Religiosity and Student Learning Motivation
during Online Learning in the Covid-19 Pandemic

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Abstract: The existence of online learning contributes to new problems for college students. For example, limited facilities and infrastructure and the lack of social interaction make it difficult for the students to maintain their learning motivation. One of the efforts to increase the learning motivation during online learning is by developing religious values. This study aims to observe roles of religiosity on student learning motivation during online learning for the Covid-19 pandemic. This study applied a correlational research design with subjects of 171 college students obtained by using a purposive sampling method. The measuring instruments used in this study were a religiosity scale by Nashori and a learning motivation scale by Wati. The results found that religiosity had positive correlation to their learning motivation during the online learning.

1. Introduction

On March 11, 2020 the World Health Organization (WHO) declared that the virus SARS-CoV-2 commonly known as Covid-19 is widely spread across the world. In response, many countries quickly began to reduce outdoor activities. In Indonesia, similar situations have happened where various sectors are being halted. For the example education sector where the circular letter issued by the Ministry of Education and Culture of the Republic of Indonesia

on March 24, 2020 that consisting implementation of new educational policies in the emergency period, it's explained that the learning process at all levels of institution should be conducted at home by applying online/distance learning methods.

Online learning is a learning process that is conducted by using online media that can make the educational process possible without meeting face to face directly (Maulana, 2020). This policy inevitably must be implemented in order to keep the education process ongoing; this is a new challenge for both college students and lecturers to adapt (Rahma & Safarati, 2021). But the implementation in action wasn't as smooth as it says. Asmuni (2020) in his study explained that the problems experienced by the college students in Indonesia during the online learning including the absence of supporting facilities, difficulty in accessing the internet network; lack of internet quotas to access the internet; unconducive environment to learn; difficulty in understanding the material given by the lecturers and boredom in learning.

On top of that, based on UNICEF (2020) survey of more than 4,000 respondents who were students in all provinces in Indonesia, 69% of the students admitted to being bored while studying at home during the pandemic. Boredom experienced by college students during online learning can be influenced by either internal factors or external factors (Herdiana et al., 2021; Pawicara & Conilie, 2021). The internal factors that cause boredom are that they need time to adapt to the online learning system and they find it difficult to maintain enthusiasm and self-discipline during the learning. In addition, they also experience some problems with devices and networks that are less supportive. The external factors that cause boredom for them are vary such as a boring learning process, an unsupportive home environment, and a limited interaction with friends or with lecturers.

2. Literature Review

In study conducted by Fauziyyah (2021) the impact of online learning in Indonesia can cause raise up the level of stress and anxiety to 55.1% and 66.3% each, ultimately could also reduce to level of learning motivation of the student (Lutfianawati et al., 2021; Hasibuan, 2019; Rucker, 2012; Park et al., 2012). These problems are crucial obstacles that need to be overcome in order to build learning motivation in students (Jamil, 2020).

Learning motivation is a significant factor for college students to reach their learning outcomes but the problems of online learning can be obstacles in building their learning motivation (Jamil, 2020). In description learning motivation is constructed to explain persistence, direction, intensity, initiation, and behavioral quality (Brophy, 2010). Husamah et al. (2018) defines that learning motivation is a force in students that evokes learning activities, ensures continuity of learning activities and provides direction for learning activities to reach certain learning outcomes.

College students with good learning motivation will be able to achieve their goals in the learning process (Ormrod, 2008). In addition, the learning motivation can trigger them to be more active, make them enjoy the process of learning activities and show their improvement of learning achievement, creativity and perseverance (Abou El-Seoud et al., 2014). The development of the student's learning motivation is influenced by external factors such as environment and internal factors such as self-perception (Santrock, 2008). The external factors include conditions of

learning facilities and infrastructure, teaching methods, social environment and parenting patterns. Meanwhile, the internal factors are student self-perception of their intelligence, student learning goals and student self-efficacy.

On the other hand, religiosity is an individual ability to apply and internalize spiritual values in his/her life that can be reflected through his/her utterances and behaviors (Marliani, 2016). Ancok and Suroso (2018) defines that religiosity is an individual belief that is driven by inner powers to perform activities tied to religion. The dimensions of religiosity in Islam according to Ancok and Suroso (2018) consist of five dimensions: aqidah (belief), ibadah (worship), akhlaq (ethics), ihsan (goodness), and ulumuddin religious knowledge. Furthermore in the hadith of Prophet Muhammad narrated by Ibn Majah stated that "pursuing knowledge is an obligation for each Muslim" (HR. Ibn Majah). Based on this hadith, it implies that Islam emphasizes its followers to have high spirit on pursuing knowledge because it is an important part of Islam. This is in line with an argument of Ghulsyani (1991) stating that one of differences between Islam and other religions is the emphasis on science as the Al-Quran and the Hadith invites all Muslims to still pursue knowledge.

