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Students' opinions about studying from home during the COVID-19 pandemic in Indonesia

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Abstract

The implementation of online learning during the COVID-19 pandemic may affect students' learning attitude and motivation to some extent. This paper aims to describe the university students' opinions about learning attitude and motivation while studying from home due to the COVID-19 pandemic in Indonesia. A non-experimental research design was used with an exploratory quantitative method. A total of 238 respondents participated in the online survey from April 22 to 29, 2020. Descriptive statistics was used to analyse the collected data by using SPSS 23. The results showed that 52.5% (n = 125) of the respondent did not enjoy studying from home and 91.5% (n = 218) did not gain as much knowledge as in the traditional mode, although they still had a higher motivation to learn and had a better relationship with their family members. Interesting materials and enjoyable teaching methodology and interaction are therefore suggested.

Keywords: Covid-19; studying from home; online learning attitude; learning motivation

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1. Introduction

In December 2019, a new coronavirus (otherwise known as COVID-19) was identified in Wuhan, China, and quickly spread all over the world, leading the World Health Organisation to declare it as a global pandemic. The pandemic has caused a magnitude of disruption in many sectors including education. To contain the spread of COVID-19 and to ensure the health conditions of the people, staff members, and students, some measures had to be taken such as washing hands, wearing a mask, physical distancing and working from home. These measures affected the functioning of education institutions globally. According to the UNESCO IESALC (2020, p. 5) report, most schools and universities closed their gates causing more than 1.57 billion students' studies to be affected in 191 countries all over the world. The education institutions shifted to online learning within a very short period of time as an immediate solution to ensure their pedagogical continuity.

For students, the most immediate impact was the temporary cessation of their traditional face-to-face teaching at their institutions. The change affected the well-being, lifestyle and functioning of students who were engaged in their education institutions. Based on the QS report (QS, 2020, p. 2), it was found that the studies carried out during the pandemic in many countries showed that students were tremendously affected by the spreading of COVID-19, especially after the implementation of travel restrictions, physical distancing and isolation. Moreover, QS reports that many students, due to the closure of their schools, lacked motivation and had negative attitudes towards learning online (p. 6).

Based on the results in Killan's (2020) study, staying at home during the COVID-19 pandemic and the closure of schools became the major reasons for students worldwide feeling disconnected from their society and social circles. Moreover, the study indicated that in other cases students were reported of having negative experiences when returning home owing to unpleasant family environments.

This article aims, based on the COVID-19 pandemic condition and the results of the studies outlined earlier, to describe students' attitudes and learning motivation during the COVID-19 pandemic in the Indonesian context. With regard to students' attitude, this article explores some aspects of students' response to studying from home, relationship with other family members, time management and time-consuming activities, which they carried out while staying at home due to the COVID-19 pandemic.

2. Literature review

2.1. COVID-19 and its impact on education

The COVID-19 pandemic has caused tremendous impacts on education systems worldwide. According to a document released by the UN in August 2020, the pandemic has created the largest disruption of education systems in history, from which around 1.6 billion students in more than 190 countries in the world have been affected (p. 2). The pandemic has also caused the closure of schools and other education institutions, impacting 94% of the world's student population and up to 99% in low and lower-middle income countries. Even worse, the report also indicates that about 23.8 million children and youth (from pre-primary to tertiary) may drop out and not have access to school next year because of the pandemic's economic impact (p. 2).

The report further explains that the COVID-19 pandemic has already had a near universal impact on learners and teachers around the world from pre-primary to secondary schools, technical and vocational education and training, institutions, universities and other educational institutions (p. 5). Moreover, the data of the report showed that during the second quarter of 2020, 86% of the children

in primary schools were out of school in low human development countries, compared with only 20% in countries with very high human development (p. 5).

COVID-19 has caused as many as 40 million children around the world to miss out on early childhood education. Technical and vocational education and training had difficulty in implementing apprenticeship schemes and work-based learning due to the disruption in work places. In the higher education level, some universities are still facing problems on providing information technology infrastructure to both students and teachers, although some universities were already ready with online platforms (p. 7).

