning achievement in economics decrease. In some students, the motivation to study economics decreases because they cannot understand the subject matter delivered by the teacher which is not optimal and does not vary so that it has an impact on student learning achievement. Students want online learning that is interesting, fun, varied, and creative. motivation to learn economics decreases because they cannot understand the subject matter delivered by the teacher which is not optimal and does not vary so that it has an impact on student learning achievement. Students want online learning that is interesting, fun, varied, and creative. motivation to learn economics decreases because they cannot understand the subject matter delivered by the teacher which is not optimal and does not vary so that it has an impact on student learning achievement. Students want online learning that is interesting, fun, varied, and creative.

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INTRODUCTION

The coronavirus (COVID-19) pandemic has affected all elements of global citizenship, including Indonesian society and the academic community within it. Referring to the World Health Organization (WHO) declaring COVID-19 a global public health emergency of international concern on January 30, 2020 and a pandemic on March 11, 2020 (Cucinotta & Vanelli, 2020).

The COVID-19 pandemic has had a particularly serious impact on students, instructors and educational organizations around the world (Mailizaret al. 2020). The pandemic has caused schools, colleges and universities around the world to close their

campuses so students can follow the steps of social distancing (Toquero, 2020). However, the technical change from conventional learning to distance and virtual learning cannot happen instantly. Rapid transformation is associated with various barriers and challenges at the present time (Crawford et al. 2020). But because no one knows when this pandemic will disappear completely.

This is not the first time that conventional educational activities have been temporarily suspended. Previously the SARS corona virus (SARS-CoV) also had a negative impact on conventional educational activities in a large number of countries around the world and not only SARS-CoV but the H1N1 Flu outbreak also had a negative impact on educational activities in 2009 (Cauchemez et al., 2014) . Similarly, Covid-19 is forcing academic experts to reconsider the traditional way of face-to-face learning and they are starting to consider distance learning as a viable option to fill classroom vacancies for three to four months, thereby reducing the risk of infection for students before conventional activities resume. (Kaur, 2020). Online learning is provided by hundreds of institutions, but there are two problems in implementation: 1) from a macro point of view, very little has been established regarding the effects and efficacy of online education (McPherson & Bacow, 2015); 2) the capacity to successfully teach online is likely to differ based on the various learning objectives that guide our instructional and educational priorities (Liguori & Winkler, 2020)

Online learning can be effective in developed countries online (Basilaia & Kvavadze (2020) which is why it is less effective in Indonesia. Unexpected changes in online learning become a measure of an organization's success (Wu, 2020), with some academic institutions mainly focusing on transfer educational knowledge to the digital world and not specifically on online teaching and delivery methods.Nevertheless, it is a warning to the lack of resources in academic institutions and the social marginalization of students, where inadequate internet access and availability and the lack of up-to-date technology affects resourcefulness. organizational responsiveness and student capacity to participate in digital learning (Zhong, 2020).

Lack of proper interaction with instructors is another major concern associated with online learning. In addition, concerns regarding online course content are usually discussed with the relevant course instructor via email, which requires response time (Zhong, 2020). Conventional classroom socialization is another major missing in online learning. Students only communicate with each other digitally and never see their fellow students in person, and thus sharing ideas, knowledge, and information in real-time is partly missing from the world of digital learning (Britt, 2006).

The current state of affairs is unique, unlike normal digital learning situations, as some might say, it is more accurate crisis learning (Pace at al. 2020). There is a stronger need for academic organizations to improve their curricula and the use of new learning methods and strategies should be of paramount importance (Toquero, 2020). Educational institutions are also the focal point of social activities and interactions. If educational activities are stopped, many children and youth will be deprived of the social interaction-based activities necessary for growth and learning. Students must continue to learn, especially underprivileged children and young adults, both of whom have been impacted by school suspensions, so this is a major issue that must be addressed. Although we know that ICT adoption is inevitable in higher education, due to the limited budget for higher education in Pakistan (Abbaset al. 2017), no specific funds are allocated for the latest technology and ICT initiatives in the education sector (Kayani, 2005). Right after the closure of educational institutions across the country, all licensed higher education institutions in Pakistan were told to use e-learning and management systems to conduct online classes (Ali, 2020).

