



Learning Motivation of Visually Impaired Student During Pandemic Covid-19

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Abstract

The Covid-19 pandemic has changed the special education system. This study aims to (1) determine the differences in the learning motivation of visually impaired students during the pandemic based on gender; (2) knowing the differences in the learning motivation of visually impaired students during the pandemic based on the SMPLB/SMALB level; and (3) knowing the differences in the learning motivation of visually impaired students during the pandemic based on the ownership of facilities and infrastructure. This research is a type of quantitative descriptive research. The sampling uses the Purposive Sampling Technique, and the subjects in this study were 30 visually impaired students at the SMPLB and SMALB levels at SLB A National Level Trustees who were carrying out learning. The data collection technique is using a learning motivation scale ($r_{xx} = 0.809$). The data analysis technique was using the independent sample t-test with the help of SPSS. The researchers analyzed learning motivation based on gender, SMPLB/SMALB level, and ownership of facilities and infrastructure. The results of this study indicate that: (1) there is no significant difference in the learning motivation of visually impaired students during the pandemic based on gender; (2) there is no significant difference in the learning motivation of visually impaired students during the pandemic based on the SMPLB/SMALB level; and (3) there is a significant difference in the learning motivation of visually impaired students during the pandemic based on ownership of facilities and infrastructure.

Keywords: *Learning Motivation; Visually Impaired; Covid-19 Pandemic*

Introduction

Blind people are people who have obstacles in visual function. According to the opinion expressed by Gargiulo (2012) "visual impairment is a term that describes people which cannot see well even with correction". This opinion means that visually impaired is a term used to describe people who cannot see well even though they have been corrected or using assistive devices. Kingsley (Sunanto: 2005) reveals no substantial evidence to show that the limitations due to vision loss also limit potential. It means that with proper handling and intervention, the cognitive potential of blind children can develop better.

The DKI Jakarta Education Office issued Circular Number 27/SE/2020 regarding increasing awareness of the risk of transmission of Covid-19 infection. This circular contains guidelines for

implementing teaching and learning activities in formal and non-formal units carried out at home. The Covid-19 pandemic, which causes the learning system to change, requires some accommodation and support outside of school. The ideal online learning must be able to accommodate the learning needs of students. This can be realized if the teacher has had thorough preparation, conformity to the curriculum, adequate and available learning resources, and the support of communication tools and a stable network. Some of these things can make learning more effective. The current condition of online learning is not yet ideal because there are still various problems. These problems are a challenge in the implementation of online learning, considering that the implementation of online learning is an obligation so that educational activities can still be held during the current Covid-19 pandemic emergency (Arifa, 2020:15).

It was found that there was a change in the learning patterns of the visually impaired students from conventional learning (face-to-face) to online learning. This result the researcher got in one of the classes at SLB A Pembina Tingkat Nasional. The average student attendance is 100% in face-to-face learning, while online learning is only 80%. The researcher also conducted an unstructured interview with one of the teachers and found classes with an average student attendance below 50% per day.

Students who are motivated to be characterized by diligently facing the given task, tenacious in the face of difficulties, independent, able to defend their opinions, happy, and able to solve the problems they face (Kiswoyowati, 2011). Based on some of these characteristics, the absence of students indicates a decrease in students' enthusiasm and motivation to learn. Dimiyati & Mudjiono (2006) suggested several elements that influence student learning motivation, namely: a) environmental conditions of students; b) other elements in learning and learning such as feelings that change due to experience; and c) the teacher's efforts to make students continue to learn. Learning motivation has an essential role in achieving learning success according to the expected goals. Winarsih (2009:14) says the importance of motivation is important for students because: 1) awareness of the position at the beginning, process, and final results of learning; 2) informing about the strength of learning efforts when compared with peers; 3) provide direction regarding learning activities; 4) ignite enthusiasm in learning; and 5) make awareness about the existence of continuous learning and work activities. During the Covid-19 pandemic, students' motivation to learn online must be increased.

Methodology

This research is quantitative descriptive. Sampling is using the Purposive Sampling Technique, and the research subjects in this study were 30 SMPLB and SMALB students at SLB A Pembina Tingkat Nasional Jakarta. Data collection is by using a learning motivation scale which has a reliability of 0.809. The data analysis technique is using an independent sample t-test with the help of SPSS, then the researcher analyzes and draws conclusions based on: (1) differences in learning motivation based on gender (male and female); (2) differences in learning motivation based on school level (SMPLB and SMALB); and (3) differences in learning motivation based on ownership of facilities and infrastructure (adequate and inadequate).

