Utilization of E-Learning Media Portal Kemdikbud Learning House During Pandemic Learning to Increase Learning Motivation of Junior High School Students

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Abstract: The education system in Indonesia is experiencing new challenges due to the Covid-19 virus outbreak, which has caused the entire learning system in educational institutions to be shifted to online (online) methods. The implementation of online learning that is too long has an impact on students' learning motivation. Too long a time makes students bored because almost every day they have to sit in front of devices such as smartphones, laptops, and so on to access online learning. The policy of studying at home demands a high motivation from students to learn, while what is happening at this time is a decline in student learning motivation. In this case, the teacher is required to be able to use technology in order to continue the continuity of teaching. Online learning media in the form of "E-Learning Media Portal for Home Learning Kemdikbud" is one solution in the midst of the Covid-19 pandemic to increase student learning motivation. This study aims to explain the benefits of E-Learning to increase students' learning motivation. This study uses a quantitative phenomenological approach and uses an interactive model of Miles & Huberman. Data were collected through in-depth interviews, observations, and questionnaires. The results showed an increase in students' learning motivation in social studies lessons by utilizing five features in the Learning House Portal such as: Learning resources, Electronic School Books (BSE), Question Banks, Cultural Maps, and Maya Classes (google meet and zoom meetings) as one of the Learning Resources. However, it also has obstacles from several factors such as the unpreparedness of students in the distance learning process, the conditions of the learning environment that are not conducive, the condition of the parents of students, the lack of support for facilities provided by parents, and the psychological state of students which includes: talent, intelligence, attitudes, perceptions, and interests are also factors of student success in learning.

Keywords: online learning, home learning portal, learning motivation

I. INTRODUCTION

At the beginning of 2020, Indonesia was shocked by the first case of the Corona Virus disease outbreak which was increasingly spreading and worsening. Through the Ministry of Education and Culture, the Government has prohibited the world of education from carrying out face-to-face (conventional) learning and ordered online learning to be held (Ministry of Education and Culture Circular Letter No. 1 of 2020 concerning Implementation of Educational Policies in the Emergency Period of the Spread of Corona (Covid 19). The Circular states that the learning process is carried out at home through online/distance learning to provide a meaningful learning experience for students[1]–[3].

Various obstacles are faced in the implementation of online learning, both from the student side and from the school or teacher. The obstacle experienced by students is that not all students' families are able to provide online learning support facilities such as personal computers (PCs), smartphones or androids, or the like, as well as internet quota facilities [4]–[9]. In addition, student motivation in learning continues to decline which is indicated by the number of students who have scores below the KKM as follows:

TABLE 1 MIDDLE SEMESTER EXAMINATION VALUES FOR IPS COURSE STUDENTS OF CLASS VII ODD SEMESTER FOR THE ACADEMIC YEAR 2021/2022.

No	Completeness Criteria Minimum	Class									Amount	%
		VII A	VII B	VII C	VII D	VII E	VII F	VII G	VII H	VII I		
1.	Completed ≥ 76	14	15	18	12	13	15	15	11	15	128	36,8 %

2.	Incomplete < 76	18	17	14	20	21	17	17	21	17	179	63.2%
	Amount	32	32	32	32	32	32	32	32	32	288	100%

Source: Teacher Documentation of Social Studies Study Sector Class VII SMPN 1 Sukoharjo Academic Year 2021/2022.

Based on the table above, for all students of SMPN 1 Sukoharjo who take part in the online learning process for social studies subjects, it can be explained that student learning outcomes in the midst of the Covid-19 pandemic situation have decreased, from 179 students (63.2%) students have low grades. completed in social studies subjects, only 128 students (36.8%) had a complete score. The difference in the achievement of student learning outcomes, of course, has something to do with the different learning motivations of students in this pandemic mass learning whose learning is carried out online.

Motivation and student achievement are two aspects that influence each other, if the value of motivation in students is high, then student learning achievement will be better. That is why the learning achievement of students has an impact if the motivation in students is lacking. motivation can provide direction and guarantee learning activities as the overall driving force in students so that learning objectives are expected to be achieved [10]–[12]. In addition, the characteristics of people who have good learning motivation if they are diligent in facing tasks, are tenacious in facing difficulties, show interest [13], [14], prefer to work independently, get bored quickly on routine tasks (things that mechanical, just repetitive, so less creative), can defend his opinion, is not easy to let go of what he believes in, and likes to find and solve problems [15], [16].

Online learning teaches students to be free to explore their learning resources from anywhere, both from online learning sources and direct experiences [1], [7], [17]. This is also related to the perspective learning theory proposed by Jerome S Bruner. He argues that learning activities will run well and creatively [18] if students can find certain rules or conclusions for themselves. In looking at the learning process [16], [19], [20], Bruner emphasizes the influence of culture on one's behavior. With his theory called free discovery, he said that the learning process will run well and creatively if the teacher provides opportunities for students to find a concept, theory, rule, or understanding through examples that he encounters in his life [21].

Based on this problem, researchers will conduct research on students at SMPN 1 Sukoharjo by utilizing the e-learning learning media "The Ministry of Education and Culture's Learning House Portal" which is expected to provide positive benefits to students motivation, especially in social studies learning. Therefore, the title of this research is "Utilization of the E-Learning Media Portal of the Ministry of Education and Culture's Learning Center in Pandemic Mass Learning to Increase Learning Motivation of Class VII Students in Social Studies Subjects at SMPN 1 Sukoharjo. This study aims to: Describe learning using E-Learning media to increase student motivation in class VII in social studies subjects at SMPN 1 Sukoharjo.

II. RESEARCH METHOD

This study uses a qualitative research type by exploiting data in the field with descriptive analysis methods [22]. By using a qualitative phenomenological approach. A phenomenology is an approach that focuses more on the concept of a particular phenomenon and the form of its study is to see and understand the meaning of an experience related to a particular phenomenon, an experience related to a particular phenomenon [23].

Definitions of research variables must be formulated to avoid errors in collecting data. Researchers conducted research on how the use of E-Learning learning media in increasing motivation and learning outcomes of class VII students of SMP Negeri 1 Sukoharjo. The measurement of the use of E-Learning learning media includes: (1) the use made by teachers and students to increase learning motivation, and (2) the obstacles experienced by students and teachers in utilizing it to increase learning motivation [24].

Research informants whose data sources will be explored. The informants referred to here are: Social studies subject teachers and students, are subjects who receive, implement, and at the same time determine the success of the learning that has been taught to them. The data to be obtained in this study is from class VII students in social studies subjects. From as many as 288 class VII students, 18 samples will be taken, namely 2 students from 9 existing groups. Selected based on the 2 lowest scores on social studies subjects in each group. They are also selected based on a purposive sampling technique where the researcher determines the sampling by determining specific characteristics that are in accordance with the research objectives so that they are expected to be able to answer research problems [25], [26]. Researchers used purposive sampling to increase the usefulness of information obtained from a small sample. So the

sample size in this study was 18 students. Collecting data in this study using interviews, observation, and literature study.

III.   RESULT AND DISCUSSION

A.   Result

1.   Utilization of the Ministry of Education and Culture's E-Learning Portal Media Learning Center carried out by Teachers and Students

The use of the Learning Home Portal media by teachers is to communicate with students via WhatsApp [27], then take advantage of several features in the Kemdikbud Learning Home Portal including: (a) Learning Resources, (b) Question Banks, (c) Electronic School Books (BSE), (d) Cultural maps, (d) Maya class. These five features are used based on the condition of many students who do not understand technology well, do not have personal cellphones, and the unavailability of internet quota in accessing technology. Even so, learning which was originally carried out face-to-face and later turned into Distance Learning also had an impact on the readiness of teachers and students in facing distance learning, not only the readiness of students and teachers, parental support, parental conditions, facilities, and environmental conditions as well. become important things that need to be considered [8], [17].

2.   The tendency of Student Learning Motivation in Utilizing the Home Learning Portal of the Ministry of Education and Culture.