Most educational institutions are forced to suspend their online classes for a limited time due to the unavailability of learning and management systems. Only a few higher-ranked universities in the country were able to start their online classes right away. The majority of Pakistan-based research on e-learning challenges and adoption of opportunities has been carried out in normal situations and contexts (e.g., Ali & Ahmad, 2011; Bukhsh, 2007; Farid et al., 2015; Yousuf, 2007), where e-learning is a non-mandatory method of strengthening the learning and teaching cycle and interactive technology is used by very few national academic institutions. Several Pakistani academic studies conducted in the past have also documented promising findings from distance learning. Ali & Ahmad (2011), concluded that, just like conventional learning, there is a satisfying interaction in distance education between teacher and student, content is well designed and up to date, teachers are committed, and trained with skills. and have the required knowledge.

However, Several recent research studies have explored the challenges and opportunities associated with e-learning during the pandemic (Mailizar et al., 2020). The researchers tried to explore the advantages and challenges of recent e-learning initiatives from a multi-stakeholder perspective. The study conducted by Mailizar et al., (2020), suggested that student voice is important in this issue, therefore, future research should investigate students' opinions about online learning to examine the challenges students face. Further research is needed to explore the challenges of utilizing e-learning that hinder students from achieving their learning goals. Basilaia and Kvavadze (2020) also suggest that the quality of online learning should be investigated in future research studies.

Learning strategies are special methods or approaches applied by teachers both in organizing students, materials, methods, media, equipment, and time so that the learning process can be carried out properly (Ragin et al., 2020). Learning strategies are also meaningful as patterns or sequences carried out by teachers consciously and systematically so that the learning process runs effectively (Jovanovic et al. 2017). Applying consistent learning strategies can help the learning process run effectively (Cleveland et al. 2017).

Studies related to learning strategies have been widely studied by previous researchers, but these studies only discuss strategies in face-to-face learning. Several previous studies have shown that the learning strategies used by teachers greatly affect student learning outcomes (Hattie & Donoghue, 2016). Learning strategies can also affect students' interest in learning (Ugwu, 2017), and can affect students' learning motivation (Yu, 2019).

Even so, every teacher has a different strategy in increasing student interest, motivation, and learning outcomes (Chan et al., 2019; Guido, 2018). This depends on the condition of students, conditions during the learning process, the material to be delivered. Therefore, when teachers are faced with different conditions, even though the material presented is the same, the strategies used will be different. Online learning strategies in fostering student interest in learning have never been done by previous researchers. Meanwhile, online learning during the COVID-19 pandemic caused many problems, one of which was the difficulty of teachers in growing student interest in learning. The results of this study are expected to be used as a reference for teachers in fostering student interest in learning, especially in online learning.

Various studies have shown that motivation plays an important role in achieving second or foreign language proficiency (eg Dörnyei, 1990; Oxford, 1994; Ushioda, 1994; Schmidt, et al., 1996). In addition, motivation has been verified to be an important factor for determining the success of mastering a second or foreign language (Gardner, et al., 1987; Dörnyei, 1990, 2001a, 2001b; Scarcella & Oxford, 1992; Oxford & Shearin, 1994;

and Warden & Lin). , 2000). In this context, motivation refers to the relationship between effort, desire, and satisfaction and occurs as a result of a combination of internal and external influences (Gardner, 1982; Dörnyei, 2001; Woolfolk, 2001). Ellis (1997) and Harmer (2001) assert that motivation is a combination of attitudes and affective states that have an impact on the level of learners' efforts to acquire a second language. It can be seen that different experts define motivation in different ways. However, motivation is generally believed to be one of the determinants of learning achievement. In fact, learning achievement is one of the most important indicators of learning in most education systems (Chien, 1987).

It is proven that the impact of providing several motivational strategies will bring positive results to student achievement (Othman & Shuqair, 2013; Rehman & Haider, 2013). The study proves that there is a clear relationship between motivation and learning achievement where students who have high motivation will resonate with high learning achievement. But sometimes it still raises the question of whether students who have low motivation always have low achievement or vice versa. A large number of theories and previous research have been proposed to identify why students want to learn a language, or what motivates them based on students' perceptions (eg Gorham & Christophel, 1992; Dörnyei, 1998, 2001; Falout & Maruyama, 2004). In contrast, several studies have examined motivation from the teacher's point of view.