2.2. COVID-19 and online learning

The COVID-19 pandemic has impacted education institutions in various aspects, including people, institutions and the system as a whole. For students, the most immediate impact was the temporary cessation of the face-to-face teaching mode, which then left them with a completely new situation in their daily life and learning continuity. For teachers, the pandemic impacted them significantly at the workplace and professionally. They could not teach lessons which required them to meet with students intensively, such as laboratory experiments or field projects. Also, teachers were required to continue their teaching activity using a virtual modality which required some IT knowledge and skills.

The closure of education institutions, as one of right measures to contain the spread of COVID-19, has led to the implementation of distance education, which is now popular with online learning (which in Indonesia during the COVID-19 pandemic is known as 'studying from home' for workers it is known as 'working from home'), as an immediate solution to continue pedagogical activity.

Online learning has grown in line with the development of information and communication technology. In this era, the development of online learning is based heavily on the development of digital technologies and usage of internet as its educational environment. The existence of developed information technology has allowed the diversification of the dynamic learning content with voice, images and videos (Smart & Cappel, 2006 p. 2). The learning content can be renewed continuously and delivered to learners in various modes of communication technology.

2.3. Students' attitude and motivation towards online learning

Although online distance learning is not a new concept, it is still a relatively new pedagogical practice for many education institutions, especially during the COVID-19 pandemic. In its implementation, online learning creates specific interactions among participants in the learning process. Moor (1989), as cited by Kiryakova (2009, p. 30) specified them as learner–teacher interaction, learner–learner interaction, and learner–content interaction. However, some scientist argued that the use of new information and communication technology added a new type of interaction – learner–technology interaction.

Despite the power of online education, Bodain (2016) stated that there are some disadvantages, such as the feeling of isolation and discomfort, loss of motivation and self-discipline and high cost.

a. Feeling of isolation and discomfort. This feeling is due to the separation from the teacher and lack of visual interaction with other participants. Moreover, learners may feel a lack of support when they learn and have problems with content that is more difficult. Research conducted in the universities in UK (ComRes, Hopkins & Singh, 2019, p. 19) found that nearly 60% of the students and recent graduates felt that the social element of the campus experience was

very important to help them broaden their life experience, to become more independent and confident and to develop skills, such as teamwork and time management.

b. Loss of motivation and self-discipline. Motivation is the basic element of online learning. When learners lose their motivation, they are more likely to get negative results. Self-discipline is closely related with and linked to motivation. Online learning commonly requires students to be independent, take control of most of their learning and be highly motivated.

According to Abou El-Seoud et al. (2014), incorporating technology in the learning process does not necessarily guarantee motivated students. Furthermore, he believed that the success or failure of online instruction depends on the students' motivation. Motivation is important in learning activities and, in a pandemic situation, motivation to learn plays a role in dealing with learning situations, especially with online learning activities, which require new adjustments for students.

Singh (2011, p. 162) stated that achievement motivation can be influenced by intrinsic and extrinsic factors. Intrinsic factors are things that affect an individual internally in achieving learning outcomes. Intrinsic factors include curiosity, effort, desire to appear, etc. Extrinsic factors are things that affect the motivation to learn from outside, such as appreciation or punishment. However, internal factors will allow an individual to survive and achieve the desired results because if someone relies on external factors, it is possible for external support to disappear and cause a decrease in individual motivation.

c. High cost. Implementation of distance learning requires a high cost, not only financially but also timely, especially at the beginning. Infrastructure, both software and hardware, and internet connections must be prepared together with the teaching material. In addition, sufficient knowledge of communication and information technology is required in order to be able to manage the course for teachers and students.

3. Methodology

3.1. Research approach

The study used a non-experimental research designed with an exploratory quantitative method. It explored various ideas, notions and thoughts of the respondents in the study. This method was chosen because it was the most likely suitable way to conduct a research during the pandemic situation when health and safety were utmost priorities.

3.2. Population and sample of the study

All the students of Institut Teknologi Sepuluh Nopember (ITS) Surabaya constituted the population of the study. The sample of the study comprised randomly selected students who were willing to complete the online questionnaire. There were 252 respondents who participated in the survey and completed the questionnaire. However, 14 respondents were excluded from the analysis due to inconsistency in completing the questionnaire, and 238 respondents who were comprised of 125 males and 113 females, aged 17 to 40 years old from different parts of Indonesia were used for further analysis.

3.3. Population and sample of the study

The data were derived from the results of the online survey using a questionnaire developed using Google Forms, which was conducted from April 22 to 29, 2020. The questionnaire assessed respondents' responses using closed-ended questions to gain respondents' information on demographic background and opinions about the study from home on a 5-point Likert-type scale (with

1 = Strongly disagree and 5 = Strongly agree) to assess the respondents' motivational strategies while studying from home.

The questionnaire was developed by pilot testing a number of students before it was implemented to ensure the validity of the questionnaire. In addition, the validity of the questionnaire on the Likert scale was achieved from the statistical test using SPSS 23 software, which showed that the minimum count value of *rxy* = 0.351 > *r* and table product moment = 0.127 (*N* = 238, 5% significance). The reliability of the questionnaire was also achieved from the statistical test using SPSS 23 software, which showed Cronbach's alpha = 0.845, meaning that the questionnaire has a high reliability.

The obtained data were then arranged, organised, tabulated and analysed using MS Excel and SPSS 23 software to get the statistical description (descriptive statistics) in terms of frequencies of the variables represented in percentage.

4. Findings and discussion

4.1. Findings

Table 1 describes the demographic information about the respondents of the survey. The respondents' age was between 17 and 40 years, from which 216 (90.8%) students were between 17 and 22 years old and only 3 students (1.3%) were between 36 and 40 years old. In terms of sex, the data show almost a balance, with 125 (52.5%) male and 113 (47.5%) female participants.

Table 1. Demographic related information of the respondent

Variables	Categories	n (%)
Age group	17 - 22	216 (90.8)
	23 - 35	19 (8.0)
	36 - 40	3 (1.3)
Sex	Male	125 (52.5)
	Female	113 (47.5)
Residence	East Java	157 (66.0)
	Central Java	14 (5.9)
	West Java	22 (9.2)
	Jakarta	16 (6.7)
	Banten	7 (2.9)
	Yogyakarta	2 (0.8)
	Bali	1 (0.4)
	Sumatra	10 (4.2)
	Kalimantan	8 (3.4)
	Sulawesi	1 (0.4)

The next information is about the origin of the respondents, which covers a large area with most of the participants from almost all over Indonesia, even though the number of participants for each region is not proportionally the same. East Java is the region with the most number respondents (157, 66.0%), followed by West Java, Jakarta and Central Java with 22 students (9.2%), 16 students (6.7%), and 14 students (5.9%), respectively. Bali and Sulawesi had the smallest number of participants with 1 student (0.4%) each.

All respondents or 100% are studying from home. However, the condition did not make all of them happy. Table 2 shows that 125 students (52.3%) did not enjoy studying from home for several different reasons (see Table 3).

Table 2. Enjoyment of study form home

Variables	**Categories**	**n (%)**
Study from home	Yes	238 (100)
	No	0 (0)
Enjoy	Yes	113 (47.5)
	No	125 (52.5)

The main reason for students not enjoying the study from home (Table 3) was the limited chance, time or access to have a discussion with the teacher directly, which constitutes 31.2%. The next reasons were many assignments from schools (28.8%), internet network and the expensive price of internet data from provider, with 12.8% and 9.6%, respectively.

The reasons for the students who enjoyed studying from home, respectively, from the highest percentage, were much time students have (41.7%), relaxing (30.1), freedom of expression and creation (23%) and little control from teachers (2.6%).

Table 3. Reasons for enjoy and not enjoy study from home

Study from home	Reasons	n (%)
Enjoy	Much free time	47 (41.7)
	Freedom of expression and creation	26 (23)
	Relaxing	34 (30.1)
	Little control	3 (2.6)
	Others	3 (2.6)
Not enjoy	Many assignments	36 (28.8)
	Tight tasks	6 (4.8)
	Cannot discuss with teachers directly	39 (31.2)
	Expensive internet data	12 (9.6)
	Troublesome internet network	16 (12.8)
	All the reasons listed	6 (4.8)
	Others	10 (8)

Studying from home influenced the level of knowledge and skills gained by students. Table 4 shows that 91.6% (*n* = 218) of the students believed that studying from home affected the knowledge and skills gained.