Low student motivation has an impact on the success of learning. The learning process will achieve success if students have good learning motivation [21]. However, in reality, during online learning, many students' learning motivation decreases, students, prioritize laziness and do their best, because there is no one to talk to directly. This is also shown in the table of student learning motivation based on indicators of student learning motivation before learning using the Ministry of Education and Culture Learning House Portal as follows:
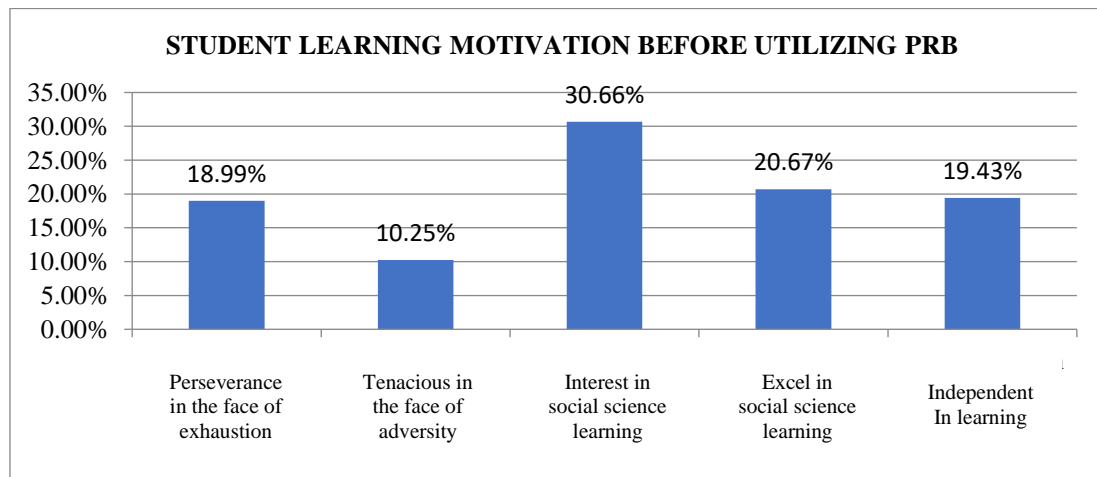

Figure 1 Student Learning Motivation Diagram Before Utilizing DRR

Based on the diagram above, the learning motivation of 18 students became the sample in this study, seen from several indicators of persistence in dealing with assignments in social studies subjects during online learning of 18.99%, tenacity in facing difficulties of 10.25%, interest in carrying out social studies learning of 30.66%, the desire to achieve in social studies subjects 20.67% and students have independence in learning as much as 19.43%. From some indicators of student learning motivation, it can be said that student learning motivation is still relatively low, especially when learning which was originally carried out directly has now turned into online learning.

The return of learning even though online learning is not fully able to restore enthusiasm or motivation to learn. On the other hand, online learning is considered difficult. To overcome the low learning motivation of students, first, you must know what factors make student learning motivation low. By knowing the information related to the factors that influence the low motivation of students, the teacher can improve the way of delivering the subject matter to be more interesting to increase student motivation. The following are the results of observations of student learning motivation when compared with before and after using the Ministry of Education and Culture's Home Learning Portal:
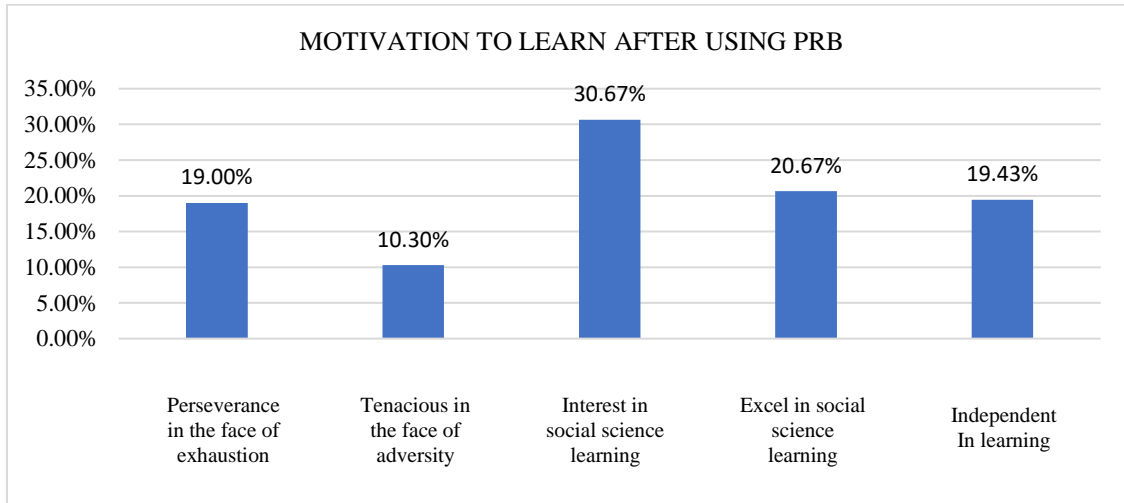
Figure 1 Student Learning Motivation Diagram Using PRB

