

The Effect Of Learning Facilities, Teacher Competency And Learning Motivation Of The Student Understanding On Online Learning In The Covid-19 Pandemic

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ABSTRACT

Research conducted is a quantitative study with the purpose of knowing, analyzing, and testing the impact of learning facilities, teacher competence, and learning motivation against students' comprehension of online learning during the covid-19 pandemic. The population in this study is all 1 year high school seniors, xi and xii class 847 students. Sampling techniques in this research are using cluster samples. Based on the technique, samples were prescribed in this study as many as 100 students. This study suggests that: 1) learning facilities affect both positive and significant students' comprehension of online learning during the covid-19 pandemic, 2) teacher competence affects students' positive and significant understanding of online learning during the covid-19 pandemic, 3) the learning motivation has a positive and significant impact on students' comprehension of online learning during the covid-19 pandemic, 4) the learning facility, teacher competence, And learning motivation together can have a positive and significant impact on students' understanding of online learning during the covid-19 pandemic.

Keywords: Learning facilities; Teacher competence; Learning motivation; student comprehension

1 Introduction

At 2019, in December exactly, the world was shocked by a virus which attacked all of the countries in the world. This virus is called Corona Virus Diseases or often the human called as Covid-19. This Covid-19 originated in China, in Wuhan City exactly, Hubel Province. According to the World Health Organization (WHO) on March 11, 2020, the corona virus or Covid-19 was declared a global pandemic. Governments of the country in the world have been made various efforts to prevent expanding spreads of corona virus.

The spread of Covid-19 is considered quite fast. This is can proven within a few months of its spread to some of countries in the world. To face the Covid-19 pandemic, all countries have their own policies, including Indonesia. In Indonesia, the government has done various things to tackle the spread of the corona virus, such as implementing large-scale regional restrictions (PSBB), social distancing and physical distancing.

The Covid-19 pandemic in Indonesia has changed the system of life. The various government efforts have been made to break the chain of the corona virus expanding, such as policies to worship

from home, work from home and study from home. This appeal make the educational order has changed from offline learning (Outside the Network) to online learning (In the Network). it appropriate with a circular issued by the Ministry of Education and Culture (KEMENDIKBUD).

Education and Culture regarding the realization of educational policies in the emergency period of the Covid-19 outbreak, the Minister of Education and Culture requires that all educational institutions don't carry out direct or face-to-face learning processes but must be carried out indirectly or remotely. Because of the circular letter, all of the educational institutions in Indonesia changed their learning methods to online learning.

Learning in the network (online) is learning that utilizes the internet network that connects students with teachers without having to meet face to face. Learning in the network (online) is not a new method but has been used by several educational institutions in Indonesia. It's just that many educational institutions both from basic education to higher education have difficulties experience and obstacles when they conducting online learning. Because of the Covid-19 pandemic require all of the educational institutions to run network-based learning, even with limitation situation.

The education system in Indonesia is have many problems, with the Covid-19 pandemic adding to the list of problems that must be overcome (Cahyani, Iin, & Sari, 2020). This condition has an impact on the state of learning definitely, the students and the educators who usually carry out learning activities directly in the classroom now have to carry out their activities in a limited virtual space. the Teachers must provide the best teaching, create a comfortable and safe atmosphere for learning activity creatively and innovatively using interesting of the learning media therefore students can understand the learning material. So that learning objectives can be achieved.

Handarini and Wulandari (2020), This condition has an impact on the state of learning definitely, the students and the educators who usually carry out learning activities directly in the classroom now have to carry out their activities in a limited virtual space. The Teachers must provide the best teaching, create a comfortable and safe atmosphere for learning activity creatively and innovatively using interesting of the learning media therefore students can understand the learning material. So that learning objectives can be achieved.

The education is used as one of the benchmarks for the progress of the country, thus in difficult education circumstances must continue to run and it be implemented even with many limitations. Because of the Covid-19 pandemic, all of the education actors must work together so that online learning activities run optimally. Learning in the network (online) has many obstacles and barriers from the side of teachers, students and parents. The state of education in this pandemic period certainly has many obstacles and challenges that must be faced by the teachers, the parents and the students. The limitation of online learning facilities is one of the obstacles faced. The Learning facilities are facilities and infrastructure used to support the learning process in the network (online). The Online learning facilities include internet networks, smart phones or laptops, where not all students have them.

The Learning facilities such as internet networks, smart phones, laptops and also data packages of online learning are very important for the students because it can carry out online learning well. While in the fact is the majority of students live on the outskirts of the world do not have adequate learning facilities and the economic condition of their parents are less well off. The implementation of teaching online and learning activities requires the support and assistance of mobile devices such

as smart phones or android phones, laptops, computers, tablets, and phones that can be used to access information in all situations and conditions (Gikas & Grant, 2013). So that the online teaching and learning process can running in accordance with the learning objectives. The delivery of learning materials can be delivered by the teacher through the help of mobile devices. Hamalik (2003) explains the learning facilities as one of the components to supporting learning activities, there are three things that must receive attention are media or learning support aids, and learning equipment, study equipment, and study rooms. These three components are interrelated and influenced each other. These three components also give contribute to the learning activities and fruitfulness.

Not only online learning facilities are an obstacle in learning activities, the role of teachers as educators is required to be able to follow changes in the learning system from face to face to online. Not all of the teachers understand the learning method. Online learning methods indirectly require every teacher to hone their competencies to be more creative and innovative on the various information technology applications that will be used as the learning media.

Mansyur (2020), explained that learning methods and strategies using online demands creativity, innovation and teacher skills in using technology. Students are also desired to be able to access a network of applications used in learning such as Zoom and various other applications that can support it. Although it can be a solution to support learning in the midst of the Covid-19 pandemic, there are obstacles because other problems arise related to the unpreparedness of teachers to adapt to technology, parents who do not keep up with teachers accompanying children to learn online.

The role of the teacher in online learning is very important, the teacher can be used as a facilitator in learning activities, and the teacher also plays an important role as a motivator in online learning. According to Apriani (2020) the teacher or educator is the first and foremost person in education in a country seeing that education is a forum for forming the nation's generation. Therefore, in the midst of this corona virus pandemic, the role of teachers such as creativity in teaching is very important to be applied in online learning.

Teacher competence is used as an indicator of whether or not learning objectives have been achieved, competent teachers are needed to support learning during this Covid-19 pandemic, where the teacher's role is as a motivator, facilitator and also as the driving wheel of the online learning system. On the other hand, teachers must be able to manage the classroom atmosphere even in difficult conditions, such as being able to prepare materials, methods that would be appropriate to apply during this Covid-19 pandemic without burdening students.

Thus the competence of teachers is very influential on the success of online learning during the pandemic. Competent teachers can follow the development of the education system even in very difficult circumstances and can take advantage of existing technology to deliver learning materials, so that students can understand the material that will be delivered by the teacher.

Online learning resulted in several changes to students, which affected their learning motivation. Learning that was originally done face-to-face or face-to-face has now turned into distance learning using the internet or often referred to as online learning. These changes reduce students' motivation to learn, this happens because there is no direct supervision by the teacher and changes in the material delivery system so that students' enthusiasm for online learning decreases.

The objectives of this study are: to determine (1) the effect of learning facilities on students' understanding of online learning during the Covid-19 pandemic; (2) the influence of teacher competence on students' understanding of online learning during the Covid-19 pandemic; (3) the effect of learning motivation on students' understanding of online learning during the Covid-19 pandemic; (4) the effect of learning facilities, teacher competence and learning motivation together on students' understanding of online learning during the Covid-19 pandemic.

The scope of this research, namely: The research will be carried out on active students in SMA Negeri 1 Rembang, Purbalingga Regency, Rembang District, Central Java Province, Indonesia, students' understanding of online learning as the dependent variable, understanding that is examined only from the cognitive domain, online learning facilities as a independent variable, teacher competence in online learning as an independent variable and online learning motivation as an independent variable.

