Achievement Motivation During Covid-19 Pandemic: The Effect of Online Learning and Academic Self-Efficacy

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ABSTRACT

The COVID-19 pandemic changed the learning paradigm from traditional learning with face-to-face to online learning. Changes in the learning paradigm can affect the psychological condition of students. This study examines the effect of online education on academic self-efficacy and achievement motivation with a sample of 235 students of Sekolah Tinggi Agama Islam Attaqwa. They were collecting data using a questionnaire and data analysis using Partial Least Square Structural Equation Modeling. The results showed that online learning had a positive and significant effect on achievement motivation and academic self-efficacy. Another finding states that academic self-efficacy has a positive impact on achievement motivation. Therefore as an implication, the government, through related agencies, should work together to build a reliable online learning infrastructure with a stable internet connection, wide-reaching and inexpensive.

***Keywords*:** *academic self-efficacy; achievement motivations; online learning*

ABSTRAK

Pandemi COVID-19 menyebabkan paradigma pembelajaran berubah dari pembelajaran tradisional tatap muka menjadi pembelajaran online. Perubahan paradigma pembelajaran dapat mempengaruhi kondisi psikologis siswa. Penelitian ini bertujuan untuk menguji pengaruh pembelajaran online terhadap efikasi diri akademik dan motivasi berprestasi dengan sampel 235 siswa Sekolah Tinggi Agama Islam Attaqwa. Pengumpulan data menggunakan kuesioner dan analisis data menggunakan Partial Least Square Structural Equation Modeling. Hasil penelitian menunjukkan bahwa pembelajaran online berpengaruh positif dan signifikan terhadap motivasi berprestasi dan efikasi diri akademik. Temuan lain menyatakan bahwa efikasi diri akademik berpengaruh positif terhadap motivasi berprestasi. Oleh karena itu sebagai implikasinya pemerintah melalui instansi terkait harus bersinergi membangun infrastruktur pembelajaran online yang handal, yaitu koneksi internet yang stabil, jangkauan yang luas, dan murah.

Kata kunci: efikasi diri akademik; motivasi berprestasi; pembelajaran online

A. INTRODUCTION

The COVID-19 pandemic puts tremendous pressure on various fields, including education. Teaching and learning activities cannot be carried out as usual due to the social distancing policy to prevent the transmission of COVID-19. The learning paradigm that previously took place traditionally face-to-face has now turned into online learning and is seen as a paradigm shift in education (Shah, Shah, Memon, Kemal, & Soomro, 2021). This paradigm shift provides new experiences and challenges for Islamic education, especially for students and lecturers, to continue learning effectively.

Lecturers and students of Islamic education generally experience many obstacles because they do not have sufficient experience and equipment for online learning (Hussein, Daoud, Alrabaiah, & Badawi, 2020). Fundamental problems such as the internet network, limited features of online learning applications, and learning services (Hutauruk & Sidabutar, 2020). The impact is that online learning is still considered confusing. Students become passive, less creative, and productive, building less useful concepts and stress (Argaheni, 2020). These problems will ultimately have an impact on ineffective learning outcomes.

Technology has become an essential resource for implementing distance learning when students cannot carry out learning in the classroom (Rizvi & Nabi, 2021). In addition, website design and e-learning were made to support online learning information systems to facilitate learning practically anywhere and anytime (I'anatut Thoifah, 2021: 583). Barriers that occur during online learning can impact academic achievement and achievement motivation (J. Smith et al., 2021; Tan, 2020). In addition, the pandemic condition also causes students' mental health, such as self-efficacy, to tend to be problematic (Arima et al., 2020; Barada, Doolan, Burić, Krolo, & Tonković, 2020).

