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Student's Motivation, Learning Style and Performance during Study from Home

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Abstract

    Indonesia's government and some schools, from primary education to higher educational institutions, use online learning or study from home (SFH) to prevent the spread of the corona-19 virus. The study aims to describe the role of motivation and learning style in students performing during Covid-19 pandemic. This study is applied research that focuses on teaching style and motivation to give some alternative solutions on learning methods to accountancies students who do online learning at home. The results of this research show that some participants get weary because of no motivation and learning style due to obstacles at home. Those obstacles are internet network, a less conducive atmosphere to study, learning style change, and less interaction between students and college teachers. In conclusion, future research is expected to explore more deeply other factors related to the condition of SFH and their influence on the level of motivation and student learning styles.

Keywords: *study from home, motivation, learning style, online learning, covid-19 pandemic*

1. Introduction

Students' performance has been getting attention. It is often measured from the Grade Point Average (GPA) during the learning process. GPA is considered an objective measurement tool of the triumph of education in growing and enhancing students' skills and abilities. Some factors affect the students' performance, including motivation, learning style, learning method, school attendance, and school environment (Alanzi, 2018). However, the other studies said that the social relationship between lecturer and students (Li, Qiu, & Sun, 2021), academic, social integration, information network, and school resources are the factors that influence the academic performance which stronger than learning method and style (D'Amico, Dika, Elling, Algozzine, & Ginn, 2014; Karp, Hughes, & O'Gara,

2010; Lester, Leonard, & Mathias, 2013) influences academic performance more strongly than student learning methods and learning styles (Huang, Lu, & Ba, 2016).

Students have many variations in motivation and learning style. These two things, motivation and learning style, have objectives to make comfortable and efficient learning and improve the students' performance and understanding of the material taught during the lesson. Zahri, Yusuf, & S, (2017) stated that learning study and motivation are affected by the characteristic of the courses, topics, methodology, and situational involvement. In contrast, Zhao & Mei, (2016) found out that students in a different cultures, pressure, emotional or other conditions have different motivation levels. Thus, in this pandemic situation, students' learning style and motivation are the main points that define the learning quality and performance.

The pandemic situation forced the education world to change. Whether it is ready or not, remote teaching or known as study from home (SFH), has become the alternative that should be accepted. SFH is a remote teaching method that makes individual learning possible. Students and teachers keep doing the learning process even if it is separated by distance and online interaction (Heidrich et al., 2018). The appearance of online learning has an impact on the shifting of students' learning styles (Mansor & Ismail, 2012). Students may find it difficult to understand the online material because they are not yet used to it (Dantas & Cunha, 2020). Besides, students who are less confident with technology and do not feel like having any cognitive involvement and social relationship will have low learning assessment.

Therefore, this study aims to know the role of motivation and learning style in students' performance due to SFH activity. This study also gives some alternative solutions to increase students' performance. Moreover, this study is important because of its benefits, especially for lecturers and educational institutions, to understand the condition of students' motivation, learning style, and performance. This study is also very useful for the government, especially the Ministry of Education, as a suggestion in determining the education policy during the pandemic and making the SFH program one of the alternative education programs even if the pandemic has over.

2. Literature Review

2.1 Learning Style

Learning style is a way for every student to concentrate, process, and absorb new information (Komarraju, J.Karau, R.Schmeck, & AlenAvdic, 2011; Xu, 2011). Learning style is unique, and since it is the indicator of how students study, every student has their learning style (Klašnja-Milićević, Vesin, Ivanović, & Budimac, 2011). also has characteristics in multidimensional and preferences. Learning style can differ in some styles, such as visual versus verbal and auditory and kinesthetic, and based on the index of learning style (ILS), learning style can be divided into some phases such as information processing, perception, reception, and understanding (Felder & Soloman, 1993). In processing style, students are divided into reflectors (who were oriented on example) and activists (who were oriented on activity). Perception shows the students' detail, standard, and sense. It is oriented toward spreading knowledge, innovation, and intuition.

In comparison, the reception is distinguished by the learning style of those who like visual material such as pictures, diagrams, and flowcharts and those who like verbal material. *Understanding* here is defined as differentiating students who like the big picture without concern about the detail and who learn sequentially and linearly (Dasopang, 2020). Furthermore, to guarantee maximal performance, the adjustment of learning style and the environment becomes very important to be noticed.

