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Perceptions of First-Year Students in Online Lectures in the Covid-19 Pandemic Era Viewed from Learning Motivation

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Abstract

The purpose is to describe the perception of first-year students towards online lectures during the pandemic viewed from learning motivation. The research method used descriptive qualitative with a case study approach. This study's subjects consisted of 165 first-year students with heterogeneous backgrounds. The sampling technique employed was the purposive sampling technique. The collecting data, technique of questionnaire, observation, and interviews were carried out online. Data analysis technique was then utilized, covering the stages of data validity, data collection, data reduction, data presentation, and drawing conclusions. The results revealed students' perceptions of online lectures that (1) the preferred type of communication was semi-two-way, (2) the preferred type of media was SPADA, Google Meet, and WhatsApp, and (3) the preferred type of lecture material was modules, learning videos, and video conferencing. In addition, (4) there was a positive perception of lecturer skills, primarily regarding lecture interactions, and (5) more than 50% of students were satisfied with online lectures. Viewed from learning motivation, student perceptions uncovered that (1) learning motivation did not affect student perceptions of online lectures, and (2) there were findings of factors influencing student perception of online lectures, namely, internal factors in the form of study habits, physical and mental health, and external factors in the form of a learning environment. This study concludes that students had a positive perception of online lectures, and several factors affected the student's perception of online lectures.

Keywords: COVID-19, First year, Learning motivation, Online lectures, Student perception.

Introduction

The COVID-19 pandemic has changed the way people live, including in the field of education. The Minister of Education and Culture of the Republic of Indonesia has made a policy so that all educational institutions are not expected to carry out activities as usual (Suryaman et al., 2020; Rasmitadila et al., 2020). It is done as an effort to prevent the spread of COVID-19 transmission. The same thing has been done by various countries that have been exposed to this virus, where lockdown or quarantine policies are carried out as an effort to reduce the interaction of many people who can provide access to the spread of COVID-19 (Purwanto et al., 2020; Shahzad et al., 2020; Onyema et al., 2020; Korkmaz & Mirici, 2021).

To overcome the spread of the COVID-19 virus, the government has also issued several policies, such as working from home, studying from home, and large-scale social restrictions. Regarding the impact of the spread of the COVID-19 virus on the world of education, educators and students are required to adapt to existing changes quickly. The learning system that was initially based face-to-face directly in the classroom must be replaced with an integrated learning system through the internet network virtually (online learning) (Suryaman et al., 2020; Sun, Tang & Zuo, 2020; Nadiahan& Cabauatan, 2021).

Online learning connects learners (students) with their learning resources (databases, experts/instructors, libraries) who are physically separated or even far apart but can communicate, interact, or collaborate (directly/synchronously and indirectly/asynchronously) (Rasmitadila et al., 2020). Online learning is a form of distance learning/training that utilizes telecommunications and information technology, such as the internet, YouTube, university applications, to CD-ROMs (directly and indirectly) (Tarman, 2020; Richardson et al., 2020).

Moreover, online lectures, or commonly referred to as daring (Indonesian term), are a form of using the internet that can increase the role of students in the learning process. The term daring is an acronym for "dalam jaringan [in the network]". Online lectures are learning carried out without face-to-face and utilizing a specific platform to be done

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remotely. This online learning aims to provide learning services and a broader network (Sturm & Quaynor, 2020; Rasmitadila et al., 2020).

Some requirements for implementing online lectures include (a) the organizers of online lectures, (b) positive mindset of lecturers and students in the primary function of the internet, (c) design of a learning process system that all students can learn, (d) an evaluation process from a series of student learning processes, and (e) a feedback mechanism from the organizers (Shahabadi & Uplane, 2015).

Meanwhile, the characteristics of online lectures, among others, are that (a) there is a separation of learning that approaches a permanent element between teaching staff and students during the education program; (b) there is a separation between one student and other students during the education program; (c) the existence of an institution that manages the education program; (d) utilization of suitable mechanical means of communication as learning materials; (e) providing two-way communication facilities so that students can take dialogue initiatives and seek and cultivate the benefits (Meylani, Bitter & Legacy, 2015; Rose, 2018).

For students, online lectures have emerged as an alternative method of learning that does not require them to be present in class (Shahabadi & Uplane, 2015). Online lectures will also help students form independent learning and encourage interaction between students (Wandler & Imbriale, 2017). Furthermore, for lecturers, online lectures are present to change conventional teaching styles, which will indirectly impact work professionalism and provide more opportunities for lecturers to assess and evaluate the learning progress of each student more efficiently (Nguyen, 2015).

However, problems arise when implementing distance learning, including internet networks, infrastructure, and preparation of online learning materials (Shahabadi & Uplane, 2015). Online lectures are deemed only effective for lecturers to use the assignment method while making students understand online learning materials is considered difficult (Rasmitadila et al., 2020; Tsai, Tsai & Lin, 2015). In addition, the technological ability and economic level of each student are different, so not all students have facilities that support online learning activities. Inadequate internet connection, unsupported devices, and expensive internet quotas are barriers to online lectures. Therefore, there is a need for research on subjects who undergo online lectures and their perceptions of online lectures (Nguyen, 2015; Arkoful & Abaidoo, 2014).

In this case, perception is the process of interpreting the stimulus received by the five senses into an understanding (Rasmitadila et al., 2020). This perception will then move students to organize and manage themselves in online lecture activities (Smart & Cappel, 2006). Students also need to have skills regarding how to learn and the thought process to motivate themselves to achieve learning goals. In addition, perception is not only influenced by objective characteristics but also expectations and previous experiences. When learners get a stimulus, they tend to compare and match the stimulus with the concept or experience in memory (Armstrong, 2011). This process also allows them to carry out a matching process with their expectations or ideal description of a specific condition or situation. Hence, student perceptions are essential to evaluate the process of implementing lectures. It is because a positive perception will make students able to understand the lecture material so that they can achieve the competencies and objectives of the lecture (Scarboro, 2012; Huss & Shanon, 2013).

