



## Analysis of Online Learning and Its Relationship With Learning Motivation of Cosmetology Students

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### Abstract

Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Makeup is one of the courses that conduct online learning at the Department of Make-up and Beauty. This study aims to describe the online learning process, learning motivation, and to determine the relationship between online learning and student motivation in the make-up course of the Department of Make-up and Beauty, Padang State University. This research is a type of descriptive quantitative research. The data collection instrument used in this study was a questionnaire (questionnaire) distributed via Google Form, data analysis used Descriptive Percentage analysis. The research sample was students majoring in Makeup and Beauty, Faculty of Tourism and Hospitality, Padang State University class of 2019 session A-F. The results obtained are 1) Online learning with an average score of 56.22 and a percentage of 7 respondents (12.7%) having very high learning, 15 respondents (27.2%) having high learning, 27 respondents (49.0%) have moderate learning and 6 respondents (10.9%) have low consumptive behavior. Classified in the high category, 2) Students' learning motivation of the Department of Makeup and Beauty, Padang State University with an average score of 56.82 and a percentage of 6 respondents (10.9%) having very high motivation, 19 respondents (34.5%) have high motivation, 21 respondents (38.1%) have moderate motivation, 9 respondents (16.3%) have low motivation. Classified in the moderate category, 3) There is a significant positive relationship between online learning and learning motivation of students of the Department of Makeup and Beauty, Padang State University at a significant level of 5% with an rcount value of  $0.997 > r_{table} 0.266$  and the correlation level is included in the very strong category.

**Keywords:** *Online Learning, Learning Motivation, Makeup And Beauty*

## **Introduction**

Since the Covid-19 pandemic, all activities and activities have been severely restricted. Corona Virus Disease 2019 (Covid-19) has been declared by the World Health Organization (WHO) as a pandemic so that efforts need to be made to prevent an increase in cases. Such actions include restrictions on certain activities of residents within a territory. With the large-scale social restriction measures, the impact of the pandemic is the cessation of lecture activities on campus and conducting lecture activities through online learning.

Online learning is learning that uses an internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions (Moore, Dikson-Dean & Galyen (2011). At the implementation level, online learning requires the support of mobile devices such as smartphones or Android phones, laptops, computers, tablets, and iPhones that can be used to access information anytime and anywhere (Gikas & Grant, 2013). Based on a circular letter from the Minister of Education and Culture Number 36962 / MPK. A / HK / 2020 dated March 17, 2020 concerning Online Learning and Working from Home in order to prevent the Spread of Corona Virus Disