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## The Relationship Between School Well-Being with Online Learning Motivation During the Covid-19 Pandemic in Psychology Students

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### ABSTRACT

The role of school well-being and learning motivation is one of the factors that become success in the application of online learning. This study aims to find out how the relationship between school well-being with learning motivation in online learning. This research involved 325 students of the Faculty of Psychology, Makassar State University. This study used a simple random sampling technique to select samples from the population. The data obtained are analyzed using product moment analysis techniques. The results of the study found a positive and significant relationship between school well-being and learning motivation ( $r = 0.507$ ;  $p = 0.000$ ). Other findings in the study showed that by gender there was no significant difference in learning motivation score outcomes, and there were significant differences in school well-being outcomes. The results of this study show a fairly strong level of correlation, so that the higher the school well-being experienced by active students of the Faculty of Psychology, Makassar State University, the higher the level of learning motivation during students

## INTRODUCTION

The World Health Organization (WHO) declared in January 2020 a public health emergency that could be troubling to the world. This condition is caused by a new type of disease, namely Coronavirus Disease (COVID-19) which results in all learning being carried out online to minimize the spread of the COVID-19 virus. However, not all learning can be done online (Pilkington, 2018). Differences in elements of the learning environment and the nature of individuals, make not all individuals able to succeed when faced with online learning. One of the successes in the application of online learning is the learning motivation possessed by individuals (Nakayama, Mutsuura, & Yamamoto, 2014). Motivation is the most important psychological concept, because it relates to various things within the individuals such as curiosity, learning, persistence in learning and individual performance in learning (Vallerand, Pelletier, Blais, Briere, Senecal, & Vallieres, 1992).

Motivation is an activity that has the purpose of providing encouragement and action. Whereas Action requires effort, perseverance from the individual to maintain over a long period of time (Lakhani, Jain, & Chandel, 2017). Motivation is an important factor in individual learning success, especially the application of online learning (Harandi, 2015). Motivation has an impact on what an individual has learned, what an individual learns, how individuals learn, and when individuals choose to learn (Schunk & Usher, 2012). Motivation is considered as a differentiating factor among students who have high abilities and low abilities with the aim of maximizing learning potential in each student, especially those who are underachieving (McCoach & Siegle, 2003).

Researchers took preliminary data to see the phenomena that occurred in students during the online learning process. The initial data question provided aims to find out the condition of students when conducting online learning for 127 respondents from students of the Faculty of Psychology, Makassar State University who carry out online learning activities. It was found that as many as 122

(96.1%) students stated that they felt unmotivated while participating in the online learning process, while as many as 5 (3.9%) stated that they were motivated to follow the online learning process. It was found that the unmotivated form of students attending online lectures was shown by several problems that came from intrinsic defined as a motive derived from itself (Liu, Hau, Liu, Wu, Wang, & Zheng, 2020) and extrinsic aspects originate outside the individual self (Bhat & Naik, 2016), So that both motivations have a role to determine the behaviors and decisions shown by the individual (Khoshnam, Ghamari, & Gendavani, 2013). As for the intrinsic aspects, students do not understand the lecture material, feel unmotivated, feel lazy, give up easily when doing assignments, often late, feel that lectures are not interesting.

Meanwhile, from extrinsic aspects such as feeling that lectures are ineffective, losing concentration due to playing cellphones, lack of two-way interaction between lecturers and students, decreased grades, and being overwhelmed by the number of tasks given. A low-welfare will result in a low self-evaluation, which can interfere with happiness, life satisfaction, and easily experience social problems. Meanwhile, the higher the welfare that the individual has, it will make the individual more motivated in achieving the desired goals (Khatimah, 2015). Motivation can cause dissatisfaction and burden productivity as well as well-being in individuals (Legault, Green-Demers, & Pelletier, 2006).