The efforts to maintain achievement motivation to stay strong are critical in a pandemic situation. Achievement motivation is popularized by McClelland (1985), especially Islam provides leeway and motivates to continue to excel in education, which refers to the strength of the will to perform in a standard of excellence or to succeed in competitive situations. Wigfield and Eccles (2002, p. 1) explain "achievement motivation theorists attempt to explain people's choice of achievement tasks, persistence on those tasks, vigor in carrying them out, and quality of task engagement." Motivation for achievement is a need that shows a sense of pleasure in completing a job for its own sake (DuBrin, 2012). Achievement motivation is favorable energy for students to achieve optimal performance. Several studies have proven that achievement motivation is a factor that significantly affects academic achievement (Bakar et al., 2010; Hazrati-Viari, Rad, & Torabi, 2012; Mahyuddin, Elias, & Noordin, 2009). Therefore, it is essential to organize engaging online learning to encourage student motivation in education. Thus, Islamic universities are required to design online learning effectively and efficiently by optimizing information and communication technology.

Online learning has become very popular during the Covid-19 pandemic and is the only way to keep learning activities going. Learning activities ranging from kindergarten to tertiary Islamic education levels are carried out online. The online learning model is relatively new for most students and teachers because such a situation has never happened in the past. Online learning is carried out based on the internet using Zoom, Edmodo, and Google Classroom.

The concept of online learning in Islamic education essence also refers to Web-based learning, computer-assisted instruction, distributed learning, and

internet-based learning. Which are defined as the use of internet technology as a medium to deliver learning materials and increase knowledge (Ruiz, Mintzer, & Leipzig, 2006). Online learning also refers to any use of electronic devices in designing, distributing, tracking, and managing learning activities (Arunachalam, 2019; Bdair, 2021), and in general, teachers and students are separated by distance, time, or both (Raab, Ellis, & Abdon, 2001). According to Al-Ammari and Hamad (2008), online learning allows students to interact from any place with different learning materials, either in the form of text, sound, images, or videos via the internet. Islamic Religious Education teacher is teachers are required to be more creative in preparing engaging online media so that the material to be delivered easily accepted by students (Pakaya, Kida and &, 2020, p. 72).

Students can also communicate with teachers and colleagues both individually and in groups using text messages or video conferencing. A number of advantages of using online learning is that it can provide convenience in determining the time and place (Sajid et al., 2016), easy to manage and deliver learning materials (Mukhtar, Javed, Arooj, & Sethi, 2020), discussion can be maintained on the right track, can work together and make conversations and discussions electronically (Liaw & Huang, 2013)**.**

Online learning that is carried out effectively will be able to encourage student achievement motivation. This depends on the ability of educators to make online learning interesting and interactive. Several previous studies such as those carried out Kumar and Bajpai (2015) shows that e-learning had effect on achievement motivation. Study by Banihashem, Molaei, Roudsari, and Esanezhad (2015) also found online learning or e-learning as a predictor of achievement motivation. Likewise with

research Harandi (2015) also shows a significant relationship between e-learning and student learning motivation.

Achievement motivation in addition to being determined by external factors as a learning method, can also be influenced by individual internal factors such as self-efficacy. Bandura (1997, p. 2) defines self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations". This definition underscores the aspect of an individual's belief in his own ability to complete a task or problem. Specifically, in the context of student self-efficacy in an educational environment, it is generally referred to as academic self-efficacy, which refers to individual or student beliefs in achieving academic success (Li, Gao, & Xu, 2020). Related to student self-efficacy, Schunk (2003, p. 159) explain "personal beliefs about their capabilities to learn or perform behaviors at designated levels". In another sense Bandura (1986, p. 391) explain students self-efficacy as "judgments of their capabilities to organize and execute courses of action required to attain designated types of performances".

According to Bandura (1997) self-efficacy can influence and modify human behavior, so that human action and success depends on how deep the interaction between one's personal thoughts and the task is, in Islam it is called character. Therefore, individuals who have low self-efficacy will have negative thoughts and perceive the task not as a challenge but as a threat. Basically, Islamic education focuses on focus on inculcating attitude and personality based on teachings religion in all aspects of student life (Nur Ainiyah, 2013, p. 29).

Thus, self-efficacy beliefs influence an individual's behavior by influencing decisions about which task to perform, the level of effort, and how long the individual will persist in the face of adversity (Hodges & Stackpole-Hodges, 2018).

Previous studies conducted Yusuf (2011) shows that self-efficacy significantly affects achievement motivation. Study Brown (2010) shows that higher self-efficacy was associated with higher intrinsic motivation, where achievement motivation is a form of intrinsic motivation. Other research conducted Benawa (2018) and Liu (2018) also shows self-efficacy as a factor that positively affects achievement motivation.