Therefore, it is necessary to conduct further research on how teachers understand their students' motivation and learning achievement. A number of research studies have been conducted on the academic achievement of language learners (eg Rostami et al, 2011; Binalet & Guerra, 2014). Understanding the phenomenon of student motivation and achievement, this study tries to describe how teachers view their students' motivation and learning achievement. However, this study differs from previous studies (eg Rostami et al, 2011; Sakui & Cowie, 2012; Binalet & Guerra, 2014) in aspects such as students' perspectives on motivation and the process of selecting research subjects, as well as the expected findings.

Based on the results of the research above, it can be said that the role of motivation is very important in teaching and learning activities so that students can develop activities and initiatives, direct and maintain students' perseverance in learning. Careful learning planning by the teacher will direct students better in learning physics, and can also increase the motivation of students so that it will lead to student achievement.

Based on the explanation, it also shows that online learning has an influence on students' motivation in learning which affects the process of students' understanding of the material, so that students' achievement will also be affected. For that we need to know what are the effects of implementing online learning, so that we can evaluate and improve delivery strategies.

THEORETICAL BASIS
Learning achievement

Learning achievement is about how successful students can master the material from the learning object. Although the definition of learning achievement will be debated by different views from experts, but most experts support the idea of Chien (1987) "learning achievement is the acquisition of knowledge or skills developed by subject matter, usually indicated by test scores or numerical scores assigned by the teacher. " In short, learning achievement is a target that is measured by students' competence in learning which is indicated by a score as a sign and the score is not the final expectation. So, learning achievement is the level of success of students in studying subject matter at

school which is expressed in the form of scores obtained from test results on certain subject matter.

Student Motivation

Motivation is an internal force that drives a person to take an action or move towards a goal (Harmon-Jones, Harmon-Jones, & Price, 2013). Cole, Feild, and Harris (2004) define student motivation as the power, creativity, and readiness of students to learn and participate in classroom learning. Kanuka and Jugdev (2006) suggest that remoteness and disconnection in an online environment can increase dropout rates, as well as feelings of remoteness that can reduce learning motivation. (Inoue, 2007). Bolliger, Supanakorn, and Boggs (2010) state that motivation is an important factor for making students satisfied in an online classroom setting. Students with high motivation will be more successful in online environment than students with low motivation (Barbour & Reeves, 2009; Hsu, Wang, & Levesque-Bristol, 2019; Nelson, Oden, & Williams, 2019).

BuliC and BlaževiC (2020)suggested an inverse relationship of student motivation with online teaching. Modern teaching methods and online environment increase students' motivation to study in that environment. The learning environment also affects human motivation. A case study of adult students from distance education by Chyung, Winiecki, and Fenner (1998) stated that the reason for dropping out of online courses was dissatisfaction with the learning environment. Gray and DiLoreto (2016) stated that graduate students are often more independent, therefore online learning does not affect their learning outcomes and the need to interact with peers online. Also, Chen and Jang (2010) did not find a significant relationship between self-motivation and student learning outcomes.

Online Learning Strategy

Gagne & Brigs (1978) explained that learning strategy is concerned with finding a sequence that allows the achievement of goals and deciding how to implement instructional activities for each individual. Walter & Lou (1994) mentions that there are 5 components of learning strategies, namely (a) preliminary learning activities, (b) information delivery, (c) student participation, (d) tests, and (e) follow-up activities.

The role of an instructor in an online environment is to encourage, guide, and elicit critical thinking in students with autonomy and accountability, rather than using traditional teaching. (Huynh, 2005). In an online environment, being a good instructor and having solid technology equipment is very important (Bolliger, 2004; Michael, Maithya, & Cheloti, 2016). Jones (2006) states that instructors should facilitate discussion in online classes not only between learners and instructors, but also between learners.

The importance of facilitation and social presence, encouraged by the instructor, is an important determinant of the quality of online learning (Ladyshewsky, 2013). Eom et al. (2006) found that knowledge and facilitation of teachers had a significant effect on student satisfaction, but not significant in determining learning outcomes.

RESEARCH METHODS

This research was conducted on high school students (High School) for the 2020/2021 academic year at one of the schools in Palangkaraya City. The basic data used in this study were obtained from a survey method by distributing online questionnaires to students of class XI IPS at SMA Negeri 1 Palangka Raya. Respondents consisted of 47 students, 64.9% of whom were female and 35.1% of whom were male.