Furthermore, online lectures are also strongly influenced by students' internal factors because students are forced to be completely independent and not rely on other people in these lectures. It aligns with Fajari, Sarwanto & Chumdari (2020a), who stated that the internal factor in students that greatly influences the success of lectures is learning motivation. According to Koca (2016), motivation cannot be observed directly but can be interpreted from behavior. Motivation can be seen with the emergence of "felling" and preceded by a response to the existence of a goal. Cook & Artino (2016) asserted that motivation is the drive or need to achieve the primary goal, which is constant, endless, changing, and complex. In addition, motivation can be defined as encouraging mental strength to carry out activities oriented towards achieving goals to meet expectations (Riaz et al., 2010). Consistent with Donker et al. (2014), learning motivation is a belief that helps students engage in learning by using various strategies. For example, related to task motivation, students who have motivation will be able to complete tasks in various ways of completion and consider academic assignments as interesting.

Moreover, the student learning motivation level is indicated by student activities during the teaching and learning process. The higher the student activity, the higher the student's learning motivation is, and in the future, it will impact learning achievement. Lin et al. (2017) & Hartnett, George & Dron (2011) also added that learning motivation has a significant positive influence on the learning process using digital media or distance online learning and impacts student learning outcomes. Research by Alexandrya & Nancy (2012) also supports this theory by stating that high learning motivation not only affects students' academic achievement but also has a major impact on conceptual understanding, thinking skills, satisfaction with school, self-esteem, adjustment to social life, and school graduation rates.

Schunk et al. (2010) mentioned four indicators of learning motivation, among others: (1) choice of tasks, (2) effort, (3) persistence, and (4) achievement. Furthermore, Tasiwan et al. (2014) suggested that the motivational aspects include

attention, relevance, confidence, and satisfaction. Attention is intended as a state of students who are concentrated and have a high curiosity. Relevance means a positive attitude that appears as an effect of fulfilling the need to achieve learning objectives. Confidence is manifested by students feeling they will succeed and can control success. Meanwhile, satisfaction is a feeling of joy when students get an appreciation for themselves. A person is said to have learning motivation if he has the desire to succeed, perseveres in facing tasks, is tenacious in facing difficulties, is not easily discouraged, has hopes and aspirations for the future, shows interest in various problems, prefers to work independently, can maintain in his opinion, does not get bored easily on routine tasks, does not easily let go of what he believes in, and has self-esteem in learning (Pierce, 2011; Lai, 2011).

In this study, learning motivation is a change in a person caused by needs and is characterized by reactions/actions to achieve learning objectives. The indicators of learning motivation used in this study include the desire to succeed in online learning based on application media, the need and encouragement in online learning based on application media, being diligent and tenacious in facing tasks, being able to defend opinions, and not easily letting go of that belief, happy to solve problems, the existence of hopes and ideals, the appreciation of learning, and confidence in learning. Many studies have raised the theme of online lecture in the era of the covid-19 pandemic but there has been no research that examines and analyzes the online lecture in the era of the covid-19 pandemic for first-year students who were still adapting to college life. The first-year students who were the subjects of this study had never experienced face-to-face lectures offline. In addition, they had to adapt to the lecture process, which was much different from the learning process in high school. Also, learning motivation is a change in a person caused by needs and is characterized by reactions/ actions to achieve learning objectives. This study concludes that learning motivation did not affect students' perceptions of online lectures. It was because several findings of other factors could actually affect students' perceptions of online lectures. Therefore, based on the explanation above, the researcher conducted a study on "Perceptions of First-Year Students on Online Lectures in the COVID-19 Pandemic Era Viewed from Learning Motivation."

The research questions, include: (1) What are the student perceptions of the type of online lectures communication?; (2) What are the student perceptions of the types of online lecture media?; (3) What are the student perceptions of the types of online lecture materials?; (4) What are the student perceptions of lectures' abilities in online lectures?; (5) What are the student perceptions of online lectures in view from learning motivation?; and (6) What are factor influence student perceptions of online lectures?.

METHOD

Research Design

This study used a qualitative method with a case study approach. Qualitative research aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, or thoughts of people individually or in groups (Mohajan, 2018). Meanwhile, the case study approach is a type of approach employed to investigate and understand an event or problem that occurred by collecting various kinds of information, which is then processed to obtain a solution to resolve the problems revealed (Rashid et al., 2019). Hence, this study aims to describe the perceptions of first-year students in online learning and their perceptions viewed from their learning motivation in the case of the Elementary School Teacher Education Study Program, especially first-year students.

Participants

The subjects of this research were first-year students who were still adapting to college life. The research subjects consisted of 165 female students and 51 male students. The sampling technique used was the purposive sampling technique. Purposive sampling is one of the non-random sampling techniques, where the researcher determines the sampling by establishing specific characteristics under the research objectives so that it is expected to answer research problems (Tongco, 2007). The specific characteristics are deliberately made by researchers so that the samples taken later can meet the criteria that support or are in accordance with the research. The criteria for this research subject were first-year students currently attending full online lectures and willing to be research subjects. In addition, informants were also selected through a snowball sampling approach, meaning that informants were asked to appoint new informants considered able to provide information about the research focus (Naderifar, Goli & Ghaljaie, 2017).

Data Collection Tools and Data Collection Procedures

Data collection techniques employed were questionnaires, observations, and interviews. Questionnaires and observations were distributed via a google form. First, the questionnaire is an indirect data collection technique (the researcher does not directly ask questions with the respondent) which contains many questions that the respondent must answer in the form of open, structured, and closed questions (Osang et al., 2013). In this study, a questionnaire was utilized to measure students' learning motivation. The format of choice in the learning motivation questionnaire consisted of strongly disagree/never, disagree/very rarely, do not know/sometimes, agree/often, strongly agree/very often. The scores for the positive statements were 1, 2, 3, 4, 5. The data obtained were then added together to

distinguish the learning motivation of each student, including the category of having high or low learning motivation.

Then, interviews are data collection techniques carried out face-to-face and direct questions and answers between researchers and resource persons (Etikan & Bala, 2017). Along with technology development, the interview method can also be done through particular media, such as telephone, e-mail, or skype. In this study, the interview technique was a form of deeper data mining for students who filled out questionnaires with specific conditions, for example, students with low, moderate, and high learning motivation. Furthermore, observation is a data collection technique conducted through direct observation. Researchers make on-site observations of the research object to be observed using the five senses (Canals, 2017). In this research, observations made were participatory observations, in which the observer was directly and actively involved in the object under study. Researchers made observations during online learning (Johnson, Avenarius & Weatherford, 2006).

Data Analysis

The data analysis technique used in this study was the interactive analysis of Miles and Huberman (1994). Meanwhile, the stages of data analysis consist of data validity, data collection, data reduction, data presentation, and drawing conclusions (Daniati et al., 2019). First, the stage of testing the data validity or checking research data was carried out by data source triangulation and technique triangulation, which then extended the research period, intense observations, conducted member checks, and discussed with other people or colleagues. Second, the researcher focused, selected, and simplified the data obtained during the research intensely at the data reduction stage. Third, at the data presentation stage, the researcher changed the raw data in the form of descriptions into more interesting and easy-to-understand data in graphs, matrices, tables, charts, etc. Finally, the data collected from the selection and classification process were drawn to conclusions in the form of sentences. At the conclusion drawing stage, the researcher drew conclusions from the data collected to be used as discussion material (Whittemore, Chase & Mandle, 2001).

FINDINGS AND DISCUSSION

The data of this study were taken from the questionnaire scores and interviews with 216 students, consisting of 165 female students and 51 male students. The students who were the subjects of this research were first-year students, where they started their lectures with an online system. This research was conducted for two semesters from August 2020 to January 2021 and even semesters from March to June 2021. In this case, the university's policy emphasized minimizing activities on campus through online activities, including the lecture process.

With these conditions, it can be concluded that the first-year students who were the subjects of this study had never experienced face-to-face lectures offline. They had not interacted with their fellow students in real life, only through social media. Interaction with lecturers was only through zoom meetings and the WhatsApp application. In addition, they had to adapt to the lecture process, which was much different from the learning process in high school. Furthermore, the lecture process they experienced was also different from the students at the level above them because it was purely in a network with online-based lecture media. All kinds of activities, such as assignments, were also done and collected online. Therefore, the subject of this study can be said to be full of challenges due to the COVID-19 pandemic that has affected the world of education.

Student perception of online lectures

Student perceptions of the type of online lectures communication

This study focused on examining student perceptions of the lecture process, facilities and infrastructure, and the ability of lecturers to manage online lectures. During the COVID-19 pandemic, lectures were greatly facilitated by the various choices of lecture media. The selection of learning media utilized was generally based on mutual agreement between lecturers and students. The communication patterns formed from these various choices could be grouped into three types: one-way communication, semi-two-way communication, and two-way communication. The types of communication that first-year students are interested in can be seen in figure 1.

Based on questionnaire data regarding the lecture process, it was found that 52 or 24% of students preferred one-way lectures, 26 or 12% of students preferred two-way lectures, and 138 or 64% of students preferred semi-two-way lectures. The type of one-way communication referred to by students was communication, in which the lecturer sent a message or gave a lecture on the material without any response from the student so that the interaction took place on one side. This one-way communication was carried out during asynchronous lectures, where students
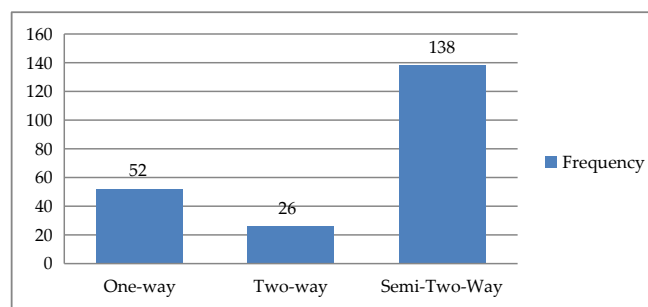

Fig. 1: Types of communication that first-year students are interested in

were only given assignments or directions for independent discussion. It is in line with the theory of Chang, Ibarra & Vergis (1988), which stated that one-way communication is communication that takes place from one party, namely only from the communicator, by not allowing the communicant to respond. Students considered one-way communication less effective and did not help the maximum absorption of lecture material. It is supported by the theory of Ruler (2018) that the limitation of one-way communication is that it does not give satisfaction to the communicant because the communicant does not have the opportunity to respond back. In addition, one-way communication can also lead to misunderstandings and unclear messages so that conflicting understandings or prejudices arise (Rahmah & Kholid, 2018).

As for what is meant by two-way communication, it was a form of communication where lecturers used zoom meetings, google meetings, or big blue buttons to explain lecture material to students. It agrees with the theory of Weheba & Kader (2006), which stated that two-way communication is a communication process in which information flows from the sender to the receiver, and the receiver's response returns to the sender. In this study, students did not like this two-way communication because many of them encountered signal problems during the zoom meeting. In addition, sometimes, the communication process via zoom or google meet also experienced delivery delays. Students also expressed that listening to zoom meetings for too long would make them lose focus on learning. It is corresponding to the research of Tan et al. (2019) & Su et al. (2005) that the weakness of two-way communication is that information tends to arrive slower because of the process of giving a response, reciprocity, and feedback from the response's recipient and the message sender as a response.

Students claimed to prefer semi-two-way communication, in which the communication process in lectures was carried out online face-to-face and accompanied by relevant learning modules or videos. According to Ashraf (2015), semi-two-way communication is a communication process in which the sender and recipient of information communicate alternately but continuously. Students explained that semi-two-way communication was more effective than other types of communication. It is reinforced by Wahyuni (2017) that combined communication is the best choice to produce ideal interactions in lectures. This combined communication can provide opportunities for learners to interact and communicate with fellow learners (Jung et al., 2002). In addition, when there are misunderstandings from students who have different understanding abilities, semi-two-way communication can overcome this. Recipients of information can also provide better feedback, and vice versa; informants can respond more quickly or respond in return (Natale & Lubniewski, 2017).

Student perceptions of the types of online lecture media

Lecture media during the COVID-19 pandemic was dominated by Whatsapp, Google Classroom, Zoom, Google Meet, E-mail, SPADA (University lecture website), and others. These applications made it easier for lecturers and students to meet face-to-face virtually, send softcopies of lecture materials, voice notes, discussions, and ask questions. Meanwhile, online-based lecture media often used by first-year students can be seen in figure 2.

Based on the questionnaire results regarding often used online-based lecture media, information was obtained that 165 students felt they often used SPADA, 37 students felt they often used google meet, 11 students felt they often used WhatsApp, two students felt they often used zoom meetings, and one student felt he often used YouTube in the lecture process. It is in harmony with Rahayu & Wirza's (2020) research, which concluded that student participants mainly utilized Whatsapp, Edmodo, Quizziz, Kahoot, and Zoom Meetings in online lectures. Media learning for use optimizes the learning process. For teachers, learning media helps to make concepts or ideas concrete and motivate students to be active. For students, the media can help to think and do critical (Hidayah et al., 2020; Fajari, Sarwanto & Chumdari, 2020b).

As an improvement material, the questionnaire was designed to obtain information on online-based lecture media expected to be used frequently by students. Meanwhile, online-based lecture media expected by first-year students to be used by lecturers can be observed in figure 3.

Based on the questionnaire results, 103 students expected lecturers to use SPADA often, 66 students expected lecturers to use google meet often, 28 students expected lecturers to use WhatsApp often, 13 students expected lecturers to use zoom
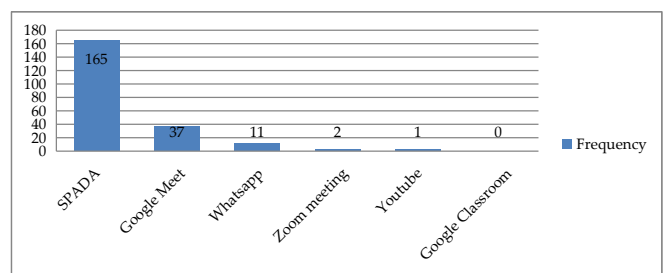
Fig. 2: Online-based lecture media often used by first-year students
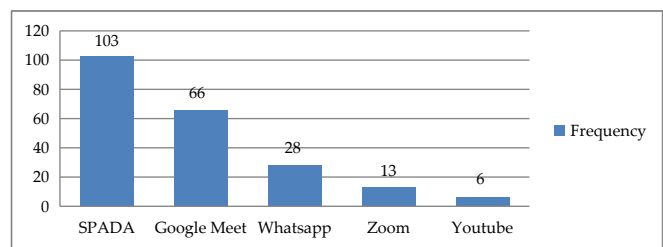
Fig. 3: Online-based lecture media expected by first-year students

meetings frequently, and six students expected lecturers to use YouTube often. Thus, it can be concluded that students preferred SPADA media or university's web learning as online lecture media. It is in contrast to the research results from Guzacheva (2020), Rahayu (2020), and Ramadani & Xhaferi (2020), which revealed that zoom meetings were the most popular media in online lectures during the COVID-19 pandemic. The research results from Dhawan (2020) and Setyawan et al. (2020) also stated differently that the popular online lecture media were products from Google, such as Google Classroom and Google Meet.

Student perceptions of the types of online lecture materials

In the lecture process, there were types of lecture materials distributed in the form of visual, audio, and audio-visual, such as modules, photos, videos, audio recordings, video conferences, and guest lectures. Meanwhile, the type of lecture material desired by first-year students can be known from the figure 4.

Based on the questionnaire data, it was found that 101 students preferred modules as lecture material, no students preferred photos, 57 students preferred watching videos as lecture material, nine students preferred listening to audio recordings as lecture material, 45 students preferred video conferencing as lecture material, and two students preferred guest lecturer lectures as lecture material. Hence, it can be denoted that students preferred modules as their online lecture material. It was because the module provided independent study time so that students were not too dependent on the lecturer. Modules were usually also equipped with evaluation instruments so that students could find out how far they mastered the lecture material. Furthermore, through the module, lecturers can choose the core material that will be presented later and limit the material so that students can understand it more easily (Ibyatova, Oparina & Rakova, 2018; Coman et al., 2020). However, this study's results contradict the research results by Fatani (2020) & Shahzad (2021), which concluded that students preferred video conferencing as their lecture material.

Student perceptions of lectures' abilities in online lectures

Online lectures conducted without face-to-face and utilizing particular platforms virtually or remotely require the role of lecturers to be more active in preparing online lectures properly. The skills of the lecturers as this research focus were the attendance of lecturers in online lectures, easy-to-understand lecturer explanations, the availability of active interaction opportunities by lecturers in online lectures, the understanding level of the lecturers in teaching materials online, and the manners of the lecturers. Students' perceptions of lecturers' skills during online lectures can be observed in the figure 5.