So far, Islamic of education sees there has been little previous research related to the influence of online learning and academic self-efficacy on achievement motivation in the context of online learning during the Covid-19 pandemic. Even though it is important to obtain a clear picture of how to strengthen the achievement motivation of students during the pandemic, so it is necessary to know how far the role of online learning and academic self-efficacy can help increase students' motivation. For this reason, the study aims to analyze the effect of online learning and academic self-efficacy on achievement motivation.

Based on the literature review and previous research, the theoretical framework is described in Figure 1.

observed variables (Hair, Jr, Black, Babin, & Anderson, 2014). Questionnaires was distributed to 250 participants through Google Form and after a months 235 participants who responds completely and valid (response rate of 94%).

Measures

Online learning scale in this research adopted from Deshwal, Trivedi, and Himanshi (2017). The scale consists of 16 items that derived from four dimensions, i.e pragmatic-pleasurable experience (PPE), use and social experience (USE), hedonistic and exhaustive experience (HEE), sociability experience (SE). Questionnaires using Likert scale with a five-point: never (1), ever (2), sometimes (3), often (4), and always (5).

Academic self-efficacy adopted from Rowbotham and Schmitz (2013). The scale consists of 15 items that derived from four dimensions, i.e task accomplishment (TA), skill development (SD), social interactions (SI), coping with job stress (CJS). Questionnaires using Likert scale with a five-point: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5).
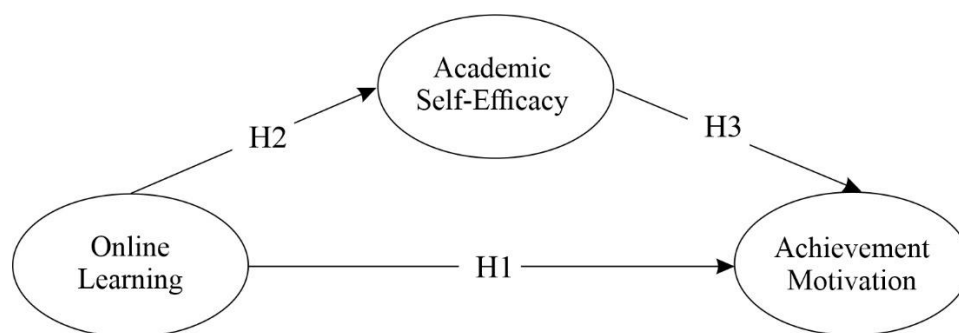

Figure 1. Research Framework

B. METHODS
Participants

The study was conducted in Sekolah Tinggi Agama Islam Attaqwa as a sample research. Recommended sample size for SEM analysis should be 100 or larger and as a general rule at least five times

Achievement motivation scale adopted from Smith dan Karaman (2019) that consists 15 items derived from four dimensions, i.e. moderate risk taking (MRT), liked feedback (LF), personal responsibility (PR), researching the environment (RE). Questionnaires using

Likert scale with a five-point: never (1), ever (2), sometimes (3), often (4), and always (5).

Data Analysis

In the process of data analysis, this research using two steps data analysis. First step is measurement model that used convergent validity, discriminant validity and criteria of reliability. Two criteria used to test convergent validity, i.e. cross-factor loadings and average variance extracted (AVE). The criteria of cross-factor loadings should exceed 0.7 and AVE should exceed 0.5. Especially for cross-factor loadings, loading factor 0.5 to 0.6 still can be maintained for the models that are still in development stage. Further, discriminant validity was confirmed using the cross-factor loadings the square root of the AVE. The criteria for cross-factor loadings should larger than its loading for any other constructs and for square root of the AVE should larger than all correlations between the construct and other constructs in the model.

Finally, the composite reliability and Cronbach's Alpha used to examine the internal consistency, and the scale had good reliability if the values above 0.7. The second step is structural model, which in this research using Partial Least Square Structural Equation Modeling (PLS-SEM) analysis. SmartPLS 3 used to examine the structural paths and for significance testing using Bootstrapping with 235 cases and 500 samples. The criteria of significance using p-*value* compared with α= 0.05.