Table 4. Studying from home and gained knowledge and skills

Variables	Categories	n (%)
Study from home affected gained knowledge and skills	Yes	218 (91.6)
	No	20 (8.4)

Next, the survey also studied the dimension of responsibility and perseverance to accomplish assignments well, as part of the achievement motivation. In the survey, several variables were used to

explore students' motivation while studying from home, among the others are their attention to assignments given, immediate response to doing the assignment, confidence to accomplish well, become more diligent, have a clear study goal, get challenged, become more hard working and ask friends for difficult things.

Based on the data shown on Table 5, 108 students (45.4%) strongly agreed and 105 students (44.1%) agreed that they cared with the assignment given by their teachers. However, to the question of whether they did the assignment immediately, 104 students (43.7%) were undecided, 63 students (26.5%) agreed and 33 students (13.9%) disagreed. Next, 109 students (45.8%) agreed that they were sure to accomplish the assignments well and 54 students (22.7%) strongly agreed, However, 60 students (25.2%) were undecided whether they were sure to accomplish the assignments well and 14 students (5.9%) disagreed.

Furthermore, to the question whether during studying from home the students were more diligent, 93 students (39.1%) were undecided, 57 students (23.9%) agreed, 45 students (18.9%) disagreed, 27 students (11.3%) strongly agreed and 16 students 6.7%) strongly disagreed.

Next, 91 students (38.2%) agreed and 60 (25.2%) students (44.1%) strongly agreed that they had clear goals with regard to their studies, although they did it from home. However, 60 students (25.2%) were undecided, 18 students (7.6%) disagreed and 9 students (3.8%) strongly disagreed.

Table 5. Achievement motivational variables during studying from home

Variables/Categories n (%)	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Care with the given assignments.	1 (0.4)	3 (1.3)	21 (8.8)	105 (44.1)	108 (45.4)
Do the assignments right away.	9 (3.8)	33 (13.9)	104 (43.7)	63 (26.5)	29 (12.2)
Be sure to accomplish the assignments well.	1 (0.4)	14 (5.9)	60 (25.2)	109 (45.8)	54 (22.7)
Become more diligent	16 (6.7)	45 (18.9)	93 (39.1)	57 (23.9)	27 (11.3)
Have clear goal	9 (3.8)	18 (7.6)	60 (25.2)	91 (38.2)	60 (25.2)
Get challenged	19 (8.0)	47 (19.7)	69 (29.0)	71 (29.8)	32 (13.4)
Work hard	8 (3.4)	19 (8.0)	69 (29.0)	94 (39.5)	48 (20.2)
Ask friend in case of getting difficulty	1 (0.4)	3 (1.3)	11 (4.6)	79 (33.2)	144 (60.5)

Another question about whether students are challenged during their study from home showed that 71 students (29.8%) agreed, 69 students (29.0%) were undecided, 47 students (19.7%) disagreed and 19 students (8.0%) strongly disagreed. The next question about whether the students worked harder during their study from home showed that 94 students (39.5%) agreed, 69 students (29.0%) were undecided, 48 students (20.2%) strongly agreed, 19 students (8.0%) disagreed and 8 students (3.4%) strongly disagreed.

The last question was whether the students asked their friends when they encountered difficult assignments. The data indicate that majority of the students (more than 90%) asked their friends when they faced difficult assignment. Only few students (less than 2%) did not ask their friends when they had difficulty with their assignments.

When students study from home, they spend most of their time at home with other family members who also study or work from home, allowing all the family members at the same time for the whole day and every day to meet and interact each other more frequently. Does this condition create a better relationship among family members? Table 6 provides the responses to the question. 208 students (87.4%) stated that studying from home contributed to a better relationship with the other family members.

Table 6. Studying from home and relationship with family members

Variables	Categories	n (%)
Study from home make better relationship with family members	Yes	208 (87.4)
	No	30 (12.6)

Table 7 summaries the main reason for having a better relationship with other family members in time of studying from home, which is the opportunity of having much time to meet and talk with other family members (76.9%). Another reason was the chance of doing activities together (13.0%) and sharing the responsibility of doing household chores (7.2%).

