The Influence of Online Learning, The Role of Parents, and Learning Motivation on The Learning Outcomes of Physical Education and Sports

Triyadi Santoso[1], Ramdan Pelana[2], Taufik Rihartno[3], Rizka Antoni[4]

[1] Pendidikan Olahraga, Pascasarjana Universitas Negeri Jakarta,
Komplek Universitas Negeri Jakarta Gedung M. Hatta Jl. Rawamangun Muka, Jakarta
Timur, Indonesia 13220

Correspondiing author. Email **: triyadisantoso92@gmail.com**

Abstract The purpose of this study is to find out the influence of online learning, the role of parents, and learning motivation on the learning outcomes of physical education and sports of Outstanding School Students 02 Jakarta era covid-19 pandemic. This type of research is qualitative research with a causal associative correlation approach. The number of study subjects was 49 respondents. These research steps include; 1) the stage of data collection; 2) data analysis and 3) the testing phase of data analysis. Furthermore, data analysis testing is conducted through: 1) normality test; 2) test homogeneity; 3) Test the linearity and significance of the regence equation. The conclusion of this study there is a significant influence between online learning, the role of parents, learning motivation and physical education learning outcomes of Outstanding School 2 Jakarta students in the Covid-19 pandemic era.

Keywords: online learning; learning motivation; parents; Covid-19

INTRODUCTION

Pandemic COVID-19 is a major problem around the world including Indonesia. This virus can spread quickly and has claimed many lives. Coronavirus-2019 pandemic (COVID-19) is a virus that is spreading globally (Chen et al., 2020). In Indonesia, the first confirmed case of COVID-19 positive occurred on March 2, 2020, President Joko Widodo reported the first two confirmed cases of COVID-19 infection in Indonesia (Djalante et al., 2020).

The Indonesian government is trying to take measures to break the chain of the spread of the COVID-19 virus. As a result, the economic sector, tourism, sports and even education experienced a very significant impact. Policies taken by the government have an impact on the economic, industrial, social and educational sectors (Pratiwi, 2021).

In the field of Education, the Ministry of Education and Culture (KEMENDIKBUD) takes action in the form of an online learning process (Jauhari et al., 2020). Online learning is a learning process without having to face to face between educators and learners using the help of technology (Jayul & Irwanto, 2020).

Too long undergoing online learning makes children lose their learning motivation. Even though children must have the motivation to learn in order to be able to learn hard, have targets, direct the attitudes and behavior of students in learning. Motivation to learn becomes one of the factors that cause success in education programs (Romadhoni et al., 2019). Motivation is not only important because it is a contributing factor to learning, but also facilitates learning and learning outcomes (Sobandi, 2017).

Learning outcomes become a benchmark for the success of the teaching and learning process. Learning outcomes are abilities possessed by the student after he or she receives the learning experience (Romadhoni et al., 2019). Online learning provides its own challenges to teachers, students, and parents.

Yulia Khurriyati, Fajar Setiawan, and Lilik Binti Mirnawati (2021) conducted research on the impact of online learning on the learning outcomes of Muhammadiyah Islamic Elementary School 5 Surabaya students. The results of this study are that students of Muhammadiyah Islamic Elementary School 5 Surabaya experienced an

increase in learning outcomes during online learning compared to face-to-face learning outcomes (Khurriyati et al., 2021). Furthermore, Musholli Jannah (2015) examined the influence of parental roles and teacher teaching ability on student learning achievement. The result of this study is that there is an influence on the role of parents (X1), the ability of teachers in teaching (X2) to student learning achievement (Y) (Jannah, 2015). The next research by Ivylentine Datu Palittin, Wihelmus Wolo, Ratna Purwanty (2019) Researching about the Relationship of Learning Motivation with Student Learning Outcomes. The findings in this study are that there is a relationship between learning motivation and the learning outcomes of fifth graders inpres Muting 7 Muting District (Palittin et al., 2019).

Based on previous research above, no one has examined the influence of online learning, the role of parents, and learning motivation on the learning outcomes of Outstanding School 2 Jakarta students in physical education and sports subjects after the COVID-19 pandemic. So the author is interested in doing research and discussing more deeply the direct or indirect influence of online learning, the role of parents, and learning motivation on the results of learning physical education after the COVID-19 pandemic.