In general, students' perceptions of 88% on lecture interactions indicated that, according to them, lecturers were proficient in interacting or creating interactions in lectures, such as providing opportunities for students to discuss and ask questions. As many as 82% of students' perceptions revealed that lecturers were proficient in explaining the directions, objectives, and materials in each online lecture. As many as 80% of student perceptions showed that lecturers always guided online lectures to completion. Furthermore, regarding manners, 80% of student perceptions stated that lecturers had a good attitude during online lectures. Finally, 77% of student perceptions signified that lecturers had an understanding level of the courses presented online. This study's results are in accordance with Latip, Newazz & Ramasamy's (2020) research results, which found a significant positive perception of students regarding lecturer skills.

In this regard, lecturer skills greatly affect the lecture process. With the demand to produce quality graduates, the role of a lecturer is increasingly meaningful. The main task of a lecturer is to provide solid theoretical knowledge to students, including providing direction and direct experience regarding the application of theoretical knowledge in actual daily activities (Opatha, 2020). The success of lectures is determined by the lecturer's ability to teach, specifically in using the suitable lecture method (Arisman & Supardi, 2019). Prasetio et al. (2017) also uncovered that lecturer performance has positive implications for the educational process in universities, consisting of universities, high schools, academics, and polytechnics. The influence of lecturer performance will later improve the quality of the teaching process, teaching innovation, and learning process.
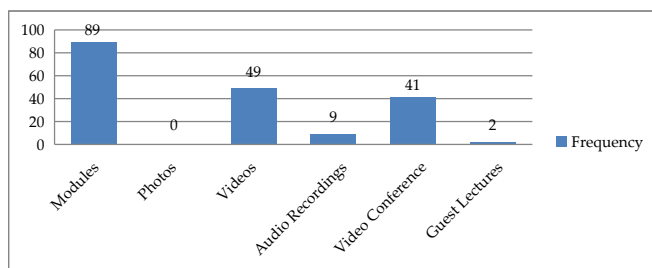

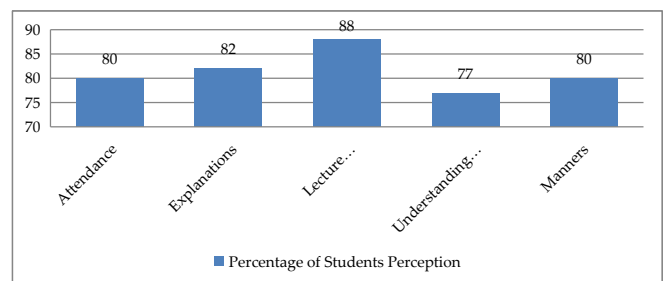**Fig. 4:** Types of lectures that first-year students wanted

Fig. 5: Percentage of first-year students' perceptions of lecturer skills

Student perceptions of online lectures in view from learning motivation

Furthermore, the perception of first-year students towards online learning was viewed from the motivation to learn. Student learning motivation profiles were obtained through the distribution of questionnaires on the provided google form. Based on the questionnaire data, the profile of student learning motivation consisted of 82 or 38% of students with high learning motivation, 70 or 32% of students with moderate learning motivation, and 64 or 30% of students with low learning motivation. The profile of first-year students' learning motivation can be known from the figure 6.

Regarding students' perceptions of online lectures, based on questionnaire data, 58 students were very satisfied with online lectures, 144 students were satisfied with online lectures, ten students were hesitant, and two students were dissatisfied with online lectures. It showed that more than 50% of students were satisfied with online lectures during the COVID-19 pandemic. Mapping the student satisfaction level with online lectures can be seen in the following figure.

Students' perceptions of lectures in terms of learning motivation were relatively less significant. It was because students with low, moderate, and high motivation had the same perception of online lectures. Based on the interview results with several student representatives with high motivation, they felt very eager to succeed in online lectures. Highly motivated students stated:

"Ya, saya sangat ingin. Karena perkuliahan online akan menentukan langkah ke depan untuk meraih cita-cita ataupun mendapatkan pekerjaan. Selain itu dengan hasil kuliah yang baik akan membanggakan orang tua. Usaha yang selalu saya lakukan diantaranya melaksanakan kegiatan perkuliahan dengan baik, mengerjakan semua tugas yang diberikan dosen, aktif dalam perkuliahan dan tidak lupa mencatat hal-hal penting dalam setiap mata kuliah."

["Yes, I really want it because online lectures will determine the next step to achieve my goals or get a job. In addition, good college results will make parents proud. The efforts that I always make include carrying out lecture activities well, doing all the assignments given by the lecturer, being active in lectures, and not forgetting to take notes on important things in each course."]

The interview results with students with high learning motivation align with the interview results with students with moderate learning motivation. Students with the moderate learning motivation expressed:

"Jelas saya ingin sukses dalam perkuliahan online ini. Alasannya karena saya mau tidak mau dihadapkan pada pembelajaran online atau daring. Kedua orang tua saya susah payah membiayai saya dan itu juga menjadi motivasi besar bagi saya untuk sukses di perkuliahan. Usaha saya belajar, mengerjakan tugas sebaik mungkin, dan sebisa mungkin memperdalam pengetahuan baik dalam atau luar pembelajaran."

["Obviously, I want to be successful in this online course. The reason is that I inevitably face online learning. My parents work hard to support me, and that is also a big motivation for me to be successful in college. My effort is to study, do the best work possible, and as much as possible deepen my knowledge both inside and outside of learning."]

Likewise, students with low learning motivation also said:

"Ya ingin, karena saya ingin berhasil dalam segala bidang, usaha saya adalah membaca dan mempelajari materi yang diberikan oleh dosen."

["Yes, I want to because I want to succeed in all fields. My effort is to read and study the material given by the lecturer."]

