

**ANALYSIS OF STUDENT LEARNING MOTIVATION AFTER APPLIED
STUDENT ACTIVITY-BASED LEARNING STRATEGY (PBAS)
DURING PANDEMIC COVID-19**

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ABSTRACT

During the Covid-19 pandemic, it is necessary to choose the right learning strategy. Thus, students' learning motivation does not decrease. This research aimed to describe students' learning motivation in science subjects with Biotechnology material after the strategy of Student Activity-Based Learning was applied. This research is quantitative and descriptive. The research subjects were 64 students of 9th grade SMP Muhammadiyah 9 Bojonegoro for 2020/2021. The research instrument used was a learning motivation questionnaire which contains 20 questions divided into six indicators, namely intrinsic orientation goals, extrinsic orientation goals, task values, trust control for learning, self-confidence, and anxiety levels. Measurement of each question uses a Likert scale, namely (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, and (5) strongly agree. The results of the research were calculated using the percentage and average score. Furthermore, it is described in the form of categories. The results showed that the average score of the first indicator to 6th in a row were 3.78; 3.29; 3.74; 3.61; 3.45; and 3.56. The average score of all indicators of student learning motivation was 3.57, which has a good category. Based on the research results, it can be concluded that the student's learning motivation in the science subject with Biotechnology material is categorized as good after applying the strategy of Student Activity-Based Learning.

Keywords: *the strategy of Student Activity-Based Learning, students' learning motivation*

Introduction

Education is an effort made by someone with full awareness and planning. Since 2020, citizens of the world, including Indonesia, have faced a big problem, namely the Covid-19 outbreak. All aspects of life undergo changes that cause concern. In education, students and teachers must change the learning process that has initially been face-to-face to online learning. It is done to prevent the spread of the Covid-19 virus. Thus, students are required to study independently.

Online learning is a learning system that is carried out without direct meetings between teachers and students, but learning is carried out with the help of the internet network. In these conditions, teachers are more required to choose and design models, methods, strategies, and learning media so that learning objectives can still be achieved optimally. Accuracy in choosing learning strategies is one of teachers' efforts to prevent and anticipate student boredom in participating in the online learning process.

During the Covid-19 pandemic, students experienced difficulties in the learning process. Several factors cause it, including (1) there are not all students have cellphones or laptops, (2) mastery of technology for teachers and students is not optimal, (3) internet network constraints are inadequate, and (4) assistance from parents of students who have not been maximized, (5) limited physical interaction between teachers and students, so the explanation from the teacher is minimal. Many students complained and experienced decreased learning motivation during the Covid-19 pandemic, so the achievement of educational goals is less than optimal.

Law of the Republic of Indonesia, Number 20 of 2003 concerning the National Education System 2003, explains that " The education is a conscious and planned effort to create a learning atmosphere and learning process. The students actively develop their potential to have religious-spiritual strength, self-control, personality intelligence, noble character, and skills needed by himself, society, nation, and state". The quality of human resources is inseparable from educational attainment. Education is organized to develop knowledge, experience, skills, and expertise (Susanti, 2020). Through education, a nation can experience progress and quality. A quality generation is expected to run the economic sector, politics, and science. Education in Indonesia still has problems, namely the low quality of education. Various efforts have been made to improve the

quality of education, ranging from curriculum changes, holding socialization and training, changing the national evaluation system, improving facilities and infrastructure, to improving school management.

One of the efforts to improve the quality of education is to improve the teaching and learning process. The learning process experienced by students is influenced by two factors, namely external and internal factors, where the two factors are interrelated (Rusnawati, 2020). External factors, or what is often referred to as external factors, come from outside the students that affect the learning process. These factors come from parents, schools, and society. In contrast, internal factors are also called internal factors that affect the learning process, such as students' physical condition, curiosity, comfort, and a sense of wanting to correct failures. Learning is a change in the abilities possessed by learners that take place continuously. A person becomes aware of the knowledge that was not previously understood through learning activities. At this time, the education system demands student-centered teaching and learning activities to function as facilitators and motivators. Various new educational concepts and insights related to the learning process have developed rapidly along with the rapid development of science and technology.