Table 7. Reason for better family relationship due to studying from home

Better family relationship	Reasons	n (%)
Yes	Having much time to meet and talk	160 (76.9)
	Doing activities together	27 (13.0)
	Be more disciplined to obey rules	5 (2.4)
	Be more responsible to do house chores	15 (7.2)
	Others	1 (0.5)
No	Nothing changed	12 (40.0)
	More conflicts take place	10 (33.3)
	Spent more time individually	8 (26.7)

The reasons for studying from home does not make better relationship with family members were the condition of studying from home does not change the situation at home. Everything runs as usual, nothing changes (40.0%). The next reason was that more conflicts takes place at home (33.3) and the last was that the family members spend their time privately and individually (26.7%).

Table 8. Studying from home and better time management

Variables	Categories	n (%)
Study from home make better time management	Yes	114 (47.9)
	No	124 (52.1)

Table 8 indicates that studying from home did not make the students manage their time better. More than half of the participants or 124 (52.1%) students had such an opinion. The reasons for this condition can be seen in Table 9, which exposes the different activities the students spend most of their time on.

Table 9. Achievement motivational variables during studying from home

Variables	Categories	n (%)
Activities	Doing school assignments	92 (38.7)
	Doing activities with family	47 (19.7)
	Watching TV	2 (0.8)
	Playing online/offline game	26 (10.9)
	Surfing social media	65 (27.3)
	Others	6 (2.5)

Doing school assignments took the first place of the activities students did most frequently (92 students, 38.7%). It was followed by surfing social media (65 students, 27.3%), doing activities with family members (47 students, 19.7%) and playing online/offline game (26 students, 10.9%).

An interesting fact was found when the data were further broken down by grouping the reasons for those who can manage time and those who cannot. As indicated in Table 10, the students said that they could manage their time because they spent most of their time doing their school assignments (47.4%). On the other hand, students who could not manage their time better spent much of their time on surfing social media (35.5%) rather than doing their school assignments.

Table 10. Activities related to better time management

Better time management	activities	n (%)
Yes	Doing school assignments	54 (47.4)
	Doing activities with family	25 (21.9)
	Watching TV	0 (0.0)
	Playing online/offline game	10 (8.8)
	Surfing social media	21 (18.4)
	Others	4 (3.5)
No	Doing school assignments	38 (30.6)
	Doing activities with family	22 (17.7)
	Watching TV	2 (1.6)
	Playing online/offline game	16 (12.9)
	Surfing social media	44 (35.5)
	Others	2 (1.6)

4.2. Discussion

From the data presented above, there are some points which need to be discussed further and compared to the situations reported by researchers in related topics.

52.5% of the respondents did not enjoy studying from home or online learning with some reasons. The most significant reasons were related to the process of learning, such as students cannot directly and freely discuss with teachers (*n* = 39 or 31.2%) and many assignments were given by the teacher (*n* = 36 or 28.8%). This number is in contrast to the reasons for respondents enjoying studying from home (*n* = 113, 47.5%), with some reasons being having much more free time (*n* = 47, 41.7%), relaxing (*n* = 34, 30.1%) and freedom of expression and creation (*n* = 26, 23%).

This condition can be understood from the fact that studying from home or online learning during the COVID-19 pandemic was a relatively new learning method in almost all education institutions in Indonesia and especially in ITS, which was in some ways different from the traditional face-to-face mode. In the traditional mode, the teacher is the central figure who presents the lectures and controls most of the learning process, but in online learning their participation was reduced to a management adviser and coordinator of the learning process. On the contrary, according to Kiryakova (2009, p. 30), the leaners who used to be passive participants, in the online mode, took the main position in determining the speed of learning and preparation; therefore, self-control and self-evaluation are very important. In this context, the students who used to be passive in the traditional face-to-face mode are now enjoying online classes, but students who used to have an intense interaction with the teacher are having a hard time with online classes.

