Students' Interest and Motivation in Learning History Using Video Conference-Based Media During the Covid-19 Pandemic

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Abstract: This study aims to determine the use of video conference-based media in history learning during the covid-19 pandemic; to identify students' motivation in learning history by using video conference-based media during the covid-19 pandemic; to identify students' interest in learning history by using video conference-based media during the covid-19 pandemic and to know the problems in online learning during the covid-19 pandemic. The research population consists of history students of 2018, 2019, and 2020 with 162 students. The sampling technique used a probability technique sampling with 15% of the total populations and was taken 25 samples. The research method used a descriptive quantitative approach with a survey technique. The data were collected by using questionnaires and interviews. The study results showed that (1) 49,4% of students preferred google meet, 37,7% zoom meetings, and the rest of 12,9% of students chose the others. It indicates that the covid-19 pandemic makes them adapt quickly in the online learning; (2) students' motivation in learning using video conference media was 36% categorized in the very high category, 48% categorized into a high category, and 16% categorized in the low category. It indicates that students' motivation in learning history using video conference-based was in the high category; (3) students' interest in learning history using video conference-based media was 32% categorized into very high, 56% high, and 12% low categories. These indicate that students' interest in learning history using video conference-based categorize into high category (4) online learning's problems during the covid-19 pandemic were students' complaints on the unstable internet connection, consumptive internet data, numerous assignments of each course, and material that needed direct practice, and the material presented by the lecturer was challenging to understand. Theoretically, the results of this study can be used as a reference for developing online learning media.

Keywords: Learning interest, motivation in learning, video conference, Covid-19

Promoting Local Wisdom and Globalism towards Sustainable Development in the Pandemic and Post Pandemic Era

Introduction

The world was shocked by the outbreak of the contagious disease in Wuhan, Hubei Province, at the end of 2019. Then, it is quickly spread all over China and around the world (WHO, 2019). World Health Organization (WHO) officially announced on 11 February 2020 this contagious disease called Corona Virus Disease (Covid-19), which was triggered by the Severe Acute Respiratory Syndrome Corona Virus-2 (SARS-CoV-2). This virus can infect one person with other people and has spread widely in China and 190 other countries (Susilo, 2020). In Indonesia, the case of Covid-19 was firstly reported on 2 March 2020 with two positive cases. The outbreak of Covid-19 in Indonesia is very fast that in May it reached up to 26.473 cases (Hakim, 2020).

To anticipate and decrease the virus outbreak and positive cases in Indonesia, the government issued a Circular Letter on 18 March 2020, which stated that all indoor and outdoor activities were temporarily postponed. It indicates that the covid-19 pandemic brings massive impact on social life. These are social, economy, tourism, and education. In the education sector, the Ministry of Education and Culture of the Republic of Indonesia issued a Circular Letter Number 4 the Year 2020 on Implementation of Education Policies during the Covid-19 Outbreak Emergency Time. Learning activities in the school are then carried out online or from distance.

The Covid-19 Pandemic has been truly changed the practice of learning drastically to be student learning independence and communication and information-based. Electronic learning (e-learning) or online learning through the internet is thoroughly carried out because of pandemics (Pujilestari, 2020). In addition, learning activities in higher education should be able to adapt to the happening situation.

The education system must think creatively and adaptively by changing the learning model from conventional learning-based to online learning-based during the Covid-19 Pandemic. The Pandemic allows and forces the education system: all stakeholders to innovate from the normative paradigm of the natural world to cyberspace by using technology in every learning activity.

Online learning requires learning media. One of the media is a video conference. It is a technology that enables students to meet face-to-face without moving to the same place virtually. Some video conference forms are

Zoom Meeting and Google Meeting. Zoom Meeting is considerably practical and efficient for students because they can communicate with each other, and their lecture could communicate through the chat (Danin, 2020). However, students used to learn face-to-face, so the video conference used in online learning increases students' interest and motivation in learning. The problems above are required to know further students' interest and motivation in learning history using video conference-based during the covid-19 pandemic.