Online learning, parental role and learning motivation are suspected to be related and affect the physical education learning outcomes of outstanding school students 02 Jakarta students after the COVID-19 pandemic which can be described in the conceptual framework below.
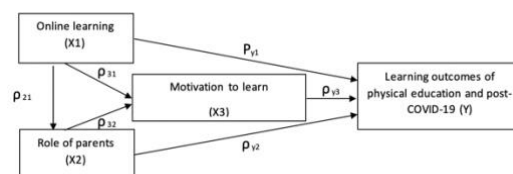

Figure 1. Conceptual Framework: X1 online learning, Role of X2 parents and X3 learning motivation to PHYSICAL EDUCATION AND SPORTS learning outcomes post-COVID-19.
Source: (Kadir, 2019)

Information:
X_1 : Online learning
X_2 : Role of parents
X_3 : Motivation to learn
Y : Learning outcomes of physical education and post-COVID-19 (Y)
P_{41} : Coefficient of line X_1 to Y
P_{42} : Coefficient of line X_2 to Y
P_{43} : Coefficient of line X_3 to Y
ρ_{13} : Coefficient of line X_1 to X_3
ρ_{23} : Coefficient of line X_2 to X_3
ρ_{21} : Coefficient of line X_1 to X_2

METHOD

This type of research is quantitative research with a causal asocative correlation approach, the

purpose of this study is to find out the direct influence of online learning, the role of parents and learning motivation on the learning outcomes of physical education and sports students of Outstanding School 2 Jakarta era covid-19 pandemic . This research belongs to a type of quantitative research that uses multiple regression data analysis techniques, after which it is continued with path analysis.

Research Subjects

In this study, the sample was a student of Outstanding School 2 Jakarta in the category of light tunagrahita which amounted to 49 people and used saturated sampling techniques.

The data collection technique in this study used questionnaires (questionnaires). The questionnaire data collection technique is done by providing a set of written questions for respondents to answer (Sugiono, 2017). Before going through the data analysis process, the author conducts a validity test and reliability test first. The questionnaire contained 62 questions consisting of three variables, namely online learning, parental role and learning motivation.

Test the Validity and Reliability of Instruments

This instrumentet will be validated first by experts and asked for an opinion on 43 questions. After the contract testing from experts and based on empirical experience on the ground is completed, it is continued with instrument trials. About this, Kadir, (2019) Validity is the degree to which a test measures what should be measured. This validity will be sought using the help of SPSS 26 using the product moment formula as follows:

$$r_{xy} = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Information:
Rxy = Correlation coefficient of tests compiled
X = Score of each variable respondent X
Y = Score of each variable respondent Y
N = Number of respondents
Source : Kadir, (2019)

Then, the details of statements and indicators are used to measure learning motivation after being tested for their level of validity. According to Sugiono (2017) A test can be said to have a high level of confidence if the test can provide a fixed result. The formula is as

follows.

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma^2 b}{\sigma^2 t} \right]$$

Information:
r11 = Instrument Reliability Coefficient
k = Number of Questions
$\sum \sigma^2 b$ = Number of Item Variants
$\sigma^2 t$ = Number of Item About Parts

Source : Kadir, (2019)

Data Analysis Techniques

To analyze data from the results of a questionnaire consisting of three measurements, namely the results of physical education and sports (endogen), online learning, the role of exogenous parents) and learning motivation (intervening). In accordance with the formulation of problems and theoretical models that have been outlined analytical techniques that in the submission of this research hypothesis is path analysis. Here are the steps taken before the data analysis.

a) Data Description

The description of the data is to decipher the power obtained after the research and processed statistically then the description of each research variable

can be explained. The data in this study consisted of four data variables, two exogenous variables (online learning and parental roles), one endogenous variable (physical education and sports learning outcomes), and one intervening variable (learning motivation).

b) Normality Test

Before the data is analyzed, first data we have tests the requirements of analysis by testing the relationship between variables with linear results. The test is a normality test for each variable. In the first test of the analysis requirements conducted is a normality test using the lilliefors test (estimate error) to find out whether the data collected is normal distribution or not. With the testing criteria using the provisions, if Lcount ≤ Ltable, then the data is normal distribution and vice versa if Lcount > Ltable, then the data comes from a population that does not distribute normally.

c) Linearity Test and Regression Significance Test

Analysis after the normality test is then done regression test to test the relationship between variables. With the criteria of the provision of linearity if Fcount ≤ Ftable means the regression equation is not linear and vice versa if

Fcount > Ftable means the regression equation is linear. As for the significant requirements of the regression coefficient, if Fcount > Ftable (0.05) it means the regression equation is significant at the level of 0.05 and vice versa if Fcount ≤ Ftable means the regression equation is insignificant at 0.05. The correlation coefficient value is a calculation number that states the level of relationship strength. Correlation strength has a level of meaning that is accepted if the tcount > ttable.