The learning process can be done in a network (online), and face-to-face is limited. It is done to break the chain of the spread of Covid-19. Student participation in learning does not guarantee the seriousness of students wanting to learn. So it is the teacher's responsibility to ensure students have motivation in learning, especially during the Covid-19 pandemic. Learning motivation plays a critical role in the learning process. Students have the will and strength to carry out teaching and learning activities through learning motivation. According to (Sari et al., 2018), motivation is one of the factors that influence the actions taken by an individual. So that the existence of high learning motivation makes students enthusiastic and not lazy to take part in learning activities even though learning is carried out at their respective homes. Learning motivation is related to the mental condition of students, which the teacher can direct. This learning motivation is what moves students to take any action, so the role of the teacher to provide motivational encouragement to students is needed so that learning objectives can be achieved optimally. The growth of learning motivation in students can arise naturally from the student's greetings and the encouragement from outside.

Thus, the learning environment also affects students' learning motivation.

In the implementation of learning, a teacher is not only required to convey the subject matter but also to be able to make students motivated in following the teaching and learning process. Of course, this is related to the characteristics of the subjects taught by the teacher. Science is a science that studies natural phenomena in facts, concepts, and laws (Fitriyati et al., 2017). The laws in science subjects have been tested for truth through a study. Assessment of science subjects can be done through the process and the results. The science learning process can be done by providing opportunities for students to construct their knowledge independently. It provides a more meaningful experience for students.

By generating student learning motivation, the teacher can use learning strategies that actively involve students in the learning process. One of the learning strategies used is the Student Activity Oriented Learning (PBAS) strategy. In the PBAS strategy, students learn subjects, which is emphasized in student activities. Hence, students rely not only on the teacher to obtain information related to the material they are studying, but students can obtain information from various sources according to the activities carried out. Thus, students are more independent in the following lessons. Indirectly, student learning motivation will grow because of the need in students. It is very different from learning carried out using the lecture method, where the teacher is the source of all information. When the lecture method is carried out in online learning, students will feel bored and unmotivated and leave the learning process that should be followed.

According to (Noviardila, 2018), the PBAS strategy aims to form intelligent students who have positive and skilled characteristics. The PBAS strategy is a form of innovation in improving the quality of the learning process. Through PBAS, students can learn independently and creatively, thus gaining knowledge, skills, and attitudes that support the formation of motivation to learn. The PBAS strategy requires balanced and integrated learning outcomes between cognitive, affective, and psychomotor (Lianasari, 2014). This learning strategy does not require students who are cognitively capable but cannot apply their knowledge in solving the problems they face and have an attitude that is not commendable. In implementing the PBAS strategy in learning, the teacher presents learning objectives, arranges learning assignments with students, provides information related to learning activities, provides services to students, provides motivation, and helps

students form conclusions based on the learning experiences carried out (Lianasari, 2014). The characteristics of the PBAS strategy can support an increase in student learning motivation, especially in learning carried out during the Covid-19 pandemic.

Research related to student activity-based learning strategies to increase students' motivation to learn morals has been carried out (Agustina, 2020). The results showed that prior to implementing the activity-based learning strategy, the learning motivation of grade VIII-A students at MTs Teladan Ujung Kubu, Tanjung Tiram sub-district, Batu Bara district, was still low. After applying the activity-based learning strategy, students' learning motivation experienced a significant increase.

The results of interviews conducted by researchers with students of SMP Muhammadiyah 9 Bojonegoro for the academic year 2020/2021, primarily related to science subjects, showed that students lacked the motivation to learn. Students stated that online learning makes the learning process tedious, so students feel pressured to follow the lesson. It is supported by the results of observations when implementing science learning. Students are reluctant to participate when learning science, so teachers dominate online learning. When the teacher asks students to give their opinion, students do not infrequently respond in the learning process carried out by video conference, and students fall asleep. Students feel that the science material they learn cannot be applied in everyday life. Thus, the benefits of students' abilities in the field of science cannot be felt by students.

The authors conducted research by applying the PBAS strategy in science learning based on this background. This study aimed to analyze the learning motivation of class IX students of SMP Muhammadiyah 9 Bojonegoro during the pandemic after the PBAS strategy was applied to the science subject matter of Biotechnology.