Results and Discussion

Table 1 Descriptive analysis

Variable	Categorization	Σ	%
Learning Motivation	High	3	10
	Moderate	27	90
	Low	-	-

Based on Table 1, most visually impaired students have learning motivation in the medium category (90%), and the remaining 10% are in the high category. Furthermore, the researchers analyzed the differences in learning motivation based on gender, level of education for SMPLB and SMALB, and ownership of infrastructure, which will be described as follows.

a. *Differences in Learning Motivation Scores by Gender*

Table 2 Descriptive data on learning motivation scores by gender

Group Statistics					
	Jenis Kelamin	N	Mean	Std. Deviation	Std. Error Mean
Motivasi Belajar	Laki-laki	17	81.76	4.265	1.034
	Perempuan	13	82.85	5.505	1.527

Based on the Table 2, there are 17 research subjects with male gender and the remaining 13 female subjects.

Table 3 The results of differences in learning motivation scores by gender

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Motivasi Belajar	Equal variances assumed	1.088	.306	-.607	28	.549
	Equal variances not assumed			-.586	22.058	.564

Based on the results of the Table 3, known that Sig.(2-tailed) is 0.549 ($p > 0.05$). This shows that there is no significant difference between male student learning motivation and female student learning motivation. There is no significant difference between male student learning motivation and female student learning motivation because both male and female visually impaired students can receive the same way of teaching from the same teacher. The result follows the research conducted by Mendari and Kewal (2015), which concluded that there was no difference in learning motivation by gender.

b. *Differences in Learning Motivation Scores based on School Level*

Table 4 Descriptive data of learning motivation scores based on school level

Group Statistics					
	Jenjang Pendidikan	N	Mean	Std. Deviation	Std. Error Mean
Motivasi Belajar	SMPLB	13	83.54	4.926	1.366
	SMALB	17	81.24	4.562	1.107

Based on the Table 4, there are 13 research subjects with SMPLB level and the remaining 17 subjects with SMALB level.

Tabel 5 The results of differences in learning motivation scores based on school level

		Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)
Motivasi Belajar	Equal variances assumed	.271	.607	1.324	28	.196
	Equal variances not assumed			1.310	24.877	.202

Based on the results of the Table 5, Sig. (2-tailed) is 0.196 ($p > 0.05$) and shows that there is no significant difference between students' learning motivation at the SMPLB level and the students' learning motivation at the SMALB level. This can be because both SMPLB and SMALB students are at the same stage of development, namely adolescents (WHO). At the SMPLB level, the age range of students is 13-15 years. While at the SMALB level, the age range of students is 15-18 years. At this time, Hurlock called this period puberty. This includes overlapping periods because it is the two years of late childhood and two years of early adolescence. Physically the child's body in this period turns into an adult's body. This age difference causes a different sense of responsibility in learning. As people get older, the future orientation will also be more focused so that learning motivation will also differ from year to year. This is following Kumala (2017) research, which states that differences make a person more responsible for themselves and their environment, are more future-oriented, and usually believe that learning motivation is a driving factor that can determine the achievement of a goal. Academic achievement. However, because the ages at the SMPLB and SMALB levels are generally the same age and at the same stage of development, the sense of responsibility and motivation to learn also tend to be the same.

c. *Differences in Learning Motivation Scores based on Ownership of Facilities and Infrastructure*

Table 6 Descriptive data of learning motivation scores based on ownership of facilities and infrastructure

Group Statistics					
	Kepemilikan Sarpras	N	Mean	Std. Deviation	Std. Error Mean
Motivasi Belajar	Kurang Memadai	5	76.00	1.581	.707
	Memadai	25	83.48	4.184	.837

Based on the Table 6, there are five research subjects have inadequate infrastructure facilities and 25 students who have adequate infrastructure facilities.

Table 7 The results of differences in learning motivation scores based on ownership of facilities and infrastructure

		Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)
Motivasi Belajar	Equal variances assumed	4.378	.046	-	28	.001
	Equal variances not assumed			3.895	-	17.374
				6.827		.000

Based on the results of the Table 7, the Sig. (2-tailed) is 0.001 ($p < 0.05$). The result shows a significant difference between students' learning motivation who have infrastructure facilities in the inadequate category and students who have adequate infrastructure facilities. The result follows Jannah & Sontani's (2018) opinion, stating that learning facilities and infrastructure are the dominant factor in student learning motivation. Other variables that can affect learning motivation are emotional intelligence (Nurlaeliah, Prasetyo, Firmansyah, 2021), parenting, and self-control (Komsu, Hambali, Ramli, 2018), so on.

Conclusion

The results of this study concluded that: (1) there was no significant difference in the learning motivation of visually impaired students during the pandemic based on gender; (2) there is no significant difference in the learning motivation of visually impaired students during the pandemic based on the SMPLB/SMALB level; and (3) there is a significant difference in the learning motivation of visually impaired students during the pandemic based on the ownership of facilities and infrastructure.

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