d) Line Analyst

After the normality test, regression line ofarity test, and regression significance are carried out, then followed by path analysis to test the research hypothesis. Path analysis is a form of development technique of multiple linear regression. In this test will calculate the direct influence between variables. Conclusions to the proposed hypothesis will be drawn through calculations of path coefficients and significance for each path studied

RESULTS AND DISCUSSION

In this study there were four variables consisting of three exogenous variables (free) and one endogenous variable (bound). These variables include online learning (X1), the role of parents (X2), and motivation to learn (X3), and physical variable learning outcomes (Y). The summary of research data is as follows:

Table 1. Description of online learning ariable data, parental role, learning motivation and physical education learning outcomes

Variabel	Mini mum	Maxi mum	Mea n	Stan dard Devi ation
Online learning	63	83	75	5,8
Role of parents	88	112	102	6,5
Motivation to learn	85	108	99	5,9
Physical education learning outcomes	155	168	161	3,5

Normality Test

The normality test is performed with kolmogorov-smirnor SPSS 26. The hypotheses that will be tested in the normality test are:

a) **Test normality error estimated X1 against Y**

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		46
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.98362100
Most Extreme Differences	Absolute	.062
	Positive	.062
	Negative	-.046
Test Statistic		.062
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.

c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

H0: if the probability >0.05, then H0 is accepted. Populas are normal distribution. H1: if the probability <0.05, then H0 is rejected. Population distribution is not normal.

Table 2. X1 Normality Test results against Y

Based on table 2 obtained test statistics of 0.062 and Asymp. Sig. (2-tailed) of 0.200 or can be written as a probability value (p-value) = 0.200 > 0.05 or Ho accepted. Thus, it can be concluded that data on physical education learning outcomes on online learning is normal distribution.

b) Test normality of Error Estimated X2 against Y

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		46
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.22561490
Most Extreme Differences	Absolute	.082
	Positive	.080
	Negative	-.082
Test Statistic		.082
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Table 3. X2 Normality Test results against Y

Based on table 3 obtained a test statistic of 0.082 and Asymp. Sig. (2-tailed) of 0.200 or can be written as a probability value p-value = 0.200 > 0.05 or Ho accepted. Thus, it can be concluded that the results of learning physical education on the role of parents are normal distribution.

c) Test Normality error estimated X3 against Y

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		46
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.83496645
Most Extreme Differences	Absolute	.107
	Positive	.107
	Negative	-.082
Test Statistic		.107
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Table 4. X3 Normality Test Results against Y

Based on table 4 obtained test statistics of 0.107 and Asymp. Sig. (2-tailed) of 0.200 or can be written as a probability value p-value = 0.200 > 0.05 or Ho accepted. Thus, it can be concluded that the results of physical education learning on the motivation of learning are normal distribution.

d) Test Normality error estimated X1 against X3

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		46
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.38189126
Most Extreme Differences	Absolute	.152
	Positive	.087
	Negative	-.152
Test Statistic		.152
Asymp. Sig. (2-tailed)		.059[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Table 5. Results of the X1 Normality Test against X3

Based on table 4.9 obtained test statistics of 0.152 and Asymp. Sig. (2-tailed) of 0.059 or can be written as a probability value p-value = 0.059 >0.05 or Ho accepted. Thus, it can be concluded that the motivation to learn from online learning is normal distribution.

e) Test normality of X2 estimate error against X3

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		46
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.49012093
Most Extreme Differences	Absolute	.122
	Positive	.122
	Negative	-.097
Test Statistic		.122
Asymp. Sig. (2-tailed)		.084[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Table 6. X2 Normality Test Results against X3

Based on table 6 obtained a test statistic of 0.122 and Asymp. Sig. (2-tailed) of 0.084 or can be written as a probability value p-value = 0.084 > 0.05 or Ho accepted. Thus, it can be concluded that the motivation to learn the role of parents is normal distribution.

f) Test Normality error estimated X1 against X2

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		46
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.45342954
Most Extreme Differences	Absolute	.127
	Positive	.067
	Negative	-.127
Test Statistic		.127
Asymp. Sig. (2-tailed)		.060[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Table 7. Results of X1 Normality Test against X

Based on table 7 obtained test statistics of 0.127 and Asymp. Sig. (2-tailed) of 0.06 or can be written as a probability value p-value = 0.06 > 0.05 or Ho accepted. Thus, it can be concluded that the role of parents over online learning is normal distribution.