The selection of research subjects used a random sampling method, namely the selection of research subjects at random. In addition to primary data, researchers also use secondary data, namely the literature study method through documents and articles to obtain information or studies related to online learning which has been going on for 1 year. Then, the researcher analyzed descriptively qualitatively the data that had been obtained based on the aspects of understanding the learning material, the learning model used, and the resources that support online learning.

RESULTS AND DISCUSSION

The results of the questionnaire regarding the ease of online economic learning felt by research subjects are presented in Figure 1.
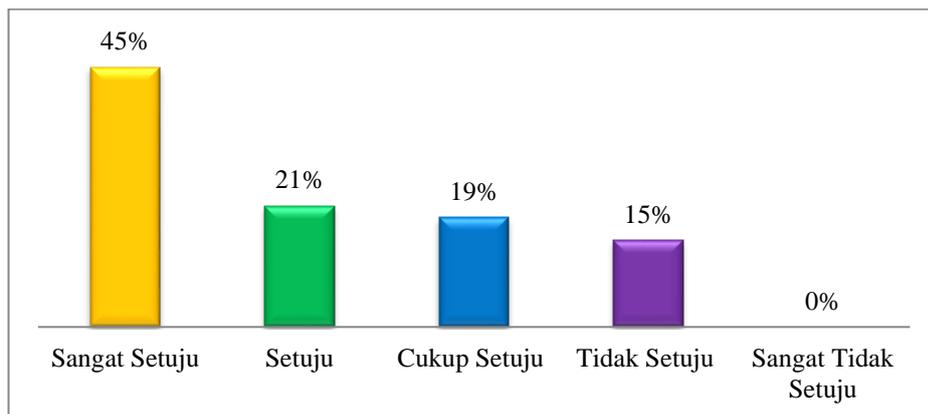

Figure 1. Graph of the Ease of Learning Economics Online

Based on Figure 1, it can be concluded that 45% of all research subjects stated that online economic learning does not provide convenience. In the questionnaire, the subject of this study stated that there were difficulties in understanding the material presented by the teacher in the online class, for example in understanding terms in economics lessons and using economic formulas. Students find it difficult to ask questions directly and cannot understand easily the material presented by the teacher in class.

The results of the questionnaire also explain that it is easier for students to collect assignments via WA (WhatsApp) compared to collecting through the assignment collection website page provided by the school. Teachers in online learning also use a very varied learning model so that students do not get bored in participating in learning, but have problems with the internet connection in each student's residence which is less stable.

The effectiveness of online learning can also be seen from students' learning motivation. The level of influence of online economic learning on students' learning motivation can be seen in Figure 2.
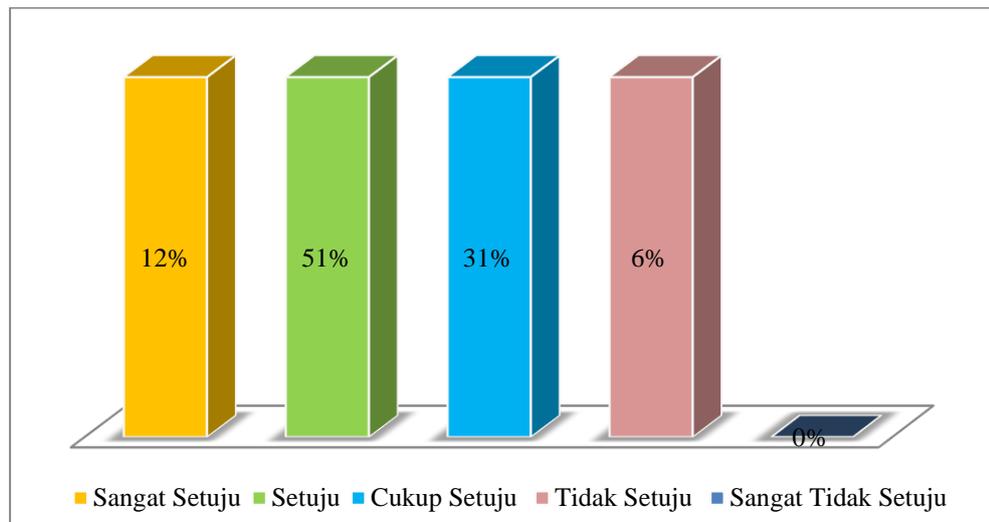
Figure 2. Graph of Student Motivation in Participating in Online Economics Learning

Based on Figure 2, it can be concluded that students' learning motivation during online learning has not changed from face-to-face learning. The enthusiasm of students in participating in learning is quite high, but there are some students who are less enthusiastic about this online learning.