2 LITERATURE REVIEW

2.1 Students Understanding

Kuswana (2014) explains that understanding is the intellectual skills and abilities that guide schools and universities, namely understanding participation. According to Partanto (2000) this understanding comes from the word "understanding", namely responsiveness, correct understanding, point of view, and teaching.

2.2 Learning Facilities

Djamarah (2017) explained that facilities and infrastructure are tools or facilities that can facilitate students. Learning facilities are everything that supports student learning activities that will make the teaching and learning process comfortable and achieve the expected learning outcomes. Therefore, adequate learning facilities and in accordance with the provisions are very important in order to achieve maximum student learning outcomes.

2.3 Teacher Competencies

Janawi (2019) explained that teacher competence is seen from various figures, that competence is a condition where a teacher can work professionally, with teacher competence can make educators or teachers improve their abilities to match the competencies that have been determined in order to realize success in the learning process.

2.4 Learning Motivation

Cahyani (2020) said that learning motivation is a holistic driving force that lies within students which raises the intention to carry out learning activities, as a result the goals desired by the learning subjects can be achieved..

3 RESEARCH METHOD

This research is a quantitative research. The location of the research was carried out at SMA Negeri 1 Rembang. Time and research implementation be held in the even semester of the 2021/2022

academic year. The object of this research is learning facilities, teacher competence and learning motivation at SMA Negeri 1 Rembang. The population in this study amounted to 847. The sampling technique used was Cluster Sampling. The sample in this study amounted to 100. The data sources used were primary data and secondary data. Data collection techniques use questionnaires or questionnaires. There are data analysis techniques used; data quality test consisting of; data validity test, reliability test, classical assumption test consists of; normality test, multicollinearity test, heteroscedasticity test. Multiple regression test, determinant coefficient test, f test and t test (hypothesis).

4 RESULTS AND DISCUSSION

4.1 Data Quality Test

- **Validity Test**

Based on the data, it can be seen that all statement items in this research instrument have $r_{count} > r_{table}$ so it can be said that the statement item on the variable learning facilities. Teacher competence, learning motivation and student understanding are declared valid.

- **Reliability Test**

Table1. Reliability Test

Variable	Koefisien Cronbach Alpha	Cronbach Alpha min	Information
Learning Facilities	0,820	0,60	Reliable
Teacher Competence	0,931	0,60	Reliable
Motivation to learn	0,939	0,60	Reliable
Student Understanding	0,881	0,60	Reliable

Based on the table data, after conducting research on the sample, it can be seen that each variable has a Cronbach Alpha > 0.60 , so it can be said that this research instrument is declared reliable.

4.2 Classical Assumption Test

- **Normality test results**

The results of the normality test have been carried out show that the Asymptotic Significance value is 0.200. This means that $0.200 > 0.05$ so it can be said that the regression used the data is normally distributed.

- **Multicollinearity Test Results**

Based on the table, it can be explained that all variables have a VIF value < 10 and a Tolerance value > 0.10 , meaning that the regression model used is free from multicollinearity problems.

- **Heteroscedasticity Test**

Based on the table, it can be seen that the significance value of all variables is > 0.1 , meaning that the regression model used is free from heteroscedasticity problems.

4.3 Multiple Regression Analysis Results

Table 2. Multiple Regression Analysis

Design	B	T	Sig
Constant	5,225	4,689	,000
Learning Facilities	,206	2,759	,007
Teacher Competence	,031	1,247	,215
Learning Motivation	,250	1,876	,000

The table above can explain several things as follows:

- The constant value of 5.225 means that if all the independent variables have a value of 0 (zero), then the value of the dependent variable is 5.225.
- The coefficient of the learning facilities variable (X_1) of 0.206 means that for every increase in the learning facilities variable, the student understanding variable will increase by 0.206.
- The coefficient of the teacher competency variable (X_2) of 0.31 means that for every increase in the teacher competency variable, the student's understanding variable will increase by 0.31.
- The coefficient of learning motivation variable (X_3) of 0.250 means that every increase in the learning motivation variable, the student understanding variable will increase by 0.250.