Research Methods

This research is quantitative and descriptive. Researchers conduct research by collecting data according to the research objectives, then displaying research data in numbers. To obtain data related to students' learning motivation, the researchers distributed questionnaires to students after implementing the PBAS strategy. The questionnaire is given to students using Google Forms. In this study, researchers wanted to know the student's learning motivation during the Covid-

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19 pandemic after implementing the PBAS strategy. The research was conducted at SMP Muhammadiyah 9 Bojonegoro in the 2020/2021 academic year. The research subjects were 64 students of class IX. The PBAS strategy is applied to Biotechnology material so that learning is carried out by optimizing student activities to obtain a balance between cognitive, affective, and psychomotor aspects. During the Covid-19 pandemic, SMP Muhammadiyah 9 Bojonegoro implemented an online learning system.

The steps taken by researchers in implementing the PBAS strategy on Biotechnology material are (1) at the beginning of the lesson, the researcher conveys the learning objectives to be achieved in the Biotechnology material, and (2) the researcher arranges the tasks that the students must do, the students do the assigned tasks individually independently, namely making tempeh and tape, (3) the researcher informs the learning activities that will be carried out by students independently, namely videoing the preparations made in making

tempeh and tape, the manufacturing process, and the resulting product, in addition to videos, students are also asked to compile reports on activities that have been carried out, (4) researchers provide full service to students, so students are given the freedom to ask questions if they have difficulties even outside of class hours, (5) researchers always motivate students in carrying out independent tasks, (6) researchers help students in draw conclusions about the learning outcomes of the Biote material technology that has been done.

The research instrument used is a learning motivation questionnaire which contains 24 statements and is divided into six indicators. The questionnaire used is a closed questionnaire with answer options for each statement using a Likert scale. The scale given is 5 (strongly agree), 4 (agree), 3 (undecided), 2 (disagree), 1 (strongly disagree). Table 1 shows the six indicators used in the research questionnaire.

Table 1. Indicators of Motivation

No.	Indicators
1	Students' perception of intrinsic orientation goals
2	Students' perception of the purpose of extrinsic orientation
3	Students' perception of the value of assignments
4	Student perceptions of trust control learning
5	Students' perception of self-confidence
6	Students' perceptions of anxiety levels

(Fendiyanto, 2020)

The data obtained from the research subjects were analyzed using descriptive statistics. The results of the study were calculated using the percentage and average score. Furthermore, it is described in the form of categories. Equation 1 shows the percentage formula used.

$$\text{Percentage} = \frac{\text{The research subjects answer on each score}}{\text{number of research subjects}} \times 100\% \quad (1)$$

The average score is obtained from each indicator of learning motivation and is calculated by Equation 2.

$$\text{Average} = \frac{\text{Answer of research subject} \times \text{Score}}{\text{Number of research subjects}} \quad (2)$$

Based on the results of the average calculation, the criteria for each indicator of learning motivation can be determined based on Table 2.

Table 2. Criteria of Learning Motivation

Average of Score (R)	Criteria
$4 \leq R \leq 5$	Excellent
$3 \leq R < 4$	Good
$2 \leq R < 3$	Moderate
$1 \leq R < 2$	Bad
$0 \leq R < 1$	Very Bad

Carnita dalam (Fendiyanto, 2020)

Result and Discussion

The data obtained from the study results is the learning motivation of research subjects on

Biotechnology material after the PBAS strategy is applied. The learning motivation observed by the researcher includes six indicators. Table 3 shows

the responses of research subjects to the first indicator on the learning motivation questionnaire.

Table 3. Student Perceptions About Intrinsic Orientation Goals

No.	Statement	Respos					\bar{X}
		1	2	3	4	5	
1	I want to have new ideas in Biotechnology material to have many learning experiences.	1 (1,56%)	2 (3,13%)	25 (39,06%)	27 (42,19%)	9 (14,06%)	3,64
2	I want to get the best marks on Biotechnology materials.	0 (0%)	0 (0%)	3 (4,69%)	7 (10,94%)	54 (84,38%)	4,80
3	Biotechnology materials allow me to contribute to everyday life.	5 (7,81%)	17 (26,56%)	23 (35,94%)	18 (28,13%)	1 (1,56%)	2,89
Average		6 (3,13%)	19 (9,90%)	51 (26,56%)	52 (27,08%)	64 (33,33%)	3,78

Based on Table 3, students' learning motivation on the indicators of students' perceptions of the intrinsic orientation goals obtained an average score of 3.78 or had a good category. It shows that the research subject has a good intrinsic orientation goal in the science subject of Biotechnology material after the PBAS strategy is applied. The average score indicating that students want to get the best score in Biotechnology is 4.80. The average score is the

highest average score of the statements on the indicators of students' perceptions of the purpose of intrinsic orientation. The statement that the Biotechnology material can make students contribute to their daily lives gets the lowest average score, which is 2.89. It shows that students have good intrinsic motivation by stating that students will do biotechnology work well (Singh, 2016).