Homogeneity Test
Table 8. Homogeneity Test Results

Homogeneity Test	Test of homogeneity of variances		ANOVA	
	Sig.	Table Norms (α)	Sig.	Table Norms (α)
Y atas X_1	0,089		0,00	
Y atas X_2	0,111		0,00	
Y atas X_3	0,129	>0,05	0,00	<0,05
X_3 atas X_1	0,621		0,00	
X_3 atas X_2	0,354		0,04	
X_2 atas X_1	0,646		0,00	

Based on table 4.12 the result of the Y homogeneity test on X1 obtained the value p-value = 0.089 > 0.05, Ho is accepted. Thus it can be concluded that the learning outcome of Y learning on X1 online learning comes from homogeneous variance. In the anova table obtained p-value = 0.00 < 0.05. Thus there is an average difference of Y over X1.

Based on table 4.12 the result of the Y homogeneity test on X2 obtained the value p-value = 0.111 > 0.05, Ho is accepted. Thus it can be concluded that the learning outcome of Y tailoring on the role of parents X2 comes from homogeneous variance. In the anova table obtained p-value = 0.00 < 0.05. Thus there is an average difference of Y over X2.

Based on table 4.12 the result of the Y homogeneity test on X3 obtained the value p-value = 0.129 > 0.05, Ho is accepted. Thus it can be concluded that the learning outcome of Y learning on the motivation of learning X3 comes from homogeneous variance. In the anova table obtained p-value = 0.00 < 0.05. Thus there is an average difference of Y over X3.

Based on table 4.12 the results of the X3 homogeneity test on X1 obtained a value of p-value = 0.621 > 0.05, Ho is accepted. Thus it can be concluded that the motivation to learn X3 over online learning comes from homogeneous variance. In the anova table obtained p-value = 0.00 < 0.05. Thus there is an average difference of X3 over X1.

Based on table 4.12 the results of the X2 homogeneity test over X3 obtained the value p-value = 0.354 > 0.05, Ho is accepted. Thus it can be concluded that the motivation to learn X3 for the role of X2 parents comes from homogeneous variance. In the anova table obtained p-value = 0.04 < 0.05. Thus there is an average difference of X3 over X2.

Based on table 8 the results of the X2 homogeneity test on X1 obtained the value p-value = 0.646 > 0.05, Ho is accepted. Thus it can be concluded that the role of X2 parents over X2 online learning comes from homogeneous

variance. In the anova table obtained p-value = 0.04 < 0.05. Thus there is an average difference of X2 over X1.

Linearity and Regression Equation Significance Test

The next stage is the linearity test of the data of each variable aims to see whether two variables have a significant parallel or not. The linearity and significance testing of regression equations is determined based on the AVOVA table. The testing criteria are H0:Y = α + ßX (linear regration); H1: Y ≠ α + ßX (linear regression). The test analysis uses SPSS ver 26. The summary of the linearity test can be seen in table 8.

Table 9. Summary of linearity and regression equation significance tests

Linearity Test	Sig.	Table Norms (α)
Y atas X_1	0,123	
Y atas X_2	0,961	
Y atas X_3	0,407	0,05
X_3 atas X_1	0,051	
X_3 atas X_2	0,885	
X_2 atas X_1	0,221	

Hypothesis Testing

a)   Substructural Testing 1

Testing on structural model 1 to see the effect of online learning variables (X1) on the role of parents (X2) learners of Outstanding School 2 Jakarta. The basis of the sturuktural model 1 testing decision is:

If sig value. > α = 0.05, then the path coefficient is insignificant

If sig value. < α = 0.05, then the path coefficient is significant

Tabel 10. Structural Model Path Coefficient 1

Variabel	R^2	Koef Beta	*P-Value/2*	Information
X_1, X2 (p_{21})	0,296	0,544	0,00	Signifikan

b)   Substructural Testing 2

Testing on structural model 2 is online learning variables (X1), parental roles (X2) and learning motivation (X3) learners of Outstanding School 2 Jakarta. The basis of the sturuktural model 2 testing decision is:

If sig value. > α = 0.05, then the path coefficient is insignificant

If sig value. < α = 0.05, then the path coefficient is significant

Table 11. Structural Model Path Coefficient 2

Variabel	R2	Koef Beta	*P-Value/2*	Information
X_1, X_3 (p_{31})	0,702	0,323	0,001	Signifikan
X_2, X_3 (p_{32})	0,720	0,628	0,000	Signifikan

c) Structural Model Testing 3

Testing on structural model 3 is the online learning variable (X1), the role of parents (X2), learning motivation (X3) to

the learning outcomes of physical education (Y) of Outstanding School 2 Jakarta learners. The basis of the sturuktural model 3 testing decision is:

If sig value. $> \alpha = 0.05$, then the path coefficient is insignificant

If sig value. $< \alpha = 0.05$, then the path coefficient is significan.