Literatur Review

Learning media. Learning media are means used for delivering messages in learning activities, such as delivering learning materials to students so that they can understand easily (Firmansyah, 2017)**.** According to Gerlach and Ely (in Arsyad, 2011), media in general consists of human, material, or students supporting activities to gain knowledge, skills, or attitud**e.** This definition reveals that a teacher, textbook, and school environment are media. Learning media are means and materials used for learning in order to stimulate students in learning. In the learning process, media can deliver information from the source (teacher) to the receiver (student). According to Asyhar (2012) by physiology, learning media have the following functions:

1. *Attentive Function.* Learning media can catch students' attention to materials discussed.
2. *Affective Function.* Learning media can increase students' participation in the learning process through students' reactions in the learning process. Learning media make students active and give direct feedback.
3. *Cognitive Function.* Learning media give knowledge and new understanding to students.
4. *Psychomotor Function.* Learning media related to physical skills or people's appearance.
5. *Imaginative Function.* Learning media are an alternative strategy that can be used to stimulate and develop students' imagination.
6. *Motivational Function.* Learning media can stimulate students' learning motivation because it is more exciting and attentive.

Video Conference. Video Conference is a technology combining sound and video where two or more people in a different location can communicate face-to-face directly via the internet as the medium. Video Conference has advantages such as:

1. Communication becomes better
2. Information is more understandable and sharing one another
3. Information sources become better
4. Gesture, mimic, attitude, and tone can express everything
5. Variety of Presentations, documents, and applications related to meeting

In the era of information and technology development, video conferences should be used by teachers for carrying out the learning process in any condition. Video conference connected to the internet enables teachers and students to interact in different locations (Wibawanto, 2020).

Learning Motivation. Motivation is crucial in learning activities. Without motivation, the learning process will not run optimally. Motivation is required to stimulate learning enthusiasm. Winkel stated that learning motivation is the whole psychological energy that triggers learning activities and keeps the learning activities to achieve goals (Winkel, 2009). In addition, Owens defined motivation as support either from one's internal or external so that they do activities (Owens, 1991). The definitions show the importance of motivation in giving enthusiasm and a sense of pleasure in learning. Students are motivated to have much energy to learn to achieve their dreams. On the other hand, motivation is one's potential to do activities to achieve goals planned.

Learning Interest. Interest is an intense desire or high tendency to an object. Interest is also defined as a motive expressing strength and individual intention on an object. Slameto (2010) stated that interest is a sense of preference and interest in certain activities without being asked. Interest is an acceptance of the internal relation with an object outside themselves. The more substantial or more closed relation, the stronger interest sticks within their soul (Gie, 1985).

Learning interest is crucial in every action, moreover, in the learning process of students. Gie (1985) said: "a subject can only be learned well if students can focus on that subject, and interest is one of the focus factors" a person can entirely focus on playing chess, card, sitting hours, fishing, or doing other activities because they have high interest on it.

Methods

The research approach used by the writer is a quantitatively descriptive approach with a survey method. Survey research is used to collect information from or about someone to illustrate, compare, and explain knowledge, behavior, and attitude (Fink, 2003). A famous American surveyor, Robert Groves, survey generates statistical information. The survey is quantitative. Survey research asks respondents about beliefs, opinions, behavior, and characteristics (Groves, 2010).

Using this method, the writer intends to collect data and observe certain aspects related to problems to obtain supporting data in making a research report. The data obtained are then processed and analyzed further with grand theory to get an overview of the object and conclude the research. The research population consists of all active students of the history class of 2018, 2019, and 2020 with 162 students. The sampling technique used a probability technique with 15% of the total populations and was taken 25 samples.