Based on the diagram above, students' learning motivation seems to increase when viewed from the percentage of several indicators related to student learning motivation which include: persistence in learning as much as 19.00%, tenacity in facing difficulties 10.30%, interest in social studies learning 30.67%, desire achievement in social studies learning 20.67% and independence in learning with a percentage of 19.43%. This also affects the completeness of students' daily assignments, as follows:

TABLE 2 RECAPITULATION OF STUDENTS' DAILY ASSIGNMENT VALUE BEFORE AND AFTER USING THE MINISTRY OF LEARNING HOME PORTAL.

No	Name	Class	KKM	Grade of Assignment (Before)	Description	Grade of Assignment (After)	Description
1	NE	VIIA	76	60	TT	78	T
2	FG	VIIA	76	50	TT	76	T
3	AN	VIIB	76	70	TT	80	T
4	JN	VIIB	76	50	TT	76	T
5	NL	VIIC	76	60	TT	80	T
6	DZ	VIIC	76	40	TT	76	T
7	AL	VIID	76	48	TT	76	T
8	DB	VIID	76	0	TT	65	TT
9	RK	VIIE	76	0	TT	55	TT
10	GN	VIIE	76	38	TT	70	TT
11	KR	VIIF	76	45	TT	76	T
12	AY	VIIF	76	0	TT	45	TT
13	DT	VIIG	76	50	TT	78	T
14	RY	VIIG	76	45	TT	70	TT
15	H	VIIH	76	50	TT	76	T
16	A	VIIH	76	45	TT	78	T
17	MR	VII I	76	40	TT	80	T
18	VA	VII I	76	60	TT	80	T
Number of Students Completed			Before	0	After		15
Percentage				0%			83%

Source: Observation data for SMP Negeri 1 Sukoharjo during the 2021 pandemic

Based on the table above, it is known that there is an increase in student learning motivation based on the minimum completeness criteria (KKM) before and after using the Kemdikbud Learning Center Portal media on social studies subjects at SMP Negeri 1 Sukukoharjo, namely before using the percentage of 0% of the 18 students sampled. has a value below the KKM. Then after utilizing the Kemdikbud Learning Center Portal media, it increased from 18 students who had scores above the KKM as many as 15 students if the percentage was 83%. In general, students' learning motivation increased which was indicated by increased learning outcomes, however, there were some students who had not yet reached the KKM but appeared enthusiastic to take part in learning even though their scores had not yet reached the KKM.

3. Constraints experienced by teachers and students in utilizing the Ministry of Education and Culture's Learning Center Portal.

There are several obstacles experienced by teachers and students in utilizing the Kemdikbud Learning House Portal. Among them: (1) Unpreparedness of students in the distance learning process, (2) Conditions of the learning environment that are not conducive, (3) Conditions of Parents of Students, (4) Lack of support for facilities provided by parents, and (5) Psychological conditions students in learning which includes: Talent, Intelligence, Attitude, Perception, Interest, Dynamic Elements in Learning.

B.   Discussion

1. Utilization of the Ministry of Education and Culture's Learning House Portal to Increase Students' Learning Motivation at State Junior High School 1 Sukoharjo

As one of the impacts of the Covid-19 outbreak in the world of education, various policies have been implemented to break the chain of the spread of the Covid-19 virus in Indonesia. By using this online learning system, sometimes various problems faced by students and teachers arise, such as subject matter that has not been completed by the teacher, then the teacher replaces it with other tasks, the lack of interest in student learning as well as the low motivation for student learning due to the pandemic so that it becomes one of the main reasons for this causes of not achieving the desired learning objectives [27]–[29].