C. RESULTS
Demographic Information

Table 1 shown the demographic information of the respondents. For the gender attribute, majority of participants are female (70.6%) with majority of age 20-22 (61.3%), and the majority participants' tenure 6-10 years (54.5%). While for major attribute most of

participants choose Islamic Education (88.5%) and most of them are taking semester VIII (27.7%).

Table 1. Demographic Information of Respondents (N= 235)

Attributes	Frequency	Percent
Gender		
Male	69	29.4
Female	166	70.6
Age		
< 20	70	29.8
20 – 22	144	61.3
23 – 25	21	8.9
Major		
Islamic Education	208	88.5
Islamic Broadcast Communication	27	11.5
Semester		
I	3	1.3
II	64	27.2
III	2	0.9
IV	40	17.0
V	3	1.3
VI	57	24.3
VII	1	0.4
VIII	65	27.7

Descriptive statistics

Table 2 presents the descriptive statistics and correlation results for the each constructs. Means score ranged from 3.0 to 4.1, standard deviation (SD) ranged from 0.8 to 1.0, and constructs score from the smallest 1.0 to the largest 5.0.

Table 2. Descriptive Statistics

Constructs	Mean	SD	Min	Max
Online Learning				
1. PPE	3.0	0.9	1.0	5.0
2. USE	3.2	0.8	1.0	5.0
3. HEE	3.0	1.0	1.0	5.0
4. SE	3.3	0.9	1.0	5.0
Academic Self-Efficacy				
5. TA	4.0	0.8	1.5	5.0
6. SD	3.3	0.9	1.0	5.0
7. SI	3.5	0.8	1.0	5.0
8. CJS	3.9	0.9	1.0	5.0
Achievement Motivation				
9. MRT	3.7	0.8	1.8	5.0

10. LF	4.1	0.8	1.5	5.0	
11. PR	4.0	0.8	1.5	5.0	
12. RE	4.1	0.8	1.3	5.0	

Measurements model

As shown in Table 3 there were some items with loading factor below 0.7 (MRT1, LF1, PR1), so we deleted and not included in the next step. After deleted items that does not meet the criteria, noted that all of items have loading factor exceed 0.7.

Table 3. Confirmatory Factor Analysis and Cross-Loadings

Constructs	No. of items			
	1	2	3	4
PPE	0.854	0.748	0.844	0.787
USE	0.736	0.711	0.770	0.795
HEE	0.891	0.891	0.755	
SE	0.819	0.819	0.835	0.807
TA	0.799	0.847	0.837	0.737
SD	0.782	0.814	0.809	0.820
SI	0.811	0.712	0.847	0.720
CJS	0.860	0.856	0.859	
MRT	**0.308ns**	0.839	0.789	0.833
LF	**0.554ns**	0.781	0.844	0.816
PR	**0.448ns**	0.821	0.854	0.808
RE	0.803	0.764	0.856	0.748

Note: [ns] non-significance

Online Learning				
1. PPE	4	0.883	0.824	0.655
2. USE	4	0.840	0.747	0.568
3. HEE	3	0.884	0.803	0.719
4. SE	4	0.891	0.838	0.672
Academic Self-Efficacy				
5. TA	4	0.881	0.819	0.650
6. SD	4	0.881	0.820	0.650
7. SI	4	0.857	0.776	0.600
8. CJS	3	0.894	0.822	0.737
Achievement Motivation				
9. MRT	3	0.867	0.769	0.684
10. LF	3	0.868	0.773	0.688
11. PR	3	0.877	0.790	0.705
12. RE	4	0.872	0.803	0.630

Further for discriminant validity show that all of the cross-factor loadings of each measurement item for latent variables is greater than loading constructs and square root of the AVE (see Table 4) is larger than all correlations between the construct and other constructs in the model. Therefore, all of the scales meet the criteria of discriminant validity.