This study's findings contradict Beck's (1990) theory, which stated that learning motivation is interpreted from a person's behavior. However, this study results stated that every student, whether students with high, moderate, and low motivation to learn, both had the desire to succeed in online lectures. Based on the research results above, learning motivation did not affect the desire and effort of students to succeed in online lectures. It is also contrary to Alexandrya & Nancy's (2012) theory, which affirmed that high learning motivation not only affects students' academic achievement but also has
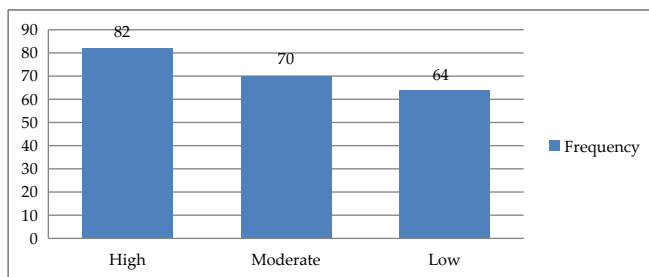

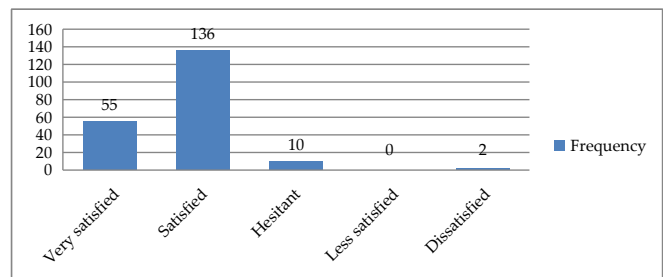**Fig. 6:** Profile of first-year students' learning motivation

Fig. 7: Level of satisfaction of first-year students with online lectures

a significant impact on conceptual understanding, thinking skills, satisfaction with school, self-esteem, adjustment to social life, and school graduation rate.

In addition, perception involves the entry of messages or information into the human brain; through perception, humans are constantly in touch with their environment. This relationship can occur through the senses, namely the senses of sight, hearing, touch, taste, and smell, which also occur during lectures (Okay & Balcikanh, 2017; Hromova. 2019). This study's results are supported by Astuti (2013) that several factors influence perception, including the perceived object and the senses, nerves, and central nervous system. From this theory, it can be inferred that learning motivation is not one of the factors influencing one's perception. This fact is also reinforced by Radovan (2015), who revealed that the factors influencing student perceptions in lectures are goal orientation, the interaction between peers, authentic learning, and lecturer support.

In terms of working on online lecture assignments, students with high, moderate, and low motivation to learn tried to do their best online lecture assignments. The interview results with students with high learning motivation showed:

"Ya disini saya berusaha mengerjakan tugas online sebaik mungkin, upaya yang saya lakukan adalah dengan berusaha memahami apa yang ditugaskan kemudian mencari sumber bacaan yang relevan dengan tugas baik dari jurnal-jurnal, buku, website dan lain sebagainya agar nilai saya maksimal."

["Yes, here I try to do my best online assignments. The effort I make is to try to understand what is assigned, then look for reading sources relevant to the assignment from journals, books, websites, and so on to maximize my score."]

Students with moderate learning motivation expressed:

"Saya berusaha mengerjakan tugas perkuliahan daring. Upayanya yaitu dengan memahami tugasnya, membaca literatur yang relevan, apabila sudah selesai dicek ulang, kadang juga bertanya ke teman apabila berbeda persepsi dalam tugas itu. Tapi saya mengusahakan semampu saya."
["I am trying to do online lectures. The effort is to understand the task, read the relevant literature, and recheck it when it is finished. Sometimes, I also ask friends if there is a different perception of the task. However, I did the best I could."]

Likewise, students with low learning motivation said:

"Saya mengerjakan tugas semampu saya."
["I do the job as best I can."]

Based on the study results, it can be interpreted that students with high, moderate, and low learning motivation all had

efforts in doing online lecture assignments. However, there were differences in student work effort with high, moderate, and low learning motivation. Students with high learning motivation tended to look for as many reference sources as possible, examined their work results first, and tried their best and as much as possible in doing their assignments. It contrasted students with low learning motivation who only tried to do assignments according to their abilities.

This study's results are supported by the theory put forward by Worrel & Stiwell (TWI2050, 2018) that motivation affects student performance, especially in terms of working on assignments. Students with low learning motivation tend to be less responsible for their tasks, have low concentration, are not diligent, and give up easily. Schunk et al. (2010) also mentioned that learning motivation indicators include (1) choice of tasks, (2) effort, (3) persistence, and (4) achievement. Meanwhile, students with high learning motivation will not give up easily, try hard, and survive to achieve goals (Mauludin, 2021; Bakar, 2014).

In general, in this study, students with various types of learning motivation still had good efforts and perceptions of online lectures, and there was no significant difference in perceptions in terms of their learning motivation. However, there were differences in the satisfaction level of online lectures compared to regular face-to-face lectures. Students with high learning motivation said:

"Menurut saya sama saja, saya harus selalu bersemangat baik dalam perkuliahan online maupun tatap muka. Justru dengan perkuliahan online ini kita untuk lebih terbiasa mengikuti perkembangan zaman karena kita dipaksa untuk lebih paham mengenai IT, namun efeknya kita tidak bisa bertemu dengan rekan kita."
["I think it is the same. I must always be enthusiastic, both in online and face-to-face lectures. Precisely, with this online lecture, we are more accustomed to following the times because we are forced to understand more about IT. However, the effect is that we cannot meet our friends."]

Students with moderate learning motivation revealed:

"Sebenarnya ada saat dimana perkuliahan online merasa semangat dan ada kalanya merasa kurang bersemangat karena tugas online yang banyak. Selanjutnya jika jam kuliah online yang berturut-turut itu menurut saya mengurangi konsentrasi untuk bisa fokus ke mata kuliah berikutnya ditambah harus melihat layar laptop/HP selama berjam-jam itu membuat mata sakit dan juga terkadang sinyalnya kurang stabil. Namun ada kelebihan tersendiri untuk perkuliahan online ini, misalnya jika kita ingin mengulang penjelasan dosen tentang materi A maka dapat memutar rekaman yang sudah dicantumkan di spada."