Accounting studies is an educational activity that teaches data processing techniques or methods and information serving which has an important role in business decision-making (Özpeynirci, Yücenurşen, Apak, & Polat, 2015). Nowadays, learning techniques and accounting studies are included as interactive learning techniques. This technique has its basic thought of

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changing passive students to active students. With the students' activeness, it is hoped that they can understand the whole accounting concept and technique; thus, they will be prepared to become an accountant in the future. It happens because the accounting studies program focuses on producing students who understand and can apply the accounting material to business life. It might consider that accounting studies are also taught through the SFH method during the pandemic.

2.2   Motivation

Motivation is conceptualized as the internal condition which is awakened, directs, and supports the behavior toward the objective (Barak, Watted, & Haick, 2016). Learning motivation is a key factor in defending the learning process and the most significant factor that influences academic success (Shaleh, 2016). The lack of motivation and skill of self-regulation during online learning will cause the individual to spend extra time finishing and submitting the task and have a bad learning performance (Aguilera-Hermida, 2020; Albelbisi & Yusop, 2019; Ditta, Strickland-Hughes, Cheung, & Wu, 2020). However, students with high learning motivation tend to proactively look for information and try to understand the courses (Yu, Sirsat, & Madera, 2018). Some of the motivation components affect learning, such as extrinsic and intrinsic motivation, private relevance, self-efficacy, and self-fate determination (Barak et al., 2016; Glynn, Brickman, Armstrong, & Taasoobshirazi, 2011). Extrinsic motivation involves the external incentive to study, such as getting a good GPA and scholarship or avoiding being dropped out. At the same time, private relevance is the students' target or goal. Self-efficacy refers to the students' belief that they could get a high score and self-fate determination refers to the self-control they have during the learning process (Ryan & Deci, 2000).

The study performance implies the students' perception of the knowledge they received either directly or indirectly (Charkhabi, Azizi Abarghuei, & Hayati, 2013). According to Suhadi et al. (2014) the study performance is the main target of every educational institution. From other perspectives, the study performance reflects the achieved input, process, and output quality. At this point, the material and explanation given by the lecturer are defined as the input, and the process is the material that has been explained, noted, studied, and understood by the students. Output is when the students have an exam or test or are asked to explain the material. This performance is often marked by GPA indicator.

3.   Method and Material

This study used an interpretive paradigm with a descriptive approach with cross-sectional research. The subject of the study is accountant students of the private university (X University) in Surabaya for 2018 – 2019 academic years. X University is chosen because of its higher accreditation predicate in accounting. Moreover, the quality of accounting lessons at X University is also very good. Thus, the researcher wanted to describe the different learning processes using SFH or online learning.

The data were collected using a semi-structured interview and non-participant observation method. The interview is done with 20 students for the 2018-2019 academic years with various GPA scores and five lecturers from the accounting department. The semi-structured learning styles include student performance and GPA when studying at home and problems that occur during the learning process at home. The observation is done by following the lesson via zoom for every different course. Three courses are observed: cost accounting, management accounting, and auditing.

The observation is done by noting the "on camera" duration and students' behavior while the online learning is going on. It is used as the discussion material for the interview. The last is analyzing the data by seeing the students' learning assessments, such as grade sheets, study reports, answer sheet assignments, and mid-test and final test scores. This analysis is done to see in detail how the students' performance. The triangulation is done to check the data validity and reliability from many different perspectives.

4.   Results and Discussion

4.1   *Learning Style towards Students Performances*

Generally, this study found is that students said the SFH learning model is less effective. This statement by Aguilera-Hermida, (2020) showed that students prefer face-to-face lessons to SFH. However, there are two participants. Those are M and RND who said that SFH learning gives the benefit that it is flexible and efficient. Mansor & Ismail, (2012) also agree with the flexibility of learning and accessing the material from the point of online learning time and technique. This differentiation showed that there is perception and reaction differentiation among students that may happen due to learning style and motivation differentiation.

The result showed that students have their learning styles; for instance, PV said that her learning style is more toward information reception. Different from JS, who said that he likes to study reflectively, and it was said that:

> *"Hmmm I like when lecturer is doing the question and answer section, because it encourages me to be active during the lesson. This kind of style makes me understand the material well. If I do not understand, I will ask immediately ..."*

It showed that JS had an information processing (reflective) learning style similar to other participants, such as MJ, G, SM, VE and A. VN stated that due to covid-19 conditions, she must change her style. On-campus, VN has a structured and systematic learning style (perception), but in SFH, her style has changed to visual and intuitive. Although other participants confirmed this, almost all participants have also experienced it. The SFH method of using online media learning provides flexibility (Mansor & Ismail, 2012).

Except for the SFH course, most participants, especially those with a GPA ≥ 3.00, said their motivation for learning is very high because they already have a target course to acquire as much accounting knowledge as possible. They dream of becoming a professional accountant in the future. This motivation for learning is included in the motivation for personal relevance. Personal relevance shows that people have clear goals in life. With the emergence of the SFH program, they agreed that even if the learning methods are different, they still believe they can achieve their goals. The learning method does not change people's goals in life because it reflects the belief in achieving high results (Yoenanto & Aliyati, 2014). Unlike students whose GPA is lower than 3.00 (< 3.00), they are more externally motivated than the outside. Students tend to go to college because of parental orders, and college is the next step after graduating high school.

Furthermore, the inability of lecturers to fully interact with students can cause students to be drowsy in class. Unlike offline learning, offline learning allows lecturers to warn students who feel sleepy or lack concentration. Instead, 99% of students turn off their cameras during online learning. Another obstacle is getting stressed easily. This feeling arises because students feel lonely in class.

Moreover, during the online class, most of the students choose to turn off their cameras. This condition can cause boredom and stress. For instance, when they cannot do or understand the material, they cannot discuss it directly with their friends. Dong, Cao, & Li, (2020) stated that interaction between students is important for learning success. Heidrich et al., (2018) added that the difference between distance learning and offline learning lies in the possibility of dual communication, in which lecturers and students can interact through electronic channels.

External obstacles can also occur during the SFH program. RND and IJH stated that they have difficulty concentrating for several reasons, including; first, too many distractions happen at home, such as when their parents or relatives call them for help or a discussion; second, there is no place to study because they, not all students come from welfare families, so sometimes it is difficult for them to find a place and have enough learning facilities. It is related that special interaction between students and academics is important for the success of student learning (Aguilera-Hermida, 2020;

Dong et al., 2020). Heidrich et al., (2018) stated that the difference between studying at home and studying in class was that there are two communication streams where lecturers and students can interact through electronic.

In addition, the lesson in accountancies faculties, as participants IJL experienced, online learning feels burdensome for practical lessons. Some subject needs special attention. During SFH, the learning model implements a cognitive aspect. The pressure on cognitive aspects affected an explanation that the teacher could deliver, but students rarely understood it. The participant of PV, JS and G stated that learning using the cognitive aspect is less considered, and students do not understand what had been explained, especially in a subject which is needed practically accountancy in detail.

According to participant AT, the on-campus learning method or SFH has advantages and disadvantages. This study found that SFH also has several advantages, including efficiency in terms of time and transportation costs, flexibility in managing time, and having a learning record that makes it easier for students to keep repeating lecture material. Efficiency in time was revealed by participant CL as follows;

> *"to be honest, there are plenty of time. you know when we are having offline course, we have to go and back to our house which spend time around 100 minutes."*

All participants agreed and stated that SFH saves more time apart from travelling time. Moreover, the waiting time for lectures can also be used to do other things such as helping parents, doing assignments and re-read the lecture notes. Transport cost savings are bound to happen. A comparative analysis of transportation costs and internet quota purchases has been carried out, and the results show that transportation costs are more expensive than quota costs. Participants CL, IJL, PV, AT and JS stated that they did not incur additional costs for internet because they already had internet via Wi-Fi in their homes. In contrast, VN, G and RND stated that they only needed to spend around Rp100.000- (one hundred thousand rupiahs) for internet quota because all students receive internet quota assistance from the government.

The flexibility in managing time is the second advantage of SFH. With SFH, students are free to manage class time and do assignments and work. It was revealed by a VN who had to work to pay for tuition fees. In offline lectures, VN is very difficult to divide study and work time. Not all lecturers allow students to be absent or attend lectures in parallel classes. Therefore, although VN also experienced a decrease in learning motivation, he also stated that the existence of SFH greatly helped him. The existence of video recordings of learning during lectures and asynchronous learning videos is very helpful for students who do not understand the lecture material. Learning videos can be repeated until they understand, although this is less helpful for courses that require psychomotor aspects.

During the SFH program, students' performance is one of the things that need to be noticed. Performance can be seen through some aspects, such as mid-test and final test scores, daily tasks, and the active question and answer section. The analysis showed that most of the students did not have any significant change in their GPA during the SFH program. It happens because many students cheat during the exam. Even though in SFH condition, during the exam, they used to be gathered to do the exam together, especially for the multiple-choice exam that uses google form and quizzes. Moreover, the take-home exam was also done together. Some lecturers who find any plagiarism in a daily task or take-home exams will give students punishment, as RND said;

> *"Eeehh, don't write my name please, it can endangered me … During the exam we always do a team work, we gathered in one of our friends' house, then we share the assignment and work on it together. In short, one person has to do 10 questions and copy the answer to other friends... But for people who cannot attend... We still share the answer but in a private group."*

It may affect the students' performance because the score is invalid. Some lecturers used direct

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questions and answered during the class to see the students' performance. In this way, the lecturer hoped that the real students' performance could be reflected in their GPA.

4.2   The Motivation Study towards Students Performances

Therefore, their motivation is based on external motivation and self-destiny. 80% of the participants said that their motivation to learn was reduced by SFH learning. The reasons are varied, including unsupported situations (participants LE and AY), underestimation of lessons (participants SM), many distractions (participants J), and inability to control playing gadgets (participants T, CL and IJH). This is consistent with the views of Dong et al., (2020), pointed out that due to the lack of children's motivation, Chinese parents often refuse online learning, which affects children's enthusiasm and concentration. This also supported by Aguilera-Hermida, (2020) who stated that students showed a negative attitude toward online learning. This negative attitude is very dangerous because it is a part of forming behavior, especially learning (Jessica, Alimbudiono, & Pudjolaksono, 2019). If a negative attitude is formed and the motivation is reduced, the teacher must pay additional attention to the students. Since motivation is contained in the fate determination component, that is, the students' self-control over what they gained in the learning process (Glynn et al., 2011). As in this interviewed below:

"My motivation level is reduced hahahaha, I also underestimate the exam" (participant SM)

"If me, personally, is decreased. Because I always late in taking notes, less focus during the class, and sometimes when I get bored, I usually go to play my gadget. Also, sometimes, my relatives come to visit, so I get distracted hehehe" (participant IJH)

From the perspective of the entire participants, VN, RND and M indicated that their motivations are stable or even increasing. VN claims that the flexibility during the SFH is an advantage in enhancing motivation and needs to be used appropriately.

"Honestly, it is same. But, for me, online learning makes me more motivated, more discipline in taking notes. Moreover, online learning gives more assignments, so it is easy for me to divide the time in doing it. Online learning is better, because I feel flexile in time management and in studying anytime." (participant VN)

The basic thought of learning motivation owned by VN and RND is getting a GPA ≥3.50 and because they have to work to help their parents. Therefore, they feel that SFH is very helpful for multitasking without reducing the learning quality. This kind of thought is included in the private relevance component that shows the importance of studying with students' objectives (Glynn et al., 2011).

Participant M said that during offline studies, he studied hard and did homework on campus, and at home was his "me-time". However, SFH forced him to study at home, which unconsciously reduced his "me-time" and increased his study time. In addition, he is motivated to continue to defend his image as a smart student. This idea is contained in extrinsic motivation, which is triggered by receiving rewards in the form of images from the people around (Barak et al., 2016; Glynn et al., 2011).

The findings showed that most participants with a GPA ≥ 3.00 have a reflective, sequential and perceptual learning style, and their learning motivation is oriented by personal relevance and self-efficacy. If implemented directly, this learning method will be more effective because it is easier to capture and view the material directly. Students need real and detailed examples of accounting behavior in certain business cases. In offline learning, the easiest way to remember the visuals or what the students see is through diagrams, flowcharts, financial statements, detailed process auditing, and costing methods. However, although SFH cannot provide what the students expected,

at least students can adapt to the learning style well.

It was different with the students with GPAs < 3.00. Even if they have similar learning styles to students with GPA ≥ 3.00, their learning motivation is more extrinsic, that is, the order from parents, or weak self-determination, which is still distracted by gadgets or situations around them. Generally, students with enough ability are hard to change their learning style. With SFH, they tend to be lazier. In this case, they turn on the online application (zoom) but only leave it open without paying attention. They claimed that they did not understand what the lecturer explained. It happened because they do not see the example and do not have a systematic understanding. In SFH, the online explanation is not yet clear because the lecturer cannot monitor the students' responses directly. Lecturers cannot monitor the interaction development that makes students lazy and unmotivated. Thus, it can be said that most students agree that their motivation level is reduced; some are only motivated when the exam is near, motivated based on mood, and others. Different from Saleh (2014) said that motivation is the key factor in defending the learning process. The decrease in motivation level also makes the learning process decrease, along with the ability to do the assignment and the students' performance; thus, it can affect the success of academics (Rehman & Haider, 2013).