For the AVE values, as shown in Table 6, all constructs exhibited value more than 0.5 (ranged from 0.600 to 0.737), it shows the good criteria of convergent validity. As shown in Table 5, the composite reliability and Cronbach's α of each constructs above 0.7, ranged from

Table 4. Correlation Coefficients and the Square Root of the AVE

	PPE	USE	HEE	SE	TA	SD	SI	CJS	MRT	LF	PR	RE
PPE	**0.809**											
USE	0.749	**0.754**										
HEE	0.717	0.752	**0.848**									
SE	0.608	0.747	0.774	**0.820**								
TA	0.185	0.176	0.136	0.177	**0.806**							
SD	0.204	0.225	0.247	0.268	0.642	**0.806**						
SI	0.158	0.245	0.209	0.266	0.669	0.719	**0.775**					
CJS	0.245	0.248	0.195	0.288	0.679	0.491	0.581	**0.858**				
MRT	0.313	0.341	0.241	0.279	0.382	0.359	0.377	0.407	**0.827**			
LF	0.331	0.296	0.247	0.232	0.379	0.377	0.408	0.418	0.751	**0.829**		
PR	0.294	0.312	0.215	0.230	0.357	0.325	0.384	0.378	0.711	0.772	**0.839**	
RE	0.282	0.323	0.227	0.241	0.497	0.473	0.511	0.462	0.683	0.739	0.683	**0.794**

Note: The number in bold and diagonal are the square root of the AVE

Table 5. Construct Reliability

Constructs	No. of items	Composite reliability	Cronbach's α	AVE

0.840 to 0.894 for the composite reliability and 0.747 to 0.838 for the Cronbach's α, therefore all of scales showed good internal consistency.
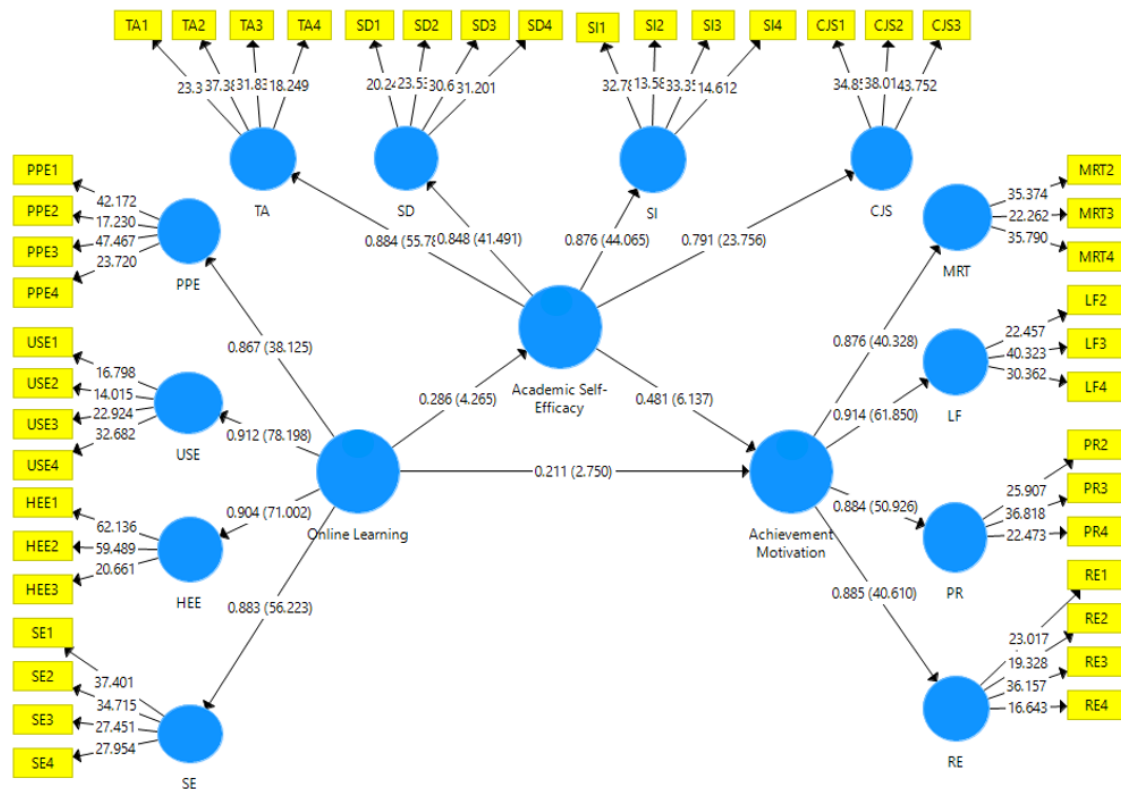
Figure 2. Path Coefficient and T-*Value*

