

CHAPTER V

CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

5.1 Conclusion

Based on the research questions and findings from the Online Science Learning Motivation Questionnaire in regard of investigating students' science learning motivation through online learning during COVID-19 pandemic, some conclusion can be inferred as follows:

Firstly, three of the key factors (Active Learning Skills, Learning Values and Achievement Goal) has the mean value of 3.30, 3.24, 3.41 respectively. Meanwhile the rest (Self-Efficacy, Performance Goal and Learning Environment Stimulation) has the mean value of 2.81 2.84 2.89. The relatively high mean value for each key factors contributes in achieving high motivation.

Secondly, there is a statistically significant difference of questionnaire responses between different grades of students in three key factors namely Self-efficacy, Performance Goal and Learning Environment Stimulation with significance value of ($p = 0.06, 0.039$ and 0.011) where p value is less than 0.5 significance level.

Lastly, there is a correlation between the two key factor of Self-Efficacy and Achievement Goal, Performance Goal and Achievement Goal, Learning Environment Stimulation and Self-efficacy. The correlation is statistically proven with 0.000 significance value that is less than 0.01 significance level. This has the meaning that the key factors that have correlation is dependent of one-another.

5.2 Implications

According to the research findings, this study produces profiles of students' motivation through online learning during the COVID-19 pandemic. The profiles are based on the key factors of Online Science Learning Motivation Questionnaire. This study was also able to determine which factor is the most prominent in contributing to students' science learning motivation through online learning during the COVID-19 pandemic based on the result of the questionnaire response. On the other hand, this study was also able to point out that there is a statistically significant difference based on students' grades in terms of responding to the questionnaire. Therefore, the profiles can be used as a reference in future studies

and in making education policies particularly fields related to motivation.

5.3 Recommendations

Based on the research questions and findings of this study regarding students' science learning motivation through online learning during COVID-19 pandemic, some recommendation can be given and further elaborated as follows:

Firstly, for future studies in a related field such as science learning motivation and online learning, it is recommended to widen the scope/reach of the respondent with a balanced ratio of the respondent in certain categories. It is also preferable to find out more about students' background such as gender, age, etc. so that there are more variables to compare.

The questionnaire can be developed further by adding open-ended questions to elaborate the students' responses on the Likert-scale section. The questionnaire and findings of this research can be used as a reference for future studies in a related field.

Finally, for the teacher, the findings from the Online Science Learning Motivation Questionnaire can be used as a basic information when conducting online science learning in order to create a better science teaching and learning activity, particularly in the motivation aspect. It is also recommended to use the result of from questionnaire to determine which factors needs to be increased to further support and sustain students' science learning motivation through online learning. In addition, the teacher may also use the findings of this study to figure out which grades of students should be concerned and prioritized in terms of their motivation.