Another finding showed that students' learning styles and motivation experience many changes. This change showed that there is some obstacle within the SFH program, as seen in the interview with participant T below;

> *"During SFH, we use online class. Online class depends on the internet connection, and in my house the connection is not stable and also ... the lack of interaction with the lecturer, it becomes a different with the material in class. Also, during the online class, the duration of time is sometimes did not precise, the lecturer usually change the time to afternoon or night or maybe to another day"*

The statement above shows that internet connection is a quite disturbing obstacle during the implementation of the online class. Students must have a large quota to attend the classes without network problems. Besides, they should have a good signal during the online lesson. Therefore, the course can proceed smoothly. This network problem appeared in the observation result when some students entered multiple times to the zoom room because of their unstable network connection. Moreover, internet connection has also become a strategic matter in the exam because it forces students to have sufficient quotas and good signals. The effectiveness of online courses depends on user acceptance. Therefore, It is important to analyze factors related to technology use and acceptance (Lubis & Dasopang, 2021). As VN said in the interview, the importance of analyzing factors relates to use and technology acceptance (Komalasari, 2020). It was expressed by the VN participant as:

> *"oh God, internet is a precious thing. I have experience getting zero (0) in midterm exam just because I cannot upload the assignment in time. The campus server is not yet ready to be accessed together. Students are commanded to submit the assignment in time, but because the number of students that submit the assignment together is so many, thus the server is hang, and some assignments cannot be accepted because the server is down, and yes my assignment is on that list too."*

In addition, the transformation of learning style has also become a problem students face. Students are forced to complete group assignments online. In this case, this kind of online discussion does not allow them to discuss the assignment freely. JS, CL and AT with an information processing learning style (active) think that the SFH conditions are very disturbing. Bower, (2019) stated that if a student lacks confidence in the technology he/she uses and does not recognize participation and social relationship, it will harm the student's evaluation.

The learning process can be refined based on the analysis of SFH's learning style, motivation, weaknesses and strengths. Students who are lazy, unfocused, and lack understanding can enhance their positive behavior, self-awareness, and self-control to get their motivation back. For example, set the alarm to limit the time spent playing with gadgets, follow other courses when they leave or call

the instructor when they encounter difficulties. A high level of self-awareness can trigger behavior. Besides, parents and friends also play an important role. The main factor of being independent is the will or desire itself. If the behavior, and the support of parents and friends are all owned by the students, the willingness to learn will increase. The intention will increase the energy of concentration and understanding of the course. Clear and conscious personal goals influence enthusiasm, learning style and student learning behavior. According to Ajzen, (1991) behavior can be triggered by attitudes and a high level of awareness. In addition, parents and friends also play a role in encouraging students to study independently. The main factor for the success of independent learning is the willingness of students themselves. If the student has the attitude, role of parents, friends, and willpower, then the intention to learn will increase. This intention will internally increase the power of focus and understanding in learning. Zhou, (2011) stated that enthusiasm, learning methods, and student attitudes towards learning are strongly influenced by the awareness of clear goals of the individual in educational institutions.

Students only study when the exam is approaching, and there is less interaction and attention with the lecturer, which shows a lack of motivation in the learning process. Lecturers need to provide communicative teaching options, so it involves not only cognitive aspects but also connotation and psychomotor aspects. Lecturers motivate to encourage students to learn actively, for example, by asking a simple question to find out if the student understands. It can enhance the interaction, learning motivation and enthusiasm between lecturers and students and make the situation in the classroom more interesting and interactive. Lecturers must follow digital development so that alternative teaching can be more diversified. As in previous studies, one of the considerations in learning is the content, teachers' ability, and the role of teachers as motivators and managers (Damrongpanit & Reungtragul, 2013; Herrador-Alcaide, Hernández-Solís, & Hontoria, 2020). Moreover, the signal or internet connection problem can be solved by buying a quota and/or registering for the education quota provided by the government.

5. Conclusion

In conclusion, the learning style and students' motivation during the SFH program decrease; the learning style during the SFH program needs to change to active, reflective, detailed, and vocal. It is caused by a learning method that is more emphasis on cognitive aspects. Moreover, the student's motivation is reduced due to the internet connection, distraction, pressure, and discussion difficulties. Even though the learning motivation is reduced, the SFH program still has some advantages, such as saving time and cost, managing time, and the facility to repeat the learning videos. However, their performance remains the same even if the students' mastery ability decreases. It happens because of the facilities for cheating during the exam. Based on the findings, this study suggests refining the SFH learning process, including refinement in the preparation of learning videos, balancing cognitive, emotional and psychological aspects, behaviour refinement, support from parents and friends, and enhancement of students' awareness. This study has limitations in terms of its participants and focus. Therefore, for further study, it is expected to learn more about the factors related to the technology acceptance and usage during SFH and its relation to the motivation and learning style.

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