["Actually, there are times when online lectures make me feel enthusiastic, and there are times when I feel less enthusiastic because of the many online assignments. Furthermore, if the online lecture hours are consecutive, I think it reduces concentration to focus on the next course. In addition, having to look at the laptop/mobile screen for hours makes the eyes hurt, and sometimes, the signal is not stable. However, there are advantages to this online lecture, for example, if we want to repeat the lecturer's explanation about material A, we can play the recording that has been included in SPADA."]

Meanwhile, students with low learning motivation disagreed, stating:

"Tidak. Saya lebih senang tatap muka seperti biasa. Tidak terbatad oleh jaringan dan kendala lainnya. Bertanya untuk materi yang belum saya pahami jauh lebih mudah bila dilaksanakan secara langsung."
["No. I prefer face-to-face as usual, which is not limited by network and other constraints. Asking for material that I do not understand is much easier if doing it directly."]

Based on the results above, it can be denoted that there was a significant difference in enthusiasm for learning between students with high, moderate, and low learning motivation in online lectures. It is in line with Saeed & Zyngier (2012), who explained that motivated people would be able to survive even in tough conditions in their struggle to achieve goals. They will stick to their goal orientation. They can get rid of things that make them unmotivated or distract them from achieving their goals. Motivated students will also plan activities or things that can help them achieve their goals to reduce distractions, which would lower their performance (Leung, 2015; Schmidt, 2020).

Factors affecting student perceptions of online lectures

The facts above indicate that students' perceptions of online lectures were not influenced by their learning motivation. Based on these findings, the researcher decided to dig deeper into other factors, which might influence students' perceptions of online lectures. The internal factors include physical health, mental health, study habits, future hopes or aspirations, and IQ. For external factors, it covers the learning environment, the lecture process, class climate, the lecturer's ability, friends, and the influence or inspiration of the people around. From the online survey distribution results via a google form, it was found that several factors influenced students' perceptions of online lectures. Meanwhile, the five most influential factors in a row were the study environment, study habits, mental health, physical health, and lack of inspiration from the people around.

In this study, internal learning motivation factors influencing students' perceptions of the lecture process included study habits, mental health, and physical health. Based on the interview results with several students regarding study habits and their impact on their perceptions, students still had difficulty adapting to online lectures. Students stated:

"Saya belum bisa beradaptasi dengan pola perkuliahan daring. Saya merasa belum siap dan kaget harus kuliah secara online yang sangat berbeda dengan saat saya belajar di sekolah menengah atas. Saya bingung bagaimana harus mengelola waktu saya agar semuanya bisa maksimal. Pola belajar saya tidak menentu setiap harinya, saya merasa selalu kehabisan waktu karena semua mata kuliah pasti memberikan tugas kepada mahasiswanya."
["I have not been able to adapt to the online lecture pattern. I felt unprepared and shocked to study online, which was very different from when I studied in senior high school. I am confused about how to manage my time so that everything can be maximized. My study pattern is erratic every day, and I feel like I am always running out of time because all courses give assignments to students."]

Related to this, study habits are a person's behavior that has been embedded in a relatively long time to characterize the learning activities he does. The online lecture activities imposed by the government make students look for new ways, new learning styles, and modified study habits in such a way that they can adapt back to the conditions of learning from home (Angkarini, 2021; Ghazali 2020). However, based on the study results, information was obtained that students have not been able to adapt to new study habits. In fact, study habits are an essential factor in one's learning activities (Siahi & Maiyo, 2015). The success of students or university students in attending lessons or lectures depends a lot on regular and continuous study habits. A student is said to have good study habits if he can choose good ways of learning so that a learning atmosphere that really supports him to learn is achieved. If the learning atmosphere is fun, students will more easily understand what is being learned to increase mastery of the subject matter. The higher the mastery of the material by students, the higher the learning outcomes achieved by students (Ghazali, 2020; Yazdani & Godbole, 2014). Several studies have explained that study habits impacted academic achievement (Marzulina et al., 2019; Yazdani & Godbole, 2014; Siahi & Maiyo, 2015).

Regarding mental and physical health, according to students, these two factors greatly affected the course of their lectures and achievements. Student said:

"Semenjak pandemi, saya merasa kesehatan saya tidak stabil. Saya merasa sering sakit dan sedikit lebih rentan terhadap penyakit daripada biasanya. Selain

itu, semenjak kuliah daring, saya selalu menghadap layar baik itu layar smartphone maupun layar laptop sehingga saya sering merasa pusing dan otot kaku pada leher. Kondisi fisik saya yang kurang sehat ini sangat berpengaruh terhadap proses perkuliahan saya seperti saya jadi tidak fokus sehingga kurang bisa memahami materi atau instruksi dosen atas tugas yang diberikan."

["Since the pandemic, I feel my health is unstable. I feel sick often and a little more prone to illness than usual. In addition, since online lectures, I always face the screen, whether it is a smartphone screen or a laptop screen, so I often feel dizzy and stiff muscles in the neck. My unwell physical condition greatly affects my lecture process, as I cannot focus so I cannot understand the material or the lecturer's instructions for the assignments given."]

Another student also stated:

"Saya terbiasa duduk di depan laptop setiap hari tanpa keluar kamar atau keluar rumah. Saya semakin jarang bersosialisasi dengan dunia luar. Saya merasakan perubahan emosional saya yang menjadi lebih pemarah daripada biasanya. Saya merasa lebih mudah lelah dan sering merasa tertekan saat mengerjakan tugas. Saya juga sering merasa sedih dan kecewa karena tugas terus bertambah. Saat saya sedang tidak stabil, saya rasa perkuliahan yang saya jalani tidak akan maksimal."