Table 4. Students' Perceptions About the Purpose of Extrinsic Orientation

No.	Statement	Respos					\bar{X}
		1	2	3	4	5	
1	I want to be curious about all the topics in Biotechnology material.	3 (4,69%)	4 (6,25%)	20 (31,25%)	25 (39,06%)	12 (18,75%)	3,61
2	I am interested in all subjects in the subject of Biotechnology.	4 (6,25%)	4 (6,25%)	25 (39,06%)	23 (35,94%)	8 (12,5%)	3,42
3	I believe that I will get excellent marks in Biotechnology materials.	8 (12,5%)	11 (17,19%)	32 (50%)	10 (15,63%)	3 (4,69%)	2,83
Average		15 (7,81%)	19 (9,90%)	77 (40,1%)	58 (30,21%)	23 (11,98%)	3,29

Based on Table 4, students' learning motivation on the indicators of students' perceptions of the goals of extrinsic orientation obtained an average score of 3.29 or had a good category. It shows that the research subject has a good extrinsic orientation goal in the science subject of Biotechnology material after the PBAS strategy is applied. The average score indicating

that students want to be curious about all subjects in the Biotechnology material is 3.61. The average score is the highest average score of the three statements on the indicators of students' perceptions of the purpose of extrinsic orientation. Statements indicating that students believe they will get excellent grades on Biotechnology material get the lowest average score, 2.83.

Table 5. Students' Perceptions About Assignment Values

No.	Statement	Respos					\bar{X}
		1	2	3	4	5	
1	My greatest desire is to understand the subject matter in Biotechnology	2 (3,13%)	4 (6,25%)	15 (23,44%)	23 (35,94%)	20 (31,25%)	3,86

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2	I wish I could get a higher score on Biotechnology material than any of my other friends.	0 (0%)	0 (0%)	15 (23,44%)	23 (35,94%)	26 (40,63%)	4,17
3	I find the Biotechnology materials very useful.	3 (4,69%)	3 (4,69%)	32 (50%)	15 (23,44%)	11 (17,19%)	3,44
4	If I do not study better Biotechnology material, I believe it is my fault.	1 (1,56%)	1 (1,56%)	12 (18,75%)	30 (46,88%)	21 (31%25)	4,13
5	I believe that I can understand the most difficult parts of Biotechnology material by myself.	9 (14,06%)	8 (12,5%)	25 (39,06%)	12 (18,75%)	10 (15,63%)	3,09
Average		14 (4,38%)	16 (5%)	99 (30,94%)	103 (32,19%)	88 (27,5%)	3,74

Based on Table 5, students' learning motivation on the indicators of students' perceptions of the value of the task obtained an average score of 3.74 or had a good category. It shows that the research subjects perceive that the value of the assignments obtained in the Science subject of Biotechnology material will be good after the PBAS strategy is applied. The average score indicating that students' statements can get a higher score on Biotechnology material than their friends is 3.61. The average score is the highest average score of the five statements on the indicators of students' perceptions of the value of

the assignment. The statement that shows that students believe they can understand the most difficult parts of the Biotechnology material independently gets the lowest average score, 2.83. Giving assignments to students will encourage students to find meaning in work. If students do not find work meaningful and tend to make external attributions, job avoidance may develop (Seifert, 2004). Students will develop their motivation to complete the given task until this point. It shows a combination of intrinsic and extrinsic motivation that runs simultaneously in students.