Low student motivation due to the pandemic will have an impact on low learning outcomes. Faced with conditions like this, the important task of the teacher is how to transform knowledge into a form that can foster students' thinking skills. Teaching materials should be related, sequential, and in accordance with the ability of students. Many ideas, concepts, proportions, principles, and problems of knowledge can be presented to students in a simple way so that they can be understood, recognized, and mastered by students.

The same is the case with the perspective learning theory proposed by Bruner, that to increase students' learning motivation in the learning process, it can be improved by compiling subject matter and presenting it according to the student's developmental stage. In addition, the learning process will run well and creatively if the teacher provides opportunities for students to find a concept, theory, rule, or understanding through examples that he encounters in his life.

So that children can learn to understand something meaningful rather than learning to memorize. New information must be adapted and related to the knowledge that students already have. The teacher's task is to show the relationship between what is being studied and what students already know by using one of the online learning media, namely the Kemdikbud study home portal [15], [30].

The application of prescriptive learning theory is very much needed in the world of education to support the profession of a teacher. This requires a curriculum that is able to support students continuing their higher education, in fact, the ever-changing curriculum makes the world of education less able to compete. As well as the influence of the very rapid development of culture and social media. The form of assistance provided by the teacher to class VII students in social studies subjects at SMP Negeri 1 Sukoharjo in increasing students' learning motivation based on perspective theory is by utilizing the features available on the learning home portal [31].

2. Learning Resources

The learning materials in the Learning Resources feature of the Learning House Portal provide multimedia. Learning multimedia is an integrated combination of various media consisting of text, graphics, photos, animations, sounds, and videos that are used for learning activities [15].

The Learning House Portal contains not only learning materials, but also various patterns of activities that can stimulate, stimulate, and challenge students to learn, and to self-assess their learning progress. In addition, the material is presented in a structured manner starting from competencies, material descriptions, exercises, and assignments, as well as online evaluation of learning outcomes, both teachers and students can further deepen and enrich their insights [21], [32].

3. Question Bank

Another main feature of the Learning House Portal is the Question Bank. Before giving these questions to students, a teacher must know well the students' ability to answer the questions given by the teacher. The use of the question bank must be in accordance with its designation. In addition, the use of the question bank is also adjusted to the existing plan and specifications of the question bank. The main benefit of a question bank is to make it easier for teachers to make a quality assessment instrument.

4. Electronic School Book

The BSE used in the social studies learning process is an Electronic School Book in the form of text in PDF format

[15].The use of this electronic school book is used or not depends on the willingness of the teacher, and whether or not to use it as a source of learning in the classroom. From the students' point of view, most are just accepting what the teacher says. BSE maximization in this case depends on the teacher. In its use as teaching materials, teachers can give it to students both in the form of softcopy and hardcopy by printing. If you want to convey it during learning, the teacher can process the BSE in such a way that it is in the form of a presentation slide (PowerPoint). In terms of the operation of this BSE, teachers do not experience many obstacles. Teachers have understood the various BSE formats provided by the Ministry of National Education. Teachers get this BSE by downloading it on the internet and fellow teachers.

5. Cultural Map

The development of this Indonesian cultural map media is made as appropriate as possible so that it is functional and useful for students [33], teachers, and schools. This service will provide alternative learning media about Indonesian culture in accordance with the demands of ICT development. Currently, the selected object is to use the cultural map in the Learning House. The purpose of this study using one of the sites from Rumah Belajar is to make it easier for students to learn Indonesian culture in an easy and fun way (students just click on one of the provinces from the map image). Another goal of developing cultural map media is to provide appropriate learning media to use, thereby motivating students and making it easier for students to understand the subject matter optimally.

The Indonesian cultural map media depicts the culture in every province throughout Indonesia which will make it easier for students to know Indonesian culture and its location. In addition, this Indonesian cultural map media can encourage students to be able to learn actively because the use Indonesian cultural map media, namely playing while learning. So in playing games on the media of Indonesian cultural maps, students will see various objects and read many times which can deepen memory. Thus, learning will be more effective than just relying on reading and listening to a material as is often done in the learning process. The development of this Indonesian cultural map media was designed by considering durability, ease of use, and security, so that the materials used are durable and not harmful to students. This media is also equipped with a manual as a guide for teachers and students in its use.