Learning motivation is an individual's reason to be involved in all learning activities (Ryan & Deci, 2000). Motivation is a theoretical construct explaining initiation, intensity, direction, perseverance and behavioral qualities to achieve certain goals (Brophy, 2010). Low learning motivation can be influenced by the non-fulfillment of learning needs in students. So that if the motivation to study is low, it will have an impact on the non-optimal academic achievement of students. Based on the results of the initial data above, it is known the importance of learning motivation to be owned by each individual in line with the four

aspects of school well-being, namely having, loving, being and health (Konu & Rimpelä, 2002).

Well-being in individuals can change with time as we are currently faced with online learning so that it can affect mental health to social problems (Yamin & Muzaffar, 2021). So that well-being is an important factor in the life of individuals both in the school environment and in the residential environment, so maximizing well-being is indispensable by improving experiences, pleasing oneself, minimizing displeasure, and always feeling satisfied with life (Breva & Galindo, 2020). School well-being is a subjective assessment given by individuals based on the fulfillment of all needs while studying (Konu & Rimpelä, 2002). School well-being is an individual's satisfaction in meeting basic needs, such as campus conditions, social ties, self-fulfillment, and health status (Effendi & Siswati, 2016).

The phenomenon of learning motivation has a relationship with school well-being can also be supported by the theory of Self Determination Theory is a concept of motivation to meet the basic needs of individuals in acting towards the desired goals by paying attention to norms, values in all life contexts (Milyavskaya & Koestner, 2011) social factors, competencies (Shillingford & Karlin, 2013), and psychological needs in individuals (Ryan & Deci, 2017). SDT is a different proposition in the range of motivation and is a determining factor for an individual's survival (Gagné, Ryan, & Bargmann, 2003). It is shown to affect an individual's performance and well-being (Ryan & Deci, 2000b). SDT can also act as the main regulators of individual behavior (Garn & Jolly, 2013).

Several previous studies that have explained the relationship between school well-being with learning motivation between Maria & Astuti (2020) entitled School well-being with student learning motivation in active student in extracurricular activities at X senior high schools in north Jakarta region. Data collection techniques use questionnaires to measure school well-being and learning motivation. A total of 148 students were sampled in this study. The results showed that there was a positive and significant

relationship between school well-being and learning motivation.

Froiland & Worrell (2016) entitled Intrinsic motivation, learning goals, engagement, and achievement in a diverse high school. A total of 1,575 students were involved in the study. The results showed that intrinsic motivation is positively related to the involvement of academic achievement among students. Based on this theory, it can be seen that motivation is related to school well-being through aspects, namely having, loving, being, and health (Konu & Rimpelä, 2002). The hypothesis in this study is that there is a positive and significant relationship between school well-being and the motivation for online learning During the Covid-19 Pandemic in students of the Faculty of Psychology, Makassar State University.

## **METHODS**

The participants in this study were students of the faculty of psychology, Makassar State University who were actively undergoing online lectures. The sampling technique used simple random sampling so that the subjects in this study were 325 students, 66 male subjects and 259 female subjects. This research uses quantitative methodology. School well-being is an independent variable of research, and learning motivation is its dependent variable. The study will go through the stages of scale trials, data collection and data analysis. In the trial stage researchers will test corrected item-total, validity and reliability. At the data collection stage the researcher will share the scale on the subject of the study. Meanwhile, at the data analysis stage, researchers used hypothesis testing with the SPSS application 26.0.

The data collection tool in this study is in the form of a likert scale, namely the school well-being scale and the learning motivation scale. The school well-being scale is compiled by researchers based on aspects of Konu & Rimpelä (2002), namely having, loving, being, and health with 12 question items. The learning motivation scale uses the Academic Motivation Scale (AMS) which has been modified by researchers based on aspects of Vallerand et al. (1992), namely intrinsic motivation and extrinsic motivation with 11 question items.