4.4 Coefficient of Determination Test Results

Table 3. Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,837 ^a	,701	,694	2,14084

Based on the Model Summary table, it can be seen that the Adjusted R Square value is 0.694 or if it is converted in percentage form it becomes 69.4%. This means that the independent variables which include the variables of learning facilities, teacher competence, and learning motivation can explain the variable understanding of students by 69.4% and the remaining 30.6% can be explained by other variables that are not tested and are outside the model in research conducted.

4.5 F Test Results

Table 4. ANOVA Multiple Regression Analysis

<i>Model</i>		<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	<i>Regression</i>	1383,923	3	461,309	100,653	,000 ^b
	<i>Residual</i>	591,230	96	4,583		
	<i>Total</i>	762,123	99			

Based on the Anova table, it can be seen that the F count value is 100.653 with the F table value of 2.758, meaning $100,653 > 2.758$, it can be concluded that the variables of learning facilities, teacher competence, and student understanding jointly have a significant effect on the variable understanding of students.

4.6 Hypothesis Test Results

- **Learning Facilities (X₁) Towards Student Understanding (Y)**

In the Coefficients table, it is known that t count is 2.759 with t_{table} of 2.760, so $t_{count} < t_{table}$ so that it can be concluded that the learning facility variable has a significant influence on the student understanding variable, then H₁ is accepted..

- **Teacher Competence (X₂) Against Student Understanding (Y)**

In the Coefficients table, it is known that t_{count} is 1,247 with t_{table} of 2,760, so $t_{count} < t_{table}$ so it can be concluded that the teacher competency variable has a significant influence on the student understanding variable, then H₂ is accepted..

- **Learning Motivation (X₃) Against Student Understanding (Y)**

In the Coefficients table, it is known that t count is 1,876 with t_{table} of 2,760, so $t_{count} < t_{table}$ so that it can be concluded that the learning motivation variable has a significant influence on the student understanding variable, then H₃ is accepted.

5. DISCUSSION

This study aims to examine and analyze the effect of learning facilities, teacher competence and learning motivation on students' understanding of online learning during the Covid-19 pandemic, which was conducted at SMA Negeri 1 Rembang in class X, XI and XII. After analyzing the data, the discussion related to the results of data analysis can be described as follows:

5.1 The Effect of Learning Facilities on Students' Understanding of Online Learning

Based on the results of research conducted through the SPSS (Statistical Program for Social Science) version 22.00 for windows which is related to the first hypothesis, it can be seen that the learning facility variable has a positive and significant effect on the student understanding variable that occurred in SMA Negeri 1 Rembang precisely in class X, XI and XII in the online learning process. The results of this study can be proven by the magnitude of $t_{\text{count}} < t_{\text{table}}$, which is $2,759 < 2,760$. This can be interpreted that adequate and complete facilities owned by students have a very positive effect on students' understanding of the online learning process. followed by an increase in student understanding if the facilities needed to carry out online learning are met. Referring to the results of the test calculations, it can be concluded that H_1 is accepted.

The results of this study are in line with previous research conducted by Djoko and Suharno (2020) which explains learning facilities have a significant positive effect on the level of accounting understanding. Learning facilities affect the level of accounting understanding because the significance value is 0.048 below the significance value of 0.05. Uswatun Research (2015) shows that learning facilities have an influence on the understanding of tax law and taxation material.

This research is in accordance with the theory that has been described in this study, namely the theory according to Djamarah (2017) explaining that facilities are everything that makes it easier for students. Learning facilities that support student learning activities will make the teaching and learning process fun and obtain the expected learning outcomes. Therefore, adequate learning facilities are very important for the achievement of satisfactory student learning outcomes.

The results of this study are supported by the results of responses to open questions related to the provider used, the number of data packages used during online learning and the facilities used during online learning, from the respondents' answers it can be said that all students of SMA Negeri 1 Rembang already have online learning facilities that good, because the data package facilities owned have met the needs of students during the learning process. Students have learning facilities such as smartphones / cellphones and laptops or computers so it can be concluded that the learning facilities for students of SMA Negeri 1 Rembang are good.

