# Learning Method in Crisis

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**Abstract**. The purpose of this research is to look at students' perceptions of online application-based learning methods in order to motivate students to study in the Management and Accounting Study Program, Malahayati University. The method used is descriptive quantitative. Obtaining data through social media obtained 69 respondents who had taken an online Introduction to Management course. Data processing is assisted by SmartPLS 3.0 application. With the result that students' perceptions of online lectures have a positive effect. But in its implementation it cannot provide student learning motivation. The limit is only one object and variable studied. This method is very appropriate to be applied, considering the danger of contracting this virus, it is necessary to limit activities outside the home, by applying to study at home, still online.

**Keywords:** Student Perception, Online Lectures, Learning Motivation

## 1 Introduction

The world's civilization underwent major changes due to the virus that hit in early 2020 and was declared a global pandemic [1]. This pandemic has an impact on all sectors including education. This makes the government close all educational institutions including universities. thus placing a fairly heavy burden on education providers[2].

There are regulations regarding learning guidelines during the pandemic which are contained in a joint decision of 4 Ministers Number 01/KB/2020 dated June 15, 2020, the 2020/2021 odd semester learning process for universities is held alternately or via online if for one reason or another it is required to be in one rooms such as practicum, it is highly recommended to postpone it until the next semester. These steps are to reduce transmission [3].

Internet-based educational methods can be useful for future users [4] [5] especially online learning methods during the current pandemic. But speaking of effectiveness, the meaning contained in the content of the material is not conveyed properly compared to direct learning. Online learning methods are a medium to reduce the spread of this virus. In addition, this method has 24-hour access for as long as needed. And another function is as the right means to minimize the massive spread of the virus in a crisis [6]. The students and lecturers are always optimistic that this method will be successful [7]. This is illustrated by the positive perception between students and lecturers about teaching and learning [8]. One of the courses that have taken place in the daring process of Malahayati University for the Academic Year 2020/2021 is the Introduction to Management course through media conference (Google Meet and Zoom).

The health crisis that occurred due to Covid-19 made lecturers and students feel worried. In an uncertain daring climate, pros and cons circulate about the effectiveness of online lectures between lecturers and students. This becomes as a continuing review of the motivating factors

for students to learn new virtual platforms for all parties involved. It takes a strong drive to achieve the success of the learning process; that's why, a lot of attention of lecturers and researchers[9]. [10] Experience and affective commitment with online systems have an effect on student motivation.And [11] argue that awarding badges can increase student motivation.

The above phenomenon, the researcher deems it necessary to know how students' views on the online system and student motivation in Pengantar Manajemen lectures at Malahayati University. Given that during this pandemic, All levels of society including students are required to carry out all activities from home so that the transmission of this virus can be minimized. Determining the right learning method and learning motivation is something that is really needed by students, especially in this case. Activities that are usually carried out at regular times make students bored quickly because they are prohibited from doing activities outside the home.

## 2  Literature Review

### Perception

Direct learning methods can hone students' discussion skills. Different perceptions regarding the effectiveness of learning are responded to in various ways. There is an opinion that states that online is useful in accessing lecture material at any time without being hindered by time [5]. This is in line with the findings [12]; [13] who found that online learning offers students convenience in accessing information. And reduce the cost of education because they can learn from home thereby reducing costs or other costs. The next benefit felt by students is learning to manage time and discipline in learning.
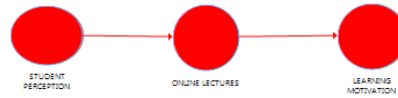
### Online Lecture

A research [14] found that there are three approaches in online learning, namely, enhanced, blended learning, and online approaches. Blended learning combines hands-on and online learning. The online approach contains training that is carried out online, with unlimited access so as to provide convenience in learning [15]. Student-centered education, where the teacher only acts as a supervisor or assistant as a supervisor. This is the concept of online education [4]. Then online media has online interactive class facilities. And design an information sharing system and can coordinate class activities [16]. Next, the online system must be measurable like direct learning that occurs in the classroom [17]. Learning media carried out online at Malahayati University Bandar Lampung include Google from, Google Meet, Whatsapp, Zoom Meeting, E-mail, Youtube and others platforms.

### Learning Motivation

Motivation is the power to maintain an attitude to achieve certain goals [18]. Motivation is a way of controlling students' interest in learning activities [19]. Learning motivation is an internal process that activates, guides, and maintains behavior over time. Individuals are motivated for different reasons, with different intensities. Motivation to learn also depends on the consequences of reinforcement, human needs, the results of dissonance or incompatibility, attributions of success or failure, or expectations of the chances of success. Learning motivation can be increased by emphasizing learning goals and empowering attribution. Learning motivation can increase in students if the lecturer provides rewards that are contingent, specific, and trustworthy [20].

**Framework**

The framework of researchis as follows:



**Fig. 2.1 Framework**

The explanation of the framework of thought is:

$H_1$: Students' perceptions of online lectures

$H_2$ : Online lectures on student learning motivation

**Hypothesis Development**

**The influence of students' perceptions of online lectures**

Students' perception of online learning which is a perfect blend of education and the internet so that it can expand the skills of future users[4]. [5] And in this study found that online media is useful during a pandemic. However, this is felt to reduce the effectiveness of direct learning.

Based on this explanation, the first hypothesis that can be made is:

$H_1$: Students' perceptions on online lectures

**The effect of online lectures on student learning motivation**

As a result of Covid-19 making lecturers and students feel worried, causing an uncertain learning climate, the effectiveness of online lectures raises many questions. One of the factors that influence the success of the learning process is motivation[9]. [10] This study explains that experience and affective commitment significantly affect participants' motivation. And [11] argues that giving badges can increase student motivation.