Table 6. Student Perceptions About Trust Control for Learning

No.	Statement	Respos					\bar{X}
		1	2	3	4	5	
1	I want to get a higher score because I want to show my skills in Biotechnology material to my friends.	0 (0%)	0 (0%)	27 (42,19%)	23 (35,94%)	14 (21,88%)	3,8
2	I love every subject on Biotechnology material.	7 (10,94%)	12 (18,75%)	15 (23,44%)	17 (26,56%)	13 (20,31%)	3,27
3	If I study hard enough, I can understand the subject matter of Biotechnology material.	1 (1,56%)	1 (1,56%)	14 (21,88%)	39 (60,94%)	9 (14,06%)	3,84
4	In following the daily test of Biotechnology material, I feel nervous and worried.	5 (7,81%)	5 (7,81%)	21 (32,81%)	18 (28,13%)	15 (23,44%)	3,52
Average		20 (7,81%)	26 (10,16%)	77 (30,08%)	89 (34,77%)	44 (17,19%)	3,61

Based on Table 6, students' learning motivation on the indicators of student perceptions of trust control for learning obtained an average score of 3.61 or had a good category. A statement shows that if the research subject studies hard enough, students can understand the subject matter of Biotechnology and get the highest average score

on this indicator, which is 3.84. The lowest average score of the four statements on student perceptions of confidence control for learning is 3.27. The average score is obtained on the statement that students feel like each subject in the science subject of Biotechnology material.

Table 7. Students' Perceptions About Self-confidence

No.	Statement	Respos	\bar{X}
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		1	2	3	4	5	
1	I can teach Biotechnology material to my friends.	5 (7,81%)	5 (7,81%)	30 (46,88%)	22 (34,38%)	2 (3,13%)	3,17
2	In following the daily test of Biotechnology material, my heart beats faster.	2 (3,13%)	7 (10,94%)	15 (23,44%)	22 (34,38%)	18 (28,13%)	3,73
Rata-rata		7 (5,47%)	12 (9,38%)	45 (35,16%)	44 (34,38%)	20 (15,63%)	3,45

Based on Table 7, students' learning motivation on the indicators of students' perceptions of self-confidence obtained an average score of 3.45 or had a good category. It shows that the research subject still does not have maximum self-confidence, so it needs improvement. In this indicator, the researcher provides two statements. The statement that shows that the research subject

can teach Biotechnology material gets a lower average score of 3.17. An average score of 3.73 was obtained on the statement; the students' hearts beat faster when taking the daily biotechnology test. Self-confidence inability refers to a person's current sense of competence in completing tasks (Hulleman et al., 2015).

Table 8. Student Perceptions About Anxiety Levels

No.	Pernyataan	Respons Subjek Penelitian					\bar{X}
		1	2	3	4	5	
1	I want to get other people's acknowledgment, so I want higher grades in Biotechnology material.	0 (0%)	1 (1,56%)	19 (29,69%)	30 (46,88%)	14 (21,88%)	3,89
2	If I have full attention to Biotechnology material, I can get better grades.	1 (1,56%)	1 (1,56%)	17 (26,56%)	24 (37,5%)	21 (32,81%)	3,98
3	Biotechnology material is not difficult for me.	12 (18,75%)	10 (15,63%)	25 (39,06%)	13 (20,31%)	4 (6,25%)	2,8
Rata-rata		13 (6,77%)	12 (6,25%)	61 (31,77%)	67 (34,9%)	39 (20,31%)	3,56

Based on Table 8, students' learning motivation on the indicators of students' perceptions of the level of anxiety obtained an average score of 3.56 or has a good category. The lowest average score, 2.8, was obtained in the third statement, namely that Biotechnology material is not tricky for research subjects. Based on the results of the motivation questionnaire, it is known that most of the research subjects stated that biotechnology material was still considered problematic. The highest average score of 3.98 is obtained in the second statement; if the research subject has complete attention to biotechnology material, the subject can get a better score. The second statement was given a maximum score by almost half of the research subjects, namely 21 students.

All indicators of learning motivation obtained a good category after the PBAS strategy was applied. The study results showed that students had the enthusiasm to learn the science of biotechnology material so that maximum learning outcomes could be obtained. The intrinsic

orientation goal indicator indicates it. On this indicator, most of the students agreed that the Science subject of Biotechnology which he had done with the PBAS strategy, gave him new ideas and much experience. In addition, students are also motivated to get the maximum value on Biotechnology material. However, most of the students feel doubtful that they can make a real contribution to their daily life after implementing the PBAS strategy in the science subjects of Biotechnology.