In economics learning, students' learning motivation can also be seen from their fighting power to complete the economic exercises given by the teacher. The results of the research subject's fighting power questionnaire in completing the practice questions given by the teacher can be seen in Figure 3.
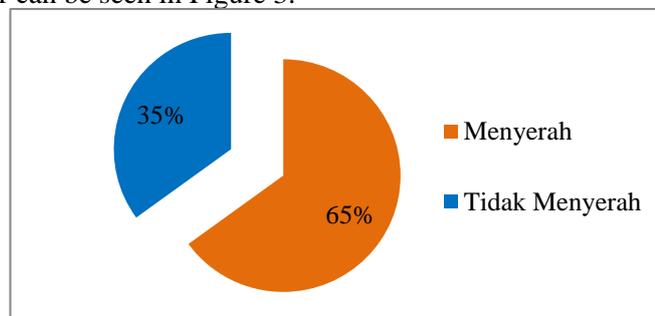

Figure 3. Students' Fighting Power in Working on Economic Problems

Based on the results of the questionnaire, it can be seen that 65% of students easily give up when they find difficult economic questions. According to the researcher, students' fighting power in solving economic problems is low because students do not master the material presented by the teacher and there are no benchmarks to be used as motivation to learn because studying at home does not meet directly with friends in class. When studying face-to-face at school, students tend to be more motivated to learn because they are encouraged to compete with friends in their class so that their fighting power in doing economic questions will also be high.

For this reason, in learning the teacher uses a variety of learning models and media so that students do not get bored in participating in learning. Students tend to be happier when learning is done by the teacher making learning videos compared to using video conferencing applications. This is because students can replay the teacher's explanation and do not really need a strong internet connection. If you go through a video conference application, you need a strong signal connection. Internet connection is one of

the supporters of online learning activities. The quality of the internet connection at the student's residence can be seen in Figure 4.
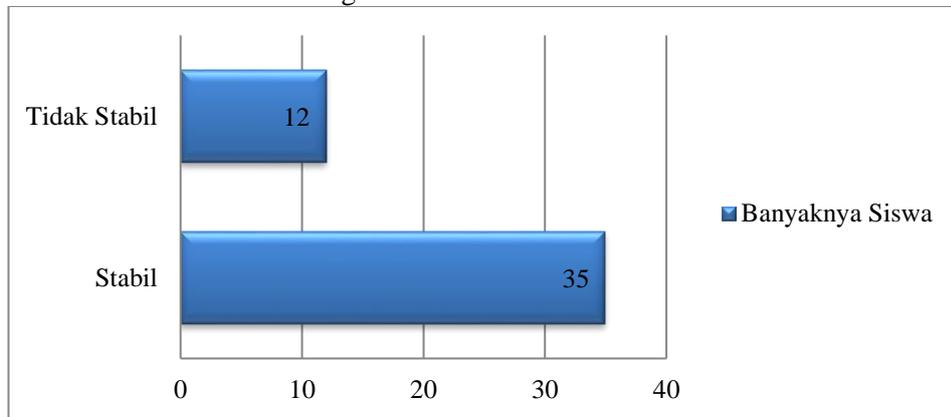

Figure 4. Graph of Student Residence Internet Connection

Based on Figure 4, it can be seen that the internet connection at the student's residence tends to be more stable. This shows that students can follow online learning well and the subject matter can be delivered well by the teacher. Due to the unfavorable condition of the internet connection of some students, the teacher delivered material with varied models.