Table 6. Hypothesis Testing

Variables	Academic Self-Efficacy			Achievement Motivation		
	β	t	p-*value*	β	t	p-*value*
Online Learning	0.286	4.265	0.000	0.211	2.750	0.006
Academic Self-Efficacy				0.481	6.137	0.000
R^2	0.082			0.335		

Structural Model

In order to test the hypothesis, we use SEM PLS which is processed with SmartPLS 3 to examine the structural paths and the R-square for each endogenous variables and the results as seen in Figure 2 and Table 6.

The path coefficient (β) between online learning and achievement motivations is 0.211 with p-*value* < 0.05, so that H1 is supported. It means online learning had a significance positive effect on student achievement motivation. Online learning and academic self-efficacy indicate path coefficient 0.286 with p-*value* < 0.05, which means supported H2, so that online learning had a significance positive effect on academic self-efficacy. Further, for the effect of academic self-efficacy on achievement motivation had path coefficient 0.481 with

p-*value* < 0.05, which means accepted H3. This means that academic self-efficacy had positive impact on achievement motivation. R-square for the endogenous variable of academic self-efficacy is 0.082 that explained 8.2% variance of academic self-efficacy determinate by online learning. While R-square for the endogenous variable of achievement motivation is 0.335 explained that 33.5% variance of achievement motivation determinate by online leadership and academic self-efficacy.

D. DISCUSSION

This study shows a number of interesting findings for further discussion. First, Islam sees online learning has a positive effect on student achievement motivation. Islamic Education scientists have researched the development of Islamic education through online or offline (Busro and Mailana, 2021: 414).

This finding shows that the increasing popularity of online learning models during the current Covid-19 pandemic does not reduce the enthusiasm of students to learn and achieve achievements. This shows that online learning is starting to be accepted and students can adapt to new learning habits. Technology as an innovative tool has played a central role in improving teaching and learning with regard to education reform around the world (Kumar & Bajpai, 2015). Online learning can increase enthusiasm for learning because it has a number of advantages, such as flexibility in time and place (Kumar & Bajpai, 2015; Sajid et al., 2016), so that students do not need to spend energy and time to go to campus. Online learning also helps students enrich the material, fun learning, expands the learning community and better access to communication (Dwijuliani et al., 2021), because it is more flexible in accessing the internet to explore learning materials and it is easier to establish communication

with friends or lecturers to share knowledge. With these advantages, online learning can provide positive energy for students to improve their learning achievement. Students now also have good literacy on information and communication technology that is useful to support online learning, so they prefer the learning process using technology. With a sense of liking to use online learning, it will provide higher enthusiasm for students to learn.

A number of previous studies have also indicated the important role of online learning to encourage achievement motivation. For example research Kumar and Bajpai (2015) who concluded that e-learning had a positive effect on achievement motivation and academic achievement. Study Banihashem, Molaei, Roudsari, and Esanezhad (2015) found that online learning had a significant effect on achievement motivation. Further research Harandi (2015) also shows that online learning is more effective in increasing students' learning motivation. Thus the findings in this study which show the influence of online learning on achievement motivation support previous theories and research, thus further confirming the important role of online learning in increasing achievement motivation.

The second finding in this study shows that online learning has a significant effect on academic self-efficacy. This finding illustrates that the effective application of online learning during the Covid-19 pandemic has contributed significantly to increasing academic self-efficacy. Online learning offers a learning experience with technology, which provides accessibility, connectivity, flexibility, and the ability to improve the quality of interaction among learners (Peechapol, Na-Songkhla, Sujiva, & Luangsodsai, 2018). Online education that allows easy access and provides comfortable learning can encourage greater student self-confidence and

autonomy (Prior, Mazanov, Meacheam, Heaslip, & Hanson, 2016), as an important component of self-efficacy. Studies conducted Artino and Stephens (2009) shows that students who have more online learning experiences and take more online have an impact on the level of motivational beliefs, one of which is indicated by self-efficacy. Shen, Cho, Tsai, and Marra (2013) also stated that the more students gain online learning experiences, the more likely they are to have higher levels of self-efficacy.