The instruments used were questionnaires and interviews. According to McMillan & Schumacher (2010), s questionnaire is a written document containing prompts or questions used to obtain an individual's perceptions, attitudes, beliefs, values, perspectives, and other traits. Therefore, the questionnaire is a list of questions used for obtaining an individual's perception, attitudes, beliefs, values, perspectives, and other individual traits. The questionnaire was given to students to get information related to students' interest and motivation in learning history using video conference-based media. The questionnaire was a closed questionnaire type with Likert scaling consisting of 25 questions and four alternative answers. In comparison, the questionnaire of the use of video conference provided choices to answer with reasons to strengthen students' choice.

The researchers not only used a questionnaire, but they also used an interview technique. It was used for expressing problems in history learning and getting more detailed information from the existing variables. To solve the problem there needs a particular treatment in order to get more detailed problems. Some things that became a focus in the interview were expectations on the media used, difficulties in the learning activity, and other advantages and disadvantages of the existing media.

The questionnaire data were objectively processed and described. The analysis steps are (1) the questionnaire data were objectively checked and clarified, (2) the questionnaire data were described, and (3) the conclusion. Descriptive analysis is a research method required by descriptive statistics. It is a statistic used for analyzing data by describing or explaining the collected data without taking a conclusion in general (Sugiyono, 2017).
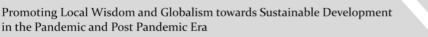
Findings and Discussion

Online Learning. The research results found that most students would prefer using Google Meeting and Zoom Meeting. It can be seen from the students' answers that 48% of students chose Google Meeting and 48% of students chose Google Meeting, and 36% of students chose Zoom Meeting. On the other hand, the rest of 16% of students chose other learning media. Therefore, the implementation of online learning for students in History Education, Faculty of Teacher Training and Education, Sultan Ageng Tirtayasa University, would prefer using Google Meeting to other learning media.

Following the result of selected interview, the main reason of preference using the platform was that Google Meeting spent fewer internet data than Zoom Meeting. In addition, students would prefer using Google Meeting because their lecturers could not control the entire students at once. It was because Google Meeting could not display the entire student's faces during the learning activities. This reason means student take advantages over the weakness as well as the strength of the platform pragmatically.

Students who would prefer Zoom Meeting were because of their clearer lecturers' explanation to using Google Meeting. Most students who chose Zoom Meeting did not consider their internet data. It is only used for group discussion. In addition, students considered Zoom's menus were easy to understand; in contrast, 16% of students still use other applications such as WhatsApp. Students considered that the use of video calls with eight users in WhatsApp was easy to do.

Learning Motivation. According to data from the questionnaire obtained the highest score was 88; the lowest score was 58. The descriptively statistical scores can be seen from the following Table 1.

Table 1. The Descriptively Statistical Scores of the Learning Motivation

No.	Statistics	Scores
1	Mean	78
2	Median	82
3	Modus	75,88
4	SD	8,22

According to the mean and deviation standard above, the score of learning motivation can be interpreted as follows:

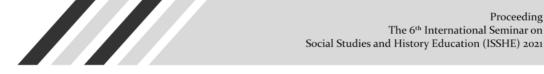**Table 2.** The Interpretation Scores of the Learning Motivation

No.	Criteria	Scores	F	%
1	Very High	82-88	9	36
2	High	67-81	12	48
3	Low	58-66	4	16
4	Very Low	<58	0	0

The results showed that the mean of learning motivation was 78 or was at intervals of 67-81. Based on Table 4. 36% of students have very high learning motivation, 48% have high learning motivation, and 16% have low learning motivation. This means that the motivation to learn students in learning during the covid-19 pandemic is relatively high. This shows the motivation to learn at a time when the Covid-19 pandemic is not decreasing.

In this study, the indicators used in measuring learning motivation are the presence of passions and desires to succeed, the existence of encouragement and needs in learning, the existence of future hopes and ideals, and rewards in learning. The results showed that the majority of students have the motivation to learn. This is evident from student questionnaires that state that most students state that learning is a need to succeed and achieve their goals.

Motivational learning is essential because motivation encourages interest in learning, and conversely, a lack of motivation will weaken the interest in learning. Research shows that some students still have low motivation to study. It should also be a concern for lecturers to increase student learning motivation. Lecturers can make learning more exciting and use engaging media to increase learning motivation and maintain learning motivation in students to increase students' learning interests.