6. Maya Class

The development of ICT has influenced rapid global changes in various aspects of people's social life. Now thanks to ICT, the components of education that make change possible, such as: teachers, classrooms, study materials, etc. can be duplicated or reproduced so that they are almost limitless. Teachers, classrooms, and learning materials are multiplied with ICT so that there are virtual teachers, virtual classrooms, and virtual learning materials for online evaluations or tests which of course can serve the learning needs of every student. real people[34], [35].

This Virtual Class feature is a means for online learning. Virtual learning (online learning) is a learning model using the internet as the main channel of communication and learning interaction. The application of virtual learning is a positive paradigm and a potential new tool to revolutionize by expanding access to education. In addition, the application of virtual learning increases learning freedom, flexibility, adaptation, and application of lifelong learning principles. We can learn in various ways, especially in this era of convenience.
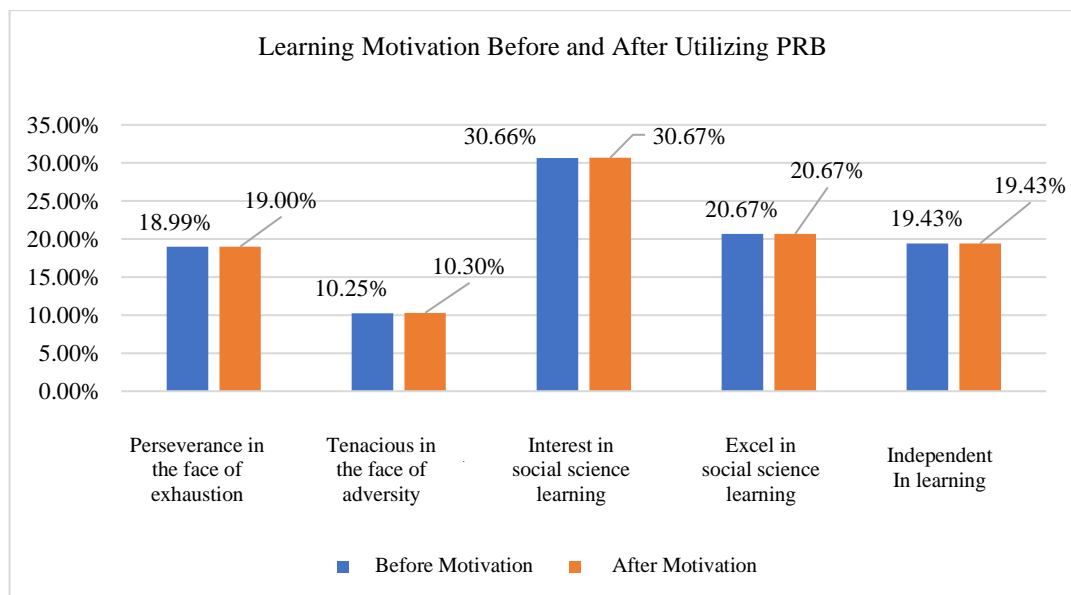
One of the solutions provided to increase student learning motivation is to use the E-Learning Learning Portal of the Ministry of Education and Culture. The use of the Learning House portal in online learning for social studies subjects

can be said to be effective in increasing students' learning motivation. This is indicated by the increasing percentage of students' learning motivation as seen from several indicators of learning motivation as above:

The tendency of student learning motivation as seen from several indicators put forward by Sardiman which includes perseverance in dealing with tasks, tenacity in dealing with difficulties, interest in learning, desire to excel in learning, and being independent in learning has an increasing percentage although it is not significant. In some indicators of student, learning motivation tends to remain.

Good and increasing motivation to learn will certainly affect student learning outcomes. The increase in student learning outcomes seen from the daily assignment scores of 18 students who became subjects was seen before using the Kemdikbud Learning House Portal, the percentage of completeness was 0%, compared to after using the percentage of 83% or 15 students had scores above the KKM, which was 76. Utilization of the Learning House Portal is considered suitable for the conditions currently being faced by students and teachers, were due to the Covid-19 pandemic situation, they have to carry out online learning activities. Based on the results of interviews with informants, it can also be concluded that the presence of the Learning House is very helpful for students and teachers, and even the community in meeting their teaching and learning needs when they have to continue to do learning activities and work at home.