Previous research has shown that identified online learning can affect students' self-efficacy levels. Aspects of online learning such as instructor feedback, previous online learning success, and training affect self-efficacy (Thabet & Kalyankar, 2014). Experiences and attitudes towards online learning are also known to be predictors of self-efficacy (Choi, Kim, & Kim, 2007). Other research shows that the quality of communication and interaction between students and students and students with teachers also affects self-efficacy (Cho & Cho, 2017; Lim, Kang, & Park, 2016). Thus, the findings in this study which show the effect of online learning on academic self-efficacy support theories and previous research, thus further confirming the important role of online learning in increasing academic self-efficacy.

Furthermore, the third finding in this study is that academic self-efficacy has a significant effect on achievement motivation. A number of studies show that students who have high self-efficacy will set higher goals, use more effective strategies, and prefer challenging assignments (Ramdass & Zimmerman, 2008), where it shows several characteristics of achievement motivation, such as feeling satisfied when completing challenging tasks, realizing high standards, developing better ways of doing things. (DuBrin, 2012). Strong efficacy also helps students to increase their efforts, such as in terms of utilizing time, facing obstacles, toughness in dealing with problems (Parajes, 2002) and show extra energy and determination when performing tasks (Hanham, Lee, & Teo, 2021).

According to Yokoyama (2019), Self-efficacy is an individual's evaluation of himself for his ability to achieve goals or self-confidence to do so which can be strengthened through experience of mastery, observing one's success, and social persuasion such as direct encouragement. In academic situations, it can be assumed that students with high self-efficacy have high learning motivation, resulting in higher academic achievement, because students believe they will have the ability to achieve goals (Yokoyama, 2019). Higher self-efficacy increases several elements of motivation, such as direction of effort, and persistence (Vancouver & Kendall, 2006). A number of previous studies have also indicated the important contribution of self-efficacy factors in influencing achievement motivation. An example is research Yusuf (2011) who found self-efficacy had a significant effect on achievement motivation. Study by Brown (2010) found a positive relationship between self-efficacy and intrinsic motivation as a representation of achievement motivation, so that higher self-efficacy was higher intrinsic motivation. In research Benawa (2018) and Liu (2018) j It is also concluded that self-efficacy has a positive effect on achievement motivation. Therefore, the findings in this study which show the influence of academic self-efficacy on achievement motivation support previous theories and research, thus further confirming the important role of academic self-efficacy in increasing achievement motivation.

E. CONCLUSION

Along with the absence of signs of the end of the Covid-19 pandemic, online

learning is increasingly becoming a trend in learning in the Islamic educational environment. The results of this study concluded that online learning that took place during the Covid-19 pandemic showed a positive and significant influence on student achievement motivation. Several advantages of online learning such as flexibility, convenience, convenience, and fun can increase student enthusiasm in achieving achievements and increase academic self-efficacy. Another finding Islamic education shows that academic self-efficacy has a positive effect on student achievement motivation, so that strong student confidence in completing tasks has an impact on increasing achievement motivation.

The suggestion of this research is the need to improve the ability of lecturers to organize learning effectively, both from the aspect of material delivery, material substance, and the learning approach used. In addition, the government also needs to continue to improve the quality of the network to make it more stable and network coverage, because so far this has often been a problem in the implementation of online learning. The government also needs to provide more subsidies for purchasing internet data packages given the declining purchasing power of most people.

Further research is needed to find the most effective online learning model in an effort to increase academic self-efficacy achievement motivation which in turn has an impact on increasing academic achievement. Further research needs to use a mixed research approach in order to obtain more in-depth and comprehensive research results. The practical implication is that the government through related agencies such as the Ministry of Education, the Ministry of Communication and Informatics, and internet providers should work together to build a reliable online learning infrastructure. Reliable in the sense that the internet connection has a stable, wide-reaching, and inexpensive network so that all people can enjoy it.

Acknowledgment

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