Learning Interest. According to data from the questionnaire obtained, the highest score was 91; the lowest score was 65. The descriptively statistical scores can be seen from the following table

Table 3. The Descriptively Statistical Scores of the Learning Interest

No.	Statistics	Scores
1	Mean	80
2	Median	90
3	Modus	79,92
4	SD	7,83

According to the ideal mean and deviation standard above, the score of learning interest can be interpreted as follows:

Table 4. The Interpretation Scores of the Learning Interest

No.	Criteria	Scores	F	%
1	Very High	>84	8	32
2	High	70-83	14	56
3	Low	65-69	3	12
4	Very Low	<64	0	0

The results showed that the mean of learning interest was 80 or 70-83. Based on Table 4. 32% of students have a very high interest in learning, 56% have a high interest in learning, and 12% have a low interest in learning. This means that students' interest in learning during the covid-19 pandemic is relatively high. This indicates an interest in learning at a time when the Covid-19 pandemic is not decreasing.

In this study, indicators in measuring learning interest were feelings of pleasure, attention, interest, and student engagement during online learning amid Covid-19. Most students state that they have a desire to follow online learning. Data shows that most students show attention, i.e., the majority of students are not just silent when they do not understand the lesson and do the task in earnest. The desire of students to seek knowledge by reading and asking when experiencing difficulties and to deepen their knowledge and seek knowledge from various sources shows interest. Most of students stated that carrying out study schedules, collecting assignments on time, and studying

every day indicates student participation. The results of this study show that the majority of students have an interest in learning.

Interest in learning becomes one of the essential things in the smooth learning process, both face-to-face and online, so it is essential to generate student learning interest. Research shows that some students still have a low interest in learning. It should also be a concern for lecturers to increase students' learning interests. Lecturers can make learning more interesting by using attractive models or media to increase learning interest as well as maintain students'.

The problems of Online Learning. The research results found that most students facing problems sometimes during the usage of IT media platform in online learning. As many as 65% of them agreed if there were problems related to the media in learning history during the Covid-19 Pandemic. They considered learning media used by lecturers were less attractive since they used to use conventional media. Students expected to use learning media; lecturers did not only use PowerPoint medium. Nevertheless, they used PowerPoint medium; its picture and video could be designed more interesting so that students were not bored or sleepy in the learning process.

In the learning model, students agreed that the learning model implemented by lecturers was not various and the use of the learning model in the learning process. Students tended to do group discussions, and afterward, their lecturer explained that they thought the learning process was monotonous and less challenging. The learning process was conducted as routine, but it was less able to impact learning mastery or even only changes students' behavior. They were often sleepy and not focused on the learning process.

Most students agreed if there were any problems with learning infrastructures during the Covid-19 Pandemic. The main problem was the lack of infrastructure and internet data. Although their campus had subsidized the internet data already, students thought the internet data were inadequate. This research was given to active students in terms of 2, 4, & 6 who had maximal credits of 24. They needed more internet data since the learning activities were longer. Furthermore, most students complain about internet data problems, such as suddenly off-internet data, disturbing learning concentration.

Conclusion

From the discussions above can be concluded that (1) 49,4% of students preferred google meet, 37,7% zoom meetings, and the rest of 12,9% of students chose the others. It indicates that the covid-19 pandemic makes them adapt quickly in the online learning; (2) students' motivation in learning using video conference media was 36% categorized in the very high category, 48% categorized into a high category, and 16% categorized in the low category. It indicates that students' motivation in learning history using video conference-based was in the high category; (3) students' interest in learning history using video conference-based media was 32% categorized into very high, 56% high, and 12% low categories. These indicate that students' interest in learning history using video conference-based categorize into high category (4) online learning's problems during the covid-19 pandemic were students' complaints on the unstable internet connection, consumptive internet data, numerous assignments of each course, and material that needed direct practice, and the material presented by the lecturer was challenging to understand.

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