The results of the study indicate that the contribution of using learning portals can increase students' learning motivation which is marked by an increase in the number of students who reach the KKM on daily assignments with a percentage of 83% of 18 students. This percentage is large enough that it seems as if the variable of the use of the Learning House is very dominant in its contribution to students' learning motivation compared to other variables not examined in this study. This is also in line with the results of research conducted by Rindi Mulyadi in 2015 regarding "The Effect of E-Learning Utilization Using the "Ministry of Education and Culture Home Learning Portal" on Student Learning Outcomes of Natural Science Subjects". From the results of his research, it is reported that the use of e-learning with the "Kemendikbud learning home portal" has an effect on improving student learning outcomes in Natural Science (IPA) subjects. And research from Ading Muslihudin in 2016 with the title "The Effect of Interactive CD Media on Creative Thinking Skills and Student Learning Motivation in Social Studies Subjects"[36]. In this study, the results showed that learning using interactive CD media was able to improve students' creative thinking skills and learning motivation in Social Science subjects.

This finding is very reasonable considering that for almost 2 years students have continuously participated in online learning activities. During that time, they interacted a lot with teachers and teaching materials through the learning house portal. This relatively long intensity and duration of time make students more motivated to learn through the Rumah Belajar portal. Students are very enthusiastic about doing assignments repeatedly, not getting bored quickly doing assignments, and trying to produce the best.

Learning resources for the Learning House Portal are also useful in improving the quality of learning. This is in accordance with the results of Martiningsih's research [31] regarding educators' perceptions of the use of Learning Houses as learning resources in terms of ease of use, attractiveness, influence on learning, advantages of using them, and obstacles faced in using them in learning in the city of Surabaya which has received socialization from Duta Rumah Belajar 2017. The results of his research state that the Rumah Belajar Portal is easy to use, attractive in appearance, and has a good effect on learning.

The advantages of using the Learning House Portal include: (a) As a learning resource when learning in class; (b) As an assignment for independent study; (c) Utilized during free hours; and (d) Also useful as a means of e-learning (e-learning) that can be used anytime, anywhere, and with anyone.

In addition to the convenience provided, the obstacles experienced by teachers and students are also felt including: Unpreparedness of students in the distance learning process, conditions of the learning environment that are not conducive, the condition of students' parents, lack of support for facilities provided by parents and the psychological state of students who include: talent, intelligence, attitude, perception, and interest are also factors of student success in learning.

By utilizing and using Learning Houses as learning resources and online learning facilities, students can learn without having to be bound by time and place, causing the intensity of using the Learning House Portal to tend to be high. The same thing can also be done by teachers and society in general. The use of home learning portals is also very important in order to familiarize students with interacting with digital technology and big data available on the almost unlimited internet network. The use of Learning Houses is also predicted to be able to shape the character of students in the use of technology and prepare students to know science, information, and technology that is more relevant, updated, and up-to-date.

IV. CONCLUSION

Based on the results of research and discussion obtained from data collection which is the focus of this research, several conclusions can be drawn. First, the use the Ministry of Education and Culture's Learning House Portal is used by teachers and students by utilizing 5 main features which include: Learning Resources, Electronic School Books (BSE), and Virtual Classes. Cultural maps and question banks are proven to be quite effective in increasing students' learning motivation, which is indicated by the increasing number of students who reach the KKM on daily assignments with a percentage of 83% of 18 students. Meanwhile, other features are still in the stage of learning further and planning according to the material needed in learning. In addition, the application of learning by utilizing the study home portal as a learning model in this pandemic mass has a different way for each teacher. Second, the obstacles experienced by teachers and students in utilizing the Learning Home Portal consist of several factors including: Unpreparedness of students in the distance learning process, conditions of the learning environment that are not conducive, the condition of students' parents, lack of support for facilities provided by parents and psychological state of students which includes: talent, intelligence, attitudes, perceptions, and interests are also a factor in the success of students in learning.

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