The test result for corrected item-total correlation by JASP version 0.16.0.0 on the learning motivation scale after the trial test ranges from 0.043-0.256. While for the school well-being scale ranges from 0.063-0.279. The results of the test of the validity of the construct by JASP version 0.16.0.0 and Jamovi version 2.2.5 found CFI and TLI values  $\geq 0.90$ , as well as the RMSEA  $p$ -value  $> 0.05$ , so it means that the learning motivation scale was declared fit. As for the scale school well-being CFI and TLI values  $\leq 0.90$  are not fit because  $> 0.05$ , but RMSEA  $p$ -value is declared fit because  $> 0.05$ . The reliability results were analyzed by JASP taking into account the value of *Cronbach's  $\alpha$* . for the learning motivation scale, a reliability coefficient correlation of 0.797 with a fairly good category was obtained. As for the scale school well-being obtained a reliability coefficient of 0.690 with a less good category.

The data analysis techniques used are descriptive analysis, assumption test (normality test

and linearity test), and hypothesis test with product moment analysis technique with a significance level of  $p < 0.05$  then the research hypothesis was accepted. The additional analysis was carried out using the independent sample T-Test technique.

## RESULTS AND DISCUSSION

The results of the categorization of data processing on the learning motivation scale and the school well-being scale show that students of the Faculty of Psychology, Makassar State University tend to have learning motivation and school well-being which is in the medium category. The results of the study were based on normality testing and linearity testing. In this study normality testing used Shapiro-Wilk test. The normality test result obtained is a significance value of 0.8. Accordingly stating that the data in this study is normal because it has a significance value of  $> 0.05$ . Then the results of linearity testing showed that the  $p$ -value  $> 0.05$  was 0.1, thus stating that the research data was declared linear. It can be seen in table 1 below.

Table 1. Assumption Test Result

No	Test Assumption	$p$	Information
1	Normality Test	0,177	Normal
2	Linearity Test	0,000	Linear

The hypothesis proposed by the researcher is accepted and it can be said that there is a relationship between learning motivation and school well-being in online learning during the covid-19 pandemic in students of the Faculty of Psychology, Makassar State University. The signification value is 0.000 with the correlation coefficient value of 0.507. The value of the correlation coefficient is positive,

indicating that learning motivation and school well-being are positively related and are quite strong. Thus, the higher the school well-being experienced by active students of the Faculty of Psychology, Makassar State University, the higher the level of motivation to learn during Online Learning. It can be seen in table 2 below.

Table 2. Hypothesis Test Results

Variable	$r$	$p$	Information
Learning Motivation*School Well Being	0,507**	0,000	Very Significant

Additional analysis was carried out in this study to determine whether there were differences in the two variables based on gender. The results of the independent sample t-test with a signification value on the learning motivation variable of 0.085

( $p > 0.05$ ), which means that there is no significant difference between learning motivation based on gender. When viewed from the mean score, male students have a low score of 37.27, while female students have higher results with a mean score of

38.63. The signification value in the school well-being variable was 0.009 ( $p < 0.05$ ), which means that there is a significant difference between school well-being based on the gender of the study subjects. If

you look at the mean score, male students have a low score with a mean score of 31.58, while in female students have a higher result with a mean score of 33.66. it can be seen in table 3 below.

Table 3. Test Results of Differences School Well-Being and Learning Motivation by Gender

Variable	Gender	Mean	<i>p-value</i>
Learning Motivation	Male	37,27	0,085
	Female	38,63	
School Well-Being	Male	31,58	0,009
	Female	33,66	

Based on the purpose of the study, it is to find out how the relationship between school well-being with learning motivation in online learning in students. So that the hypothesis in this study  $H_0$  was rejected and  $H_a$  was accepted. Because the value of  $p < 0.05$  is based on the results of hypothesis testing using product moment analysis. Based on the hypothesis test in this study, results were obtained that showed a positive relationship between school well-being and learning motivation in online learning during the covid-19 pandemic in students of the Faculty of Psychology, Makassar State University. A positive relationship means that the higher the school well-being in students, the higher the motivation to learn. This result was in line with the hypothesis proposed so that  $H_0$  was declared rejected and  $H_a$  was declared accepted.