The condition is supported by the next data which showed that 218 students (91.6%) admitted that studying from home or online learning did not help them improve their knowledge or skills significantly compared to the traditional face-to-face learning. This finding supports previous research findings by Kiryakova (2009, p. 31), which found that feelings of isolation, discomfort and lack of support by teachers would lead to negative learning results. Such a condition easily occurs in the online mode in which the teacher and students are separated by place and time.

Another negative response of studying from home is with regard to the students' ability to manage time. The data showed that 52.1% (*n* = 124) of the respondents admitted that they could not manage their time better while studying from home. There are several reasons for this argument. However, the most significant reason is that they spent most of their time surfing social media (*n* = 44, 35.5%). This is enhanced by the data further showing that surfing social media (*n* = 65, 27.3%) is the second activity after doing school assignments (*n* = 92, 38.7%) as the most time-consuming activities carried out by respondents. This condition is not surprising knowing the fact that gadgets are one of the 'basic' needs of modern life. A gadget, as stated by Mariam et al. (2018, p. 410) with its modern multitasking features and applications embedded on it, has made human's daily necessities more effective and practical.

According to McCoy (2013), despite positive communication media outside the classroom, the use of digital devices, such as laptop, smart phone and tablet, may interfere with the classroom learning. His research findings also showed that the use of digital devices in classroom for non-classroom purposes by students resulted in the destruction of their attention to class activities and instruction. Kraushaar and Novak (2010) stated that some studies have even claimed that the negative behaviour of using mobile phones has impacted lessons in various ways. In her research, Mariam et al. (2018) found that besides using a gadget to communicate or search for information, students' high frequency of gadget use is for watching videos, listening to music and play game. Therefore, guidance on using gadgets wisely supports educational purposes both in-class and out-class and must be set up and

implemented especially during the COVID-19 pandemic, when nearly all learning activities in all level of education are carried out online.

Beside negative responses, studying from home or online learning has a positive impact on students' relationship with their family members. The research found that 208 students (87.4%) felt that their relationship with their family members became better because of having much time to meet and talk with them (*n* = 160 or 76.9%) and doing activities together with them (*n* = 27 or 13.0%). This condition is suitable with the pandemic situation when people are strongly advised to quarantine themselves at home. Therefore, communication and activities together with other family members are the best ways to avoid possible boredom and stress due to quarantine.

The last point is related with the students' motivation towards online learning. In general, the respondents had a relatively high motivation towards online learning. Almost all variables show positive responses, such as care with assignment given by the teacher, high confidence to be sure to accomplish the assignment well, work hard and have a clear goal for their leaning. All these variables have a high percentage of agree and strongly agree. However, for the variables of doing the assignment right away, most of the students did not give their opinion or were undecided (*n* = 104, 43.7%). The students had the same opinion on studying from home or online learning making them more diligent (*n* = 93 or 39.1%). This possibly indicates that high motivation does not necessarily mean doing assignments right away and becoming more diligent.

5. Conclusion

The COVID-19 pandemic has caused great changes in education. Social distancing and staying at home have a tremendous impact on the closure of schools and instructional activities are carried out online, which entail the different attitudes and motivation of students. This research found that many students do not enjoy online classes due to the limited opportunity of discussing with the teacher and this learning system does not help them gain sufficient knowledge and skills. The additional time that students have at home during the pandemic did not help them manage their time better. However, students were highly motivated to study and better their family relationship. These findings confirm previous researches which emphasise the importance of social element on the campus to help students broaden their life experience, to become more independent and confident and to develop skills such as teamwork and time management.

6. Recommendations

This study was carried out in April 2020 or 5 months after the outbreak of COVID-19, when shifting from traditional face-to-face to online instruction was a must-do action with almost insufficient skills and preparation to carry out the same. Therefore, it is recommended that future researches be carried out in this research area at different times.

In terms of practical application, based on the research findings, it is recommended that schools and teachers provide media and teaching methodology and materials that engage students in having fun and an interesting online learning experience. Teachers should pay more attention to the students by communicating more with the students to solve their problems. Parents and family members should also contribute much to support the success of online learning by providing a conducive learning atmosphere, with compatible digital devices, internet access, time, monitoring and communication, which makes the students comfortable to study from home.

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