["I used to sit in front of the laptop every day without leaving the room or the house. I rarely socialize with the outside world. I felt my emotional shift becoming more irritable than usual. I feel tired more easily and often feel pressured when doing tasks. I also often feel sad and disappointed because the task continues to grow. When I am unstable, I do not think the course I am going to will be optimal."]

Based on the study results, information was attained that students' physical and mental health affected the online lecture process. Someone who is in good health can certainly do various activities well, including learning activities. Healthy students can carry out various learning activities well, such as being able to concentrate well, doing the assigned lesson assignments, always being present, discussing with friends, reading textbooks, and taking notes. This condition will contribute to the achievement of learning outcomes or expected learning achievements. The opposite situation will occur in students who are not healthy or have unhealthy life behaviors, such as being sleepy during class, lazy to do assignments, and not concentrating on learning (Abidah et al., 2020; Mangis, 2016; Keeley, 2009).

In addition, students' daily activities have changed drastically because they spent much time in front of the gadget screen. Feeling trapped in a repetitive and stressful environment interfered with their mental health and productivity, but they were required to adapt and stay productive. This online activity also caused work time sometimes does not to fit, as usual, tasks increased, and socializing with friends and discussing with relatives turning to social media. Even though they were only busy in front of the screen, these activities were quite energy-consuming and sometimes felt less effective. No wonder, sometimes, they felt stressed because of daily routines and busy staying productive without paying attention to mental health. Whereas lack of attention to mental health can cause stress, lack of focus, less productivity, less effective in learning, anxiety, sleep disturbances, to depression (Joe, Joe & Rowley, 2009; Irawan, Dwisona & Lestari, 2020; VanderLind, 2017; Uddin & Uddin, 2021).

Meanwhile, the most influencing external learning motivation factor was the learning environment. Most of the students expressed that the learning environment at home was not ideal. There were many distractions, ranging from loud noises to unsupportive siblings or parents at home. One student said:

"Lingkungan belajar rumah saya tidak kondusif. Rumah saya berada di pinggir jalan raya maka terkadang ada suara kendaraan yang lewat sehingga mengganggu jalannya zoom meeting. Tetangga juga terkadang menghidupkan musik dengan keras saat saya sedang mengerjakan tugas. Terkadang juga orang tua malah menyuruh saya untuk pergi ke luar rumah untuk kepentingan mereka padahal saya sedang ada kuliah. Saya rasa kuliah paling ideal adalah perkuliahan tatap muka."

["My home study environment is not conducive. My house is on the edge of the highway, so sometimes, there is the sound of passing vehicles, which interferes with the zoom meeting. The neighbors also sometimes turn on the music loudly while I am doing my homework. Sometimes, my parents even told me to go out of the house for their sake even though I was in a lecture. I think the ideal course is face-to-face lectures."]

Regarding the lack of inspiration from the people around them, based on the interview results, students admitted that they did not have a figure to inspire them and motivate them to follow in his footsteps. They revealed that if the lectures were face-to-face, lecturers could be their inspirational figures by talking a lot about education or things that made them excited to study. With online lectures, time to chat with lecturers or other friends was minimal, so that they felt unmotivated by the figures around them.

Moreover, the learning environment is everything related to where the learning process is carried out (Prameswari & Budiyanto, 2017). The environment has a role in creating a pleasant learning atmosphere. This environment can increase

learning activity (Alves, Miranda & Morais, 2017). According to Pua & Macutay (2020), a good learning environment is a challenging and stimulating environment for learning and provides a sense of security, peace, and satisfaction to achieve the expected/satisfactory learning objectives. It is inversely proportional to the state of the student learning environment during the COVID-19 pandemic, which was less supportive and less conducive. In fact, the learning environment is an external factor that can affect the student's development and influence each student in the learning process. The learning environment is not only emphasized on a good facility, but it is also necessary to pay attention to the comfort and tranquility of the environment so that the attention can be focused on the lesson (Prameswari & Budiyanto, 2017; Alves, Miranda & Morais, 2017). Research by Martin et al. (2021) and Pokhrel & Chhetri (2021) also concluded the same thing that the learning environment in the COVID-19 pandemic era greatly affected the lecture process and impacted student performance in learning.

Conclusion

Based on these study results, it can be concluded that (1) the type of communication that students preferred was semi-two-way communication; (2) the types of media that students liked in a row were SPADA, Google Meet, and Whatsapp; (4) the types of lecture materials that students preferred were modules, learning videos, and video conferences. In addition, (5) there were positive perceptions of students towards lecturer skills, namely lecture interactions, lecturer explanations of lecture material, and lecturer manners. (6) More than 50% of students were satisfied with online lectures, and (7) learning motivation did not affect students' perceptions of online lectures. Also, (8) there were findings of factors influencing student perceptions of online lectures, namely internal factors in the form of study habits and physical and mental health, and external factors in the form of the learning environment. This study concludes that learning motivation did not affect students' perceptions of online lectures. It was because several findings of other factors could actually affect students' perceptions of online lectures.

Limitation

This research subject was only limited to first-year students in one study program at a university, so that the data were less diverse. In addition, the research subjects' gender was also not balanced, where there were more female students than male students. In fact, there could be an effect of gender imbalance on the research data. Therefore, it is hoped that further researchers can expand the research subjects into a particular university or organization with more balanced criteria and the number of subjects. Furthermore, students' perceptions in this study were only viewed from the learning

motivation point of view. The findings of this study indicated that learning motivation did not affect students' perceptions of online lectures. Thus, as a follow-up, the research was focused on finding other factors that might influence students' perceptions of online lectures. From these actions, it was found that study habits, physical health, mental health, and learning environment were factors that actually affected students' perceptions of online lectures. Therefore, it is expected that further researchers can use these factors to analyze student perceptions of lectures in the COVID-19 pandemic era.

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