Some previous studies have shed light on the relationship between school well-being with learning motivation. This study involved 150 class XI students with the finding that school welfare contributed as much as 56.5% to changes in learning motivation (Hasanah & Sutopo, 2020). Related research also involved 50 students with the finding that there was an effective contribution of school welfare to learning motivation by 29.7% (Rachmah, 2016). Maria & Astuti (2020) involving 148 in this study. It shows the research that there is a positive and significant relationship between school welfare and learning motivation. Froiland & Worrell (2016) study involving 1,575 students showed that intrinsic motivation is positively related to the involvement of academic achievement among students.

Learning motivation is an individual's reason for wanting to be involved in the learning process, as well as wanting to try and succeed in overcoming all the difficulties encountered (Ryan & Deci, 2000b). The high motivation to learn by students will affect the interest in learning in students (Fauziah, Rosnaningsih, & Azhar, 2017). Because it will make students make good use of their time to study. A factor that must be considered in order to be able to increase student learning motivation during online learning is to maximize school well-being (Khatimah, 2015). School well-being is a subjective assessment of an individual's ability to know all the needs in conducting learning. School well-being includes learning facilities (Hung, Chou, Chen, & Own, 2010), effective communication between students (Kulkarni, Afshan, & Motwani, 2018), involving students in the learning process (Ferreira, Cardoso, & Abrantes, 2011), rewarding contributes to student learning motivation (Margolang, Hermita, & Antosa, 2019), and paying attention and improving physical health and mental health (Rogowska, Kuśnierz, & Bokszczanin, 2020). So that students with a high level of well-being are able to be expected to understand and learn knowledge, as well as engage in healthy and enjoyable social interactions.

Based on the additional findings that have been carried out, it is a test of the difference between learning motivation scores and school well-being. The signification value on the learning motivation variable, it can be concluded that there is no significant difference between learning motivation

based on gender. But it was found that the mean score results in female students were higher than in male students. So this shows that female students have high learning motivation when participating in learning compared to male students. These findings are in line with previous studies that explained female students are more likely to be motivated to learn, whereas male students are more likely to be inactive (Malini & Fridari, 2019).

Based on the signification value in the school well-being variable, it can be concluded that there is a significant difference between school well-being based on gender. It was found that the mean score results in female students were higher than in male students. So it can be concluded that female students have a high level of school well-being when online learning takes place compared to male students. These findings are in line with previous studies that explained there were sex differences in well-being in students, where female students had higher well-being compared to male students (Graham & Chattopadhyay, 2013). In line with that there are also similarities with the research (Downey & Yuan, 2005) explaining that compared to boys, girls get higher grades and exceed boys in academic awards in schools.

## CONCLUSION

According to the results and discussion in this study showed that there was a positive and significant the relationship between school well-being with the motivation for online learning during the covid-19 pandemic in students of the Faculty of Psychology, Makassar State University with a fairly strong correlation level, so the hypothesis was accepted. This shows that the higher the school well-being experienced by active students of the Faculty of Psychology, Makassar State University, the higher the level of motivation to learn during Online Learning. Additional studies revealed that by gender, there were no significant differences in learning motivation score outcomes, and there were significant differences in school well-being outcomes.

The expected advice to students can increase learning motivation by looking for internal or external factors that can be used as encouragement and able to achieve the desired goals. Meanwhile, to improve school well-being, research subjects are expected to take advantage of the facilities that have been provided and maintain the social environment and learning environment to be more conducive and can encourage the learning outcomes that have been expected by the research subjects. For schools, it is expected to provide adequate facilities or facilities and infrastructure for students and lecturers when conducting online lectures. Researchers are expected to look at other variables or factors that can potentially affect learning motivation and school well-being.

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