Based on this explanation, the second hypothesis that can be made is:

$H_2$: Online lectures on student learning motivation

## 3  Methodology and Data Analysis

**Population and Sample**

The population is active students of Malahayati University in Odd Semesters for the 2020/2021 Academic Year. According to [21], non-probability sampling is a technique that provides an opportunity for each element to be selected as a sample or not.

The number of samples in this study were 69 respondents. Respondents came from students of the Management and Accounting Study Program, Malahayati University who took the Introduction to Management course in the odd semester of T.A. 2020/2021.

Data analysis used the Partial Least Square (PLS). According to [22] PLS is a covariance-based SEM approach to a variance-based approach. SEM tests causality/theory, while PLS is a predictive model.

## 4  Research Result and Discussion

From the distribution of the questionnaire, the results of the description of the respondents are as follows: there are 2 categories of age groups in the respondents in this study, namely the age group of 17-19 years and 20-21 years. The distribution of respondents included 48 respondents (70%) aged 17-19 years and 21 respondents (30%) aged 20-21 years. Meanwhile, based on gender, 21 respondents (30%) were male and the remaining 48 respondents (70%) were female. And respondent data is based on the Study Program at Malahayati University,

namely the Management Study Program as many as 36 respondents (52%) and the Accounting Study Program as many as 33 respondents (48%).

## Data analysis

### Validity test

An indicator is valid if it has a loading factor value > 0.5 and t statistic value > 2.0 against the intended construct, on the other hand if the loading factor value < 0.5 and t statistic < 2.0 then it is removed from the model and run again.

### Loading factor

The Loading Factor has t-statistic > 2.0. It means that it has significant validity so that the use of these two variables is stated to be able to measure the variables of online and motivation.

### AVE

AVE value:

**Table 4.1 AVE Value**

| Variable | *Average Variance Extracted* (**AVE**) |
|---|---|
| *Student Perception* | 0,619 |
| *Online Lectures* | 1,000 |
| *Learning Motivation* | 0,775 |

The table 4.1 show that all AVE values in this research variable have shown to be a fit measure, having an AVE value above 0.5, this means that reliable.

### Discriminant validity

On the discriminant validity checks by comparing the AVE value with the correlation between the constructs for AVESP>(SP=>OL)=(0.436<0.564), AVEOL>(OL=>LM)=(1.564>-0.195) and AVESPLM(SP=>LM)=(1.069<-0.069) so it can be said that the construct has discriminant validity.

### Reliability test

The Reliability values generated by the constructs Online Lectures of 1,000 and 1,000, Learning Motivation of 0,905 and 0,932 above 0,7., except for Student Perception variable of 0,691 and 0,829.

### Coefficient Determination (R$^2$)

Endogenous contracts were tested to strengthen between exogenous constructs by evaluating $R^2$. $R^2$obtained, it can be concluded that the Online Lecture variable can be explained by the Student Perception variable of 0.318 or 31.8%, while as much as 68.2% the rest is a large contribution of influence given by other factors not examined. and the variable of Learning Motivation can be explained by the Online Lecture variable of 0.038 or 3.8%, while the remaining 96.2% is a large contribution of influence given by other factors not examined.

### Path Coefficient

The variables that show a significance value are Student Perceptions which have a significance value of 0.564 and Online Lectures which have a significance value of -0.195. So the relationship between constructs is said to be high if the Path Coefficient is greater than 0.100, then it is said to be significant if the Path Coefficient is at the level > 0.050. Because the value of the Student Perception variable is 0.564> 0.100, this variable has a high construct relationship. And Online Lecture -0,195<0,100 then the variable has a low construct relationship. And the value of the Student Perception variable 0.564> 0.050 then the variable is said to be significant. And Online Lecture - 0.195> 0.050 then the variable is said to be significantly weak.

**Hypothesis Testing**

**Hypothesis 1**

**H$_1$: Student Perception has a significant effect on Online Lectures**

The test results between Student Perceptions of Online Lectures show the Path Coefficient value of 0.564 with a statistical t value of 4.392, it can be said that Student Perception has an effect on Online Lectures because the Path Coefficient 0.564 is above 0.100 and is very significant because the t statistic is 4.392 which is above the value of t table 0 .01=(2.38161), so the hypothesis H$_1$ is accepted.

These results are a positive influence of 31.8% of students' perceptions of Management and Accounting Program towards online lectures.

**Hypothesis 2**

**H$_2$: Online Lectures have a significant effect on Learning Motivation**

The test results between Online Lectures and Learning Motivation show the Path Coefficient value -0.195 with a statistical t value of 1.756, it can be said that Online Lectures have an effect on Learning Motivation because the Path Coefficient -0.195 is below 0.100 and significantly weak because the t statistic is 1.756 below the t value. table 0.01 = (2.38161), so the hypothesis H$_2$ is rejected.

So, there is a negative effect of 3.8% between online lectures on the learning motivation of Management and Accounting Program.

## 5  Implication and Suggestion for Future Research

This research has limitation, especially on online learning media, only covers zoom meeting and whatsapp group media. WhatsApp group media is the respondent's choice in choosing learning media because for this learning media the cost for network quotas is not too much to be spent by students because almost most communication providers provide free packages in using whatsapp so this is the reason students are interested in using whatsapp groups as learning Media.

As for other media, based on the results of interviews, it is said that the learning media is very costly for the quota in online lecture activities because these media have features only as teleconferencing or direct electronic-based meetings involving two or more participants.

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