

## CHAPTER 1

### INTRODUCTION

This chapter discusses some points including background of the study, statement of problem, purposes of the study, significance of the study, hypothesis, and definition of the key terms.

#### 1.1. Background of the Study

At the end of December 2019, the world was shocked by the corona virus disease (COVID-19) in the city of Wuhan, China. The transmission of this virus was so rapid that on January 30, 2020, WHO established the status of COVID-19 as a Pandemic (WHO, 2020). As in other countries, the presence of the COVID-19 outbreak in Indonesia has caused many negative impacts in almost all areas of life, including education. (Murad et al., 2020; Syauqi, K., Munadi, S., & Triyono, M. B., 2020; Djalante et al., 2020) Due to the high and rapid spread of positive COVID-19 cases, the Indonesian Ministry of Education and Culture has mandated that teaching and learning activities for all levels of education in Indonesia must be done online from home (Djalante et al., 2020). Meanwhile, the sudden implementation of online learning activities has caused various problems for teachers, students, parents and other school members. Previously, teachers taught in a classroom, in a school building equipped with various equipment to support the teaching and learning process. With this new policy, teachers were overwhelmed as they were still looking for the right models on how to implement online learning at home (Ferri et al., 2020). Looking at the development of COVID-19 transmission in Indonesia, online learning activities will continue and it is not yet known when they will end. Behind the various problems that arise, teaching and learning activities must continue (Djalante et al., 2020).

Although as stated in the previous explanation, it is necessary to adjust to the transition from traditional classes to online classes. However, it is undeniable that Online Learning can be defined as instruction delivered on a digital device that is intended to support learning (Clark et al., 2016). Then online learning has several advantages are online learning can make learning be done anywhere and anytime, can save quite a lot of

money, no need to travel, flexibility in choosing and saving time (Nagrале.P, 2022). Meanwhile, online learning also has several disadvantages are the different boundaries faced in online involve lack of educators' controls, low self-organization, and low interaction patterns especially in regard to effective teaching practices. These boundaries manifestly lower the effectiveness of learning experiences through online teaching (Markova et al., 2017)

Based on the researchers' findings when fulfill assignments for PLP 2, it is known that SMP Islamic Qon has been able to master the ability to use online platforms such as Google Meet to interact and also to do assignments using Google Form. Unfortunately, in the course of online learning, it seems that they are not satisfied with the atmosphere of online learning. Many of them turned off their cameras during class and there was also a lack of interaction, as only a few of them answered when asked. On the other hand, at school it is determined to keep repeating if their grades do not get grades according to the KKM (Minimum Completeness Criteria), many of them do not give up on getting good grades and for punctuality in work. Many of them are always on time as well as for the given exams many of them get good marks.

From the problems that have been described above, it can be concluded that students do not participate in class but still enthusiastic in doing the assignments given and have good grades. because researchers see a contradiction between online learning satisfaction as seen from class interactions with learning motivation shown from their efforts to do assignments. So the researcher decided to do it with SMP Islamic Qon students who had undergone online learning for approximately 1 semester because they had undergone online classes and felt the online class situation found by the researchers so they were able to give their perceptions about it. And the teacher suggests doing it in grade 9 because that class has experienced online class the longest compared to other classes such as 7<sup>th</sup> grades which did not experience online class at all at SMP Islamic Qon and 8<sup>th</sup> grades only briefly experienced online class so it was felt that it was lacking to give their perceptions about their online classes.

If these problems can be associated with learning satisfaction and learning motivation. Then it will be explained first about learning satisfaction. Based on some literatures have stated that learning satisfaction is showing how to see their learning experience which can be used as an evaluation in learning.(Thompson,2014) Students

with higher levels of learning satisfaction have better learning, and research evidence suggests that providing students a satisfying experience helps to maintain and improve memory. (Debourgh, 1999; Koseke & Koseke, 1991) Not only good for students' memories but also students' satisfaction effect to their academic achievement. The more students are satisfied, the more likely they are to do well and not anxious in the course (Keller, 1983; Pike, 1993; Arbaugh & Duray, 2002; Conrad, 2002). The things that affect learning satisfaction are technology acceptance habits, students' experience in online learning, quality of institutional support, academic environment, and instructional interaction. (Biner, Dean, Mellinger, 1994; Changchit, 2007; Chute, Thompson, & Hancock, 1999 Conrad, 2002; Fulford & Zhang, 1993; Palloff & Pratt, 2005; Song, Singleton, Hill, & Koh, 2004; Swan, 2003). After reviewing learning satisfaction briefly, In addition, a study said that with students getting learning satisfaction and finding pleasure in learning will remain a learning motivation which this motivation will be a measure of success. (Thompson, 2014) So, from this statement, the researcher will provide an explanation of learning motivation. Based on the basic words, motivation is something that animates, directs and maintains behavior and makes a person move and places them in a certain direction, and keeps them moving (Ormrod, 2008). There two types of Motivation are Intrinsic Motivation and Extrinsic Motivation. Intrinsic Motivation is The things that affect the motivation itself are interests, values and expectations, goals and attributions (Hanifah, 2017) while Extrinsic Motivation is The encouragement from outside can be in the form of praise, criticism, gifts, punishment and reprimand from the teacher. However, it is still not known with certainty whether learning satisfaction affects learning motivation. Because there is still a lack of research that provides a clear or specific explanation regarding learning satisfaction to learning motivation.