Table 12. Structural Model Path Coefficient 3

Variabel	R^2	Koef Beta	*P-Value/2*	Information
X_1Y (p_{y1})	0,358	0,608	0,01	Signifikan
X_2Y (p_{y2})	0,354	0,430	0,01	Signifikan
X_3Y (p_{y3})	0,335	0,592	0,000	Signifikan

Research Results Show There is a Direct Influence of online learning on the learning outcomes of physical education of Outstanding School 2 Jakarta learners

From the results of questionnaire research to 46 respondents about online learning that has been answered by learners and parents in Outstanding School 2 Jakarta, the findings were obtained in the >85 interval class, no respondents answered in the category of good at all.

Research Results Show There is a Direct Influence on the role of parents on the learning outcomes of physical education of Outstanding School 2 Jakarta learners

From the results of questionnaire research to 46 respondents about the role of parents that have been answered by parents of learners in Outstanding School 2 Jakarta, the findings were obtained in the >113 interval class, no respondents answered in the category very well.

Research Results Show There is a Direct Influence of learning motivation on the learning outcomes of physical education of Outstanding School 2 Jakarta learners

From the results of a questionnaire study to 46 respondents about online learning that had been answered by learners and parents in Outstanding School 2 Jakarta, the findings were obtained in the >109 interval class, no respondents answered in the category very well.

Indirect influence of online learning on physical education learning outcomes through the learning motivation of Outstanding School 2 Jakarta learners

Based on the results of the analysis test that the coefficient value of

indirect influence path given by intervening variables (P31 + Py3) is greater than the value of the coefficient of direct influence path (py1) of online learning on physical education learning outcomes, p31(0.323) +py3 (0.592) = 0.915 > 0.608. That is, indirectly there is a mediation effect given by online learning variables to the learning outcomes of physical education of Outstanding School 2 Jakarta learners.

The results of this study can be assumed that learners who have a good understanding of online learning can certainly achieve good physical educator learning outcomes also supported by learning motivation and research conducted can be received empirically. The rationale that has been presented in the conceptual framework can be tested for real. Based on the results of these findings, it can be interpreted that learners who understand well online learning will have a significant effect on the learning outcomes of physical education, especially if combined with good learning motivation, it will be easy for him to get good physical education learning outcomes during COVID-19 pendemic.

Indirect influence of the role of parents on the learning outcomes of physical education through the learning motivation of students Outstanding School 2 Jakarta

The results of the analysis test stated that the coefficient value of indirect influence pathways given by intervening variables (p32 + py3) is greater than the value of the coefficient of direct influence pathway (py2) of the role of parents towards the outcome of physical education learning. P32 0.628 + Py3 0.592 = 1.22 > Py2 0.430. That is, indirectly there is a mediation effect given by the role variables of parents to the learning outcomes of physical education of Outstanding School 2 Jakarta learners during the COVID-19 pandemic.

The results of this study can be assumed that parents who play a good role can certainly help children to achieve good physical educator learning outcomes are also supported by learning motivation and research conducted can be accepted empirically. The rationale that has been presented in the conceptual framework can be tested for real. Based on the results of these findings, it can be interpreted that parents who understand well their role and carry out their maximum will have a significant effect on the learning outcomes of children's

physical education, especially if combined with good learning motivation, it will make it easier for learners to get good physical education learning outcomes during COVID-19.

Limitations of Research

The sources of limitations and weaknesses in this study include:

1. This study used a sample of 46 students who were lightly categorically selected at Outstanding School 2 Jakarta. This allows for results that are not in accordance with the actual conditions, because the conclusions in this study cannot be generalized to all students who are in the moderate category of tunagrahita in Indonesia.

2. This study is limited to four variables, namely exogenous / free online learning variables (X1), parental roles (X2), and learning motivation (X3) endogenous variables / bound to physical education learning outcomes (Y). So it is still possible to do other research with the addition of other variables.

The obstacle in this study is, due to the condition of large scale social restrictions, so the research was conducted using the Zoom Meeting application media, and Google form, so that the implementation of the study experienced a number of delays and miscommunication.

CONCLUSION

Based on the results of hypothesis testing and discussion, the conclusion was obtained that there was a significant influence between online learning, the role of parents, learning motivation and physical education learning outcomes of Outstanding School 2 Jakarta students in the Covid-19 pandemic era. This means that the higher the level of parents doing their role well, the higher the level of motivation of children in learning so that it will affect the learning outcomes of physical education of learners in the era of the COVID-19 pandemic.

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