5.2 The Influence of Teacher Competence on Students' Understanding of Online Learning

Based on the results of research conducted through the SPSS (Statistical Program for Social Science) version 22.00 for windows which is related to the second hypothesis, it can be seen that the teacher competence variable has a positive and significant effect on the student understanding variable that occurred in SMA Negeri 1 Rembang precisely in class X, XI and XII in the online learning process. The results of this study can be proven by the magnitude of $t_{\text{count}} < t_{\text{table}}$, namely t_{count} of $1.247 < t_{\text{table}}$ of 2.760. This can be interpreted that the competence of teachers in accordance with the criteria set out in the theory possessed by teachers in SMA Negeri 1 Rembang has a very positive effect on students' understanding of the online learning process followed by an

increase in student understanding if the teacher competencies needed to carry out online learning are met. Referring to the results of the test calculations, it can be concluded that H₂ is accepted.

This study is in line with previous research conducted by Dwi et al., showing that the competence of educators in the form of competencies: independence, pedagogic competence, social competence and professional competence together have a significant effect on the level of understanding. The results of Endah's research (2020) show that the readiness of teachers to explore competencies greatly influences students' understanding of the teaching and learning process that is being carried out.

This research is in line with the theory explained by Apriani (2020) that teachers are the first and foremost people in state education consider that education is a place for printing the nation's generation. Therefore, in the midst of this corona virus pandemic, several teacher roles such as creativity in teaching are very "urgent" to be applied in online learning.

The results of this study are supported by the results of respondents' answers to open questions related to how important the role of teachers in the online learning process is and according to students what kind of teacher skills are needed to deal with online learning. According to students, the role of teachers in the online learning process is very important, in the era of globalization which is also rubbing against the pandemic period, teachers must be required to be more skilled in dealing with online learning, the skills required are of course in the field of communication skills and also science and technology. Teachers have great potential and responsibility in shaping the character of students, this online and non-face-to-face learning system is one of the obstacles for teachers in shaping student character directly..

5.3 The Effect of Learning Motivation on Students' Understanding of Online Learning

Based on the results of research conducted through the SPSS (Statistical Program for Social Science) version 22.00 for windows related to the third hypothesis, it can be seen that the learning motivation variable has a positive and significant effect on the student understanding variable that occurred in SMA Negeri 1 Rembang precisely at class X, XI and XII in the online learning process. The results of this study can be proven by the magnitude of $t_{count} < t_{table}$, namely t_{count} of $1.876 < t_{table}$ of 2.760. This can be interpreted that the learning motivation of SMA Negeri 1 Rembang students has a very positive effect on students' understanding of the online learning process. followed by increased student understanding due to high motivation in participating in the online learning process. Referring to the results of the test calculations, it can be concluded that H₃ is accepted.

This research is in line with previous research conducted by Adhetya et al., (2020) shows that the significance value of Mann Whitney a is 0.000, which means that the learning motivation of students participating in online learning in the midst of the Covid-19 virus pandemic has decreased, because the significance value of 0.000 is less than 0.05 ($P < 0.05$).

This research is in line with the theory described. While Cahyani (2020) said that learning motivation is the overall driving force that lies within students which gives rise to the intention to carry out learning activities, so that the goals desired by the learning subjects can be achieved.

The results of this study are supported by the results of responses to open questions related to students' motivation to take part in online learning. Students have a desire to understand the lesson not just pursuing grades, but understanding any online learning. Motivation has an important role in learning activities. The motivation of students to take part in online learning is a dream, because from an ideal, it can build an internal spirit from within students to continue to be enthusiastic about learning, one of which is participating in online learning. Even though online learning is difficult, with the willingness of students, everything will feel easier and more fun, so that students continue to be motivated to participate in online learning as well as possible. Not only internal factors but there are other factors that influence student motivation, namely: parents, teachers, friends. During this online, sometimes a lot of material is not understood, grades drop, and many other factors.