After discussing learning motivation and learning satisfaction, know that within each individual has his own characteristics which can be reflected in his personality in doing something. A personality trait is a characteristic facet of a person's cognition, mood, or behavior that is stable and consistent across relevant situations. (Soto & Jackson, 2013) Many studies on personality have different developments and categorizations. The most frequently used is The Big Five Personality Traits. The Big Personality Traits is a finding where each factor includes more specific traits. So it can be concluded that the Big Five

Personality or Five Factors Model is an approach method that is always consistent to assess personality in individuals through adjective factor analysis, where the five factors include extroversion, agreeableness, openness to experience, neuroticism, and conscientiousness. (Pervin et al., 2010).

In this study using the Big Five Personality. They are Openness to Experience related to how open a person is to new experiences, Conscientiousness related to someone in making decisions, Extraversion related to someone with the outside world, Agreeableness related to how someone adapts to other people and and Neuroticism regarding someone's negative emotions.

The relationship between these three things: Learning Satisfaction, Learning Motivation and The Big Five Personality. First, the relationship between learning motivation and learning satisfaction. In previous studies it was said that learning satisfaction is developed because students enjoy engaging in activities designed by courses. During the learning process, learning motivation can be fulfilled and learning needs can be satisfied. Therefore, we can see that learning motivation and learning satisfaction have a significant positive correlation. However, different students have different learning desires toward their learning motivation and they focus on different learning items and in turn receive different levels of learning satisfaction (Harvey, Locke and Morey, 2002). Second, the relationship between learning satisfaction and The Big Five Personality. In previous research, learners' learning satisfaction was affected by their personality; specifically Neuroticism, Agreeableness, and Extraversion had significant correlation on learning satisfaction. Personality influences learners' learning satisfaction. Finally, the relationship between learning motivation and The Big Five Personality. Many previous studies have found that there is a link between learning motivation and the big five personality traits (Komarraju & Karau, 2005; Meera, Steven, & Karau, 2005; Meera, Steven, Karau, Ronald, & Schmeck, 2009).

By conducting this research, the researcher intends to find out the effect of the big five personality traits on learning motivation and online learning satisfaction and the effect of online learning satisfaction on learning motivation in SMP Islamic Qon and quite relevant to previous research related to Online Learning conducted by Hsiu-Feng Shih et al by involving students who have undergone

online learning English. Because of this, the researcher is interested in raising this issue.

## **1.2 Statement of the Problem**

Based on explanation above, statement of the problem of this research is formulated as the following question.

1. Does Online Learning Satisfaction have a correlation on learning motivation?
2. Does The Big Five Personality Traits have a correlation on online learning satisfaction and learning motivation?

## **1.3 Purpose of the Study**

From the formulation of existing question can be formulated the purpose of this study are :

1. To figure out relationship between Online Learning Satisfaction on Learning Motivation
2. To Examine the correlation of The Big Five Personality Traits on online learning satisfaction and learning motivation

## **1.4 Hypothesis of the study**

The researcher gives a further hypothesis as follows:

Null Hypothesis (H0): There is no a significant Relationship of the Five Big Personality Traits to Online Learning Motivation and Online Learning Satisfaction.

Alternative Hypothesis (H1): There is a significant Relationship of the Five Big Personality Traits to Online Learning Motivation and Online Learning Satisfaction

## **1.5 Significant of the Study**

This study is expected to give the following contributions:

1. The study may be a helpful source of information or input for teachers as their overview of the factors of student personality that has an correlation on learning motivation and online learning satisfaction to create a more interactive course.
2. The study may be helpful in introducing knowledge of the big personality traits also influences and to increase students' motivation and learning satisfaction on online learning class.
3. The results of this study may serve as a springboard and additional consideration for those who want to do further research into the same subject or area.

### **1.6 Scope and Limitation of the study**

#### **1. Scope**

In order not to expand this research, it is necessary to clarify the scope of the research so that it is focused. So this research focuses on 2 things, namely the Correlation of The Big Personality Traits on Learning Motivation and Online Learning Satisfaction and looking for the correlation of Online Learning Satisfaction on Learning Motivation and focused on students perception about their personality, their motivation and their online learning satisfaction which collected as data using questionnaire.

#### **2. Limitation**

The limitation of this study is 9<sup>th</sup> grade students at SMP Islamic Qon because 7<sup>th</sup> grade did not undergo online learning at school and 8<sup>th</sup> grade only briefly and immediately switched to offline classes as before. The difference in the level of education in the subjects carried out in this study is quite far from previous researches, even though the number of subjects is larger and both have undergone English language learning for 1 semester.

## 1.6 Definition of Key Term

To avoid ambiguous understanding and misunderstanding of this research, the researcher defines some terms below:

1. The Five Personality Traits

The 5 Personality Traits is a theory introduced by a psychologist, Lewis Goldberg, and later distended upon by other researchers as well as McCrae & Costa (1987). The five broad personality traits delineate by the idea are extraversion (also typically spelled extroversion), agreeableness, openness, conscientiousness, and neuroticism.

2. Online Learning

Online Learning is a teaching and learning process that utilizes the internet and digital media in delivering the material.

3. Online Learning Motivation

Online Learning Motivation is driving influences from internal (intrinsic) or external (extrinsic) forces that give students power to learn effectively during the online teaching and learning sessions.

4. Online Learning Satisfaction

Online Learning satisfaction is the impact of the processes which have taken place during the online teaching and learning sessions participated by the students. Besides, satisfaction can also be viewed as comparative outcomes between expectancy and perceived service with pleasure.