The indicator of the extrinsic orientation objective shows that students consider the science subject matter of Biotechnology to be something challenging, but students have the will to learn it. Most of the students agreed that implementing the PBAS strategy would make them curious about all the subjects studied in the science subjects of Biotechnology. However, the percentage of students who expressed doubt about their interest in all Biotechnology subjects was higher than the percentage of students who said they agreed or were interested, although the percentage difference

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was relatively small, namely 3.12%. Thus, 50% of students expressed doubt that they would get an excellent score in the science subject matter of Biotechnology.

The assignment score indicator shows that most students have a great desire to understand the subject matter in Biotechnology. Students have ambitions to get the best grades in Science subjects in Biotechnology, and students also realize that they do not study better in Science subjects. Biotechnology material, then it is entirely his fault. However, students also stated that they were still unsure if the Biotechnology material studied with the PBAS strategy had high usability. The student expressed doubt that he could understand the complex parts of the Biotechnology material in their way. It is supported by the number of students who ask the researchers when implementing the PBAS strategy, especially when fulfilling student assignments.

The self-confidence control indicator shows that students can control their self-confidence to understand the science subjects of Biotechnology to the maximum. Most of the students expressed doubts that he wanted to get a higher score because they wanted to show his Biotechnology skills to his friends. However, many students also agreed and strongly agreed that he wanted to get the highest score because he wanted to show his Biotechnology abilities. Most of the students liked the subject matter in Biotechnology, so he agreed to study harder to understand the Biotechnology material. The highest percentage of students stated they felt nervous and worried when taking the Biotechnology material exam after the PBAS strategy was in doubtful answers.

The self-confidence indicator shows that students have high self-confidence when the Biotechnology science subject is carried out using the PBAS strategy. The results obtained are supported by the courage of students to express their opinions and ask the teacher or friends. In this indicator, students agreed that their hearts beat faster when following the daily test on Biotechnology material. Students who learn are driven by their desires, then independently can find goals that they can achieve and activities that they must do to achieve learning goals (Wardani et al., 2020). However, students still have doubts about teaching Biotechnology material to their friends.

The last indicator, namely the level of anxiety, shows that students can control their anxiety and fear to get the maximum score in the science subject matter of Biostatistics. Most of the students agreed that he wanted to get recognition

from others, so his score should be higher on Biotechnology material when compared to his friends. Students agreed that they should have full attention to Biotechnology materials applied with PBAS strategies to get these results. However, most of the students still expressed their doubts that Biotechnology material is not complex.

Overall, the average student motivation shown by the six indicators has good criteria. The emergence of student learning motivation categorized as good is caused by the implementation of science learning material on Biotechnology using the PBAS strategy. The PBAS strategy requires students to be active to learn quality and meaningful. In this learning strategy, students not only master the knowledge but can apply the knowledge they have so that a balance is obtained between achievements in the cognitive, affective, and psychomotor domains, which in turn has a positive effect on the learning motivation of students.

The results of this study follow research conducted by (Hamza, 2014), namely, there is a positive relationship between PBAS and learning motivation. The research suggests that the application of PBAS pays attention to the characteristics of the subject matter to be studied so that the expected results are achieved, namely an increase in learning motivation after the application of PBAS. In addition, Agustina (2020) shows that students' motivation to learn morals after activity-based learning strategies has increased each cycle. A significant improvement was obtained in the second cycle, where the researchers made improvements to the learning process based on the findings obtained in the first cycle. Motivation refers to internal forces/impulses that guide individual behavior for a particular purpose (Ferreira et al., 2011). Therefore, it builds motivation internally in students and supports students' mentality externally to actualize themselves through attribution activities provided by the teacher.

Conclusion

Based on the research data and data analysis, it can be concluded that the six indicators of learning motivation have the same category, which is good after the PBAS strategy is applied. The six indicators of learning motivation used are students' perceptions of intrinsic orientation goals, students' perceptions of extrinsic orientation goals, students' perceptions of task scores, students' perceptions of confidence control for learning, students' perceptions of self-confidence, and students' perceptions of anxiety levels. The average scores

obtained on the six indicators are respectively 3.78; 3.29, 3.74; 3.61; 3.45; 3.56. Although the average scores achieved by each indicator are not the same, the difference between them is not too high. All indicators of learning motivation after implementing the PBAS strategy have not reached the maximum average score or are categorized as very good, so they still need to be improved. The researcher suggests that further research can combine the PBAS strategy with IT-based media in the hope that the learning motivation of the research subjects can reach the excellent category.

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