5.4 The Influence of Learning Facilities, Teacher Competence, and Learning Motivation on Students' Understanding of Online Learning

Based on the results of research conducted through the SPSS (Statistical Program for Social Science) version 22.00 for windows, it can be seen that the variables of learning facilities, teacher competence and learning motivation have a positive and significant effect on students' understanding variables that occur in SMA Negeri 1 Rembang precisely in class X, XI and XII in the online learning process. The results of this study can be proven by the magnitude of $F_{count} > F_{table}$, which means $100,653 > 2,758$, it can be concluded that the variables of learning facilities, teacher competence, and students' understanding jointly have a significant effect on students' understanding variables. Based on the results of the coefficient of determination test, it was found that the variables of learning facilities, teacher competence, and learning motivation can explain the variable understanding of students in online learning by 69.4%. Referring to the results of the test calculations, it can be concluded that H_4 is accepted.

This research is in line with previous research conducted by Ali Sadikin and Afiedi Hamidah (2020) showing that students already have the basic facilities needed to take part in online learning. Meanwhile, according to Oktafia Ika Handarini and Siti Sri Wulandari (2020) explaining that in online learning students need adequate facilities and infrastructure, such as laptops, computers, smartphones and internet networks. This is a challenge for students to carry out online learning.

According to Dwi Nila Andri (2014) there is a significant influence of teacher professional competence and student learning motivation on students' economic understanding. Meanwhile, according to Aswari (2018), the variables of learning motivation and grammar mastery on reading comprehension of explanation texts are 56.6% and significant.

The results of this study are supported by the results of responses to open-ended questions, which state that learning facilities, teacher competencies and learning motivation can affect students' understanding together. Good learning facilities will also affect student understanding, the more fulfilled the needs of student learning facilities will also have a positive effect on student understanding, because the need to obtain learning objectives is met. Likewise, the role of the teacher plays an important role in online learning, in this era of online learning, teachers are needed by students, namely teachers who can provide direction about the material to be tested, so that students can more easily understand the material provided by the teacher and must be able to appreciate students who excel and vice versa, to students who have not been

able to master the material well the teacher should be able to pay more special attention and assist these students in order to understand the material provided. The important role of a teacher in the teaching and learning process at home according to students is a teacher who can make it easier for students to understand any given material, because without the guidance of a teacher, students will find it difficult to understand the material in each subject so that students will be left behind in the material. Therefore, teachers play a very important role in student education in the future, especially during the Covid-19 pandemic which made schools temporarily closed in an effort to prevent the spread of Covid-19. Students are also required to study at home, although sometimes they find it difficult to understand learning or material that is not as usual, but the teacher tries to help students understand the material in each subject so as to motivate students to take online learning well, so that online learning goals can be achieved..

6. CONCLUSION

Based on the results of the analysis that has been done, it can be concluded with the following description:

- Learning facilities have a positive and significant effect on students' understanding of online learning for students of SMA Negeri 1 Rembang, consisting of classes X, XI and XII. The results of this study can be proven by the magnitude of $t_{\text{count}} < t_{\text{table}}$, which is $2,759 < 2,760$. This means that if there is an increase in learning facilities, it will increase students' understanding of online learning.
- Teacher competence has a positive and significant effect on students' understanding of online learning at SMA Negeri 1 Rembang, which consists of classes X, XI and XII. The results of this study can be proven by the magnitude of $t_{\text{count}} < t_{\text{table}}$, which is $1.247 < 2.760$. This means that if there is an increase in teacher competence, it will increase students' understanding of online learning.
- Learning motivation has a positive and significant effect on students' understanding of online learning for students of SMA Negeri 1 Rembang which consists of class X, XI and XII. The results of this study can be proven by the magnitude of $t_{\text{count}} < t_{\text{table}}$, which is $1.876 < 2.760$. This means that if there is an increase in the involvement of learning motivation, it will increase students' understanding of online learning.
- Learning facilities, teacher competence, and learning motivation have a positive and significant effect on students' understanding of online learning for students at SMA Negeri 1 Rembang, consisting of class X, XI and XII. Variables of learning facilities, teacher competence and learning motivation can explain the variable understanding of students by 69.4%.

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