The higher the faith of the people, the higher their enthusiasm in pursuing the knowledge; and the knowledge will make them realize that their knowledge in front of Allah is very trivial so their piety will increase (Sarifandi, 2014). The Prophet Muhammad once said that "whoever follows a path in pursuing knowledge will be made easy to follow the path to heaven by Allah" (HR. Muslim, no. 2699). This hadith is a motivation for every Muslim to continually pursuing knowledge because Allah will ease the way to His heaven.

3. Method

This study applied a correlational research design. It had two variables, namely religiosity and learning motivation. Religiosity became an independent variable, and the learning motivation became a dependent variable.

3.1. Sample

Participants in this study were all undergraduate students at Universitas Islam Indonesia. Their number were 171 students obtained by using a purposive sampling technique. The criteria of the participants that could be the subjects of this study were active students in the diploma and undergraduate programs from all batches at UII, who were studying or had experienced online learning during the Covid-19.

3.2. Measurement Tools

The religiosity was measured by referring to a religiosity scale by Nashori (2012). The religiosity scale was divided into two scales. The first religiosity scale measured dimensions of religious knowledge, and the second religiosity scale measured four dimensions, namely aqidah (faith), ibadah (worship), akhlaq (ethics) and ihsan (goodness). The religiosity scales passed validation tests and reliability tests and obtained a coefficient value of 0.950 on the first religiosity scale and 0.870 for the second religiosity scale.

The variables of learning motivation were measured by using a learning motivation scale by Wati (2009). This scale measured eight indicators, namely (1) having responsibility, (2) having realistic goals, (3) doing something well, (4) doing something to achieve success, (5) completing tasks that require efforts, (6) performing difficult tasks with satisfactory results, (7) having hope of doing something very meaningful, and (8) doing something better than others. The learning motivation scale passed validity tests by using the product moment validity test from Pearson. This scale also passed reliability tests and obtained a coefficient value of 0.882.

4. Results and Discussion

This study involved 171 students of Universitas Islam Indonesia consisting of 120 women and 51 men. The majority of the respondents aged 20 years old (85 respondents), 19 years old (50 respondents) and 21 years old (24 respondents). Assumption test in this study included a normality test and a linearity test. The normality test was conducted to determine whether the obtained data were normally distributed or not. Meanwhile, the linearity test was to determine effects of one variable on other variables. B

Based on the data normality test using the Kolmogorov-Smirnov One Sample analysis with SPSS 25 for Windows, the religiosity scale obtained a significance value of $p = 0.024$ ($p < 0.05$), meaning the data were not normally distributed. However, the learning motivation scale obtained a significance value of $p = 0.200$ ($p > 0.05$), meaning the data were normally distributed. Then, based on the linearity test with SPSS 25 for Windows, the religiosity and learning motivation variables obtained a significant value of $p = 0.000$ ($p < 0.05$), meaning the relationship of the two variables was linear.

The correlation value of the two variables obtained a value of $r = 0.543$, indicating that there was a significant positive relationship between the two variables and strong correlation. Thus, the research hypothesis could be accepted. To determine what religiosity aspect that shows highest significance to learning motivation, the multiple regression test is conducted. And shown at the table 1 below the result that akhlaq had the most significant contribution to the variables of student learning motivation with a value of beta = 0.000 indicating that there was a significant positive effect of akhlaq on the student learning motivation during the online learning.

Table 1 : Results of Multiple Regression Test

Dimension	Beta	Sig.
Religious knowledge	-0.037	0.568
Aqidah (faith)	-0.084	0.284
Ibadah (worship)	0.186	0.047
Akhlaq (ethics)	0.446	0.000
Ihsan (goodness)	0.062	0.547

The results of this study support the teachings of Islam as implied in the Qur'an and the Hadith stating that when individuals implement their religious teachings, they will show high

learning motivation. The results of this study are also in line with the results of some previous studies finding that the level of religiosity had a significant positive relationship to student learning motivation (Najib, 2018; Farhan & Rofi'ulmuiz, 2021). This implies that the higher the student religiosity, the higher his/her learning motivation, and vice versa.

5. Conclusion

Based on the results of this study, it could be concluded that there was a significant positive relationship between religiosity and the student's learning motivation. The students who have a high level of religiosity would have high learning motivation. The results of this study highlighted the importance of developing religious values in the students to increase their learning motivation. The aspect of religiosity that significantly contributed to the student learning motivation was akhlaq. Then, further researchers focusing on this topic are suggested to increase the number of other variables that can also potentially contribute to the student's learning motivation.

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