Teachers can use learning videos interspersed with the use of video conferencing applications alternately at each meeting so that online learning that takes place is not monotonous. The percentage of learning media favored by research subjects, namely class XI students can be seen in Figure 5.
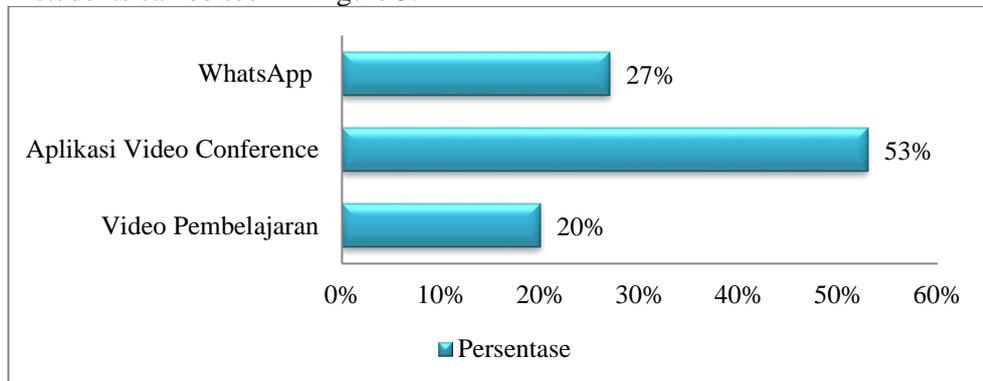

Figure 5. Percentage of Learning Media Liked by Students

Based on Figure 5, it can be concluded that the research subjects prefer learning through video conferencing because they can interact directly with the teacher, discussions, and questions and answers about learning materials can take place clearly.

It's just that this makes students who have poor internet connections in their homes hampered in understanding the material. The success of online learning can be seen with student achievement. Learning achievement achieved by research subjects can be seen in Figure 6.
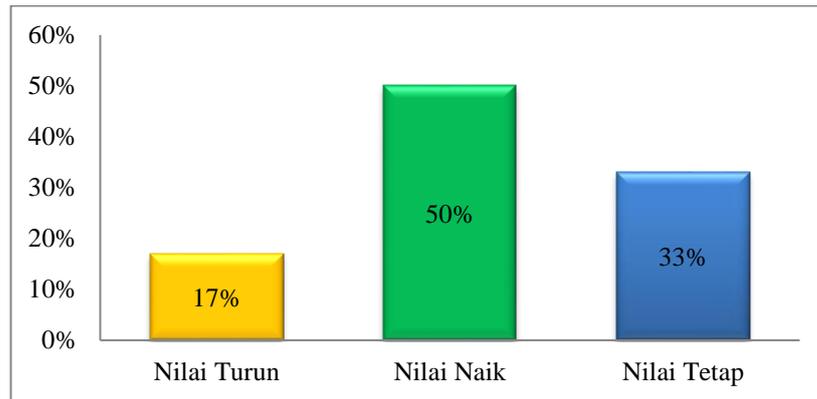
Figure 6. Percentage of Change in Student Values During Online Learning

The results of the questionnaire which can be seen from Figure 6, it can be concluded that student learning achievement during online learning did not decrease. Among them, only 16% experienced a decrease in their learning scores during online learning. This shows that online learning does not have a bad influence on the learning achievement of the research subjects. The era of the Industrial Revolution 4.0 is the era of digitalization, all important roles in life require the internet which is often called the Internet of Things (IoT). The internet is very much needed in the current situation of the Covid-19 pandemic, where all access uses the internet, one of which is in the field of education.

In the field of education, it is necessary to create learning media that can be done during online learning that uses information and telecommunications technology (internet, intranet, and video) as well as multimedia (graphics, video, audio) used in the delivery of learning materials (Zhu et al. , 2020).

Teachers can also evaluate learning using existing quiz applications, such as kahoot, quiziz, prezi, etc. Materials that are abstract in nature are difficult to understand if they use learning media which is 27% 54% 19% Learning Video WhatsApp Video Conference Application 16% 49% 35% Value Decrease Value Increase Fixed Value 6 according to the character of students in the learning process.

In addition, to make it easier for students to understand the material presented, it is also through learning media. Therefore, this learning media is indispensable and unavoidable (Muhson, 2010). However, learning media in delivering material is still a difficulty in this study. It is hoped that further research can be carried out on effective online learning media used during the Covid-19 pandemic so that student motivation and learning achievement does not decrease.

CONCLUSION

The implementation of online learning during the Covid-19 pandemic in several areas has made internet connections one of the obstacles. However, this did not occur in all research subjects. From the results of the study, it can be concluded that online learning does not affect online learning motivation because online learning tends to be more flexible and can be done anywhere and effectively. Online learning also does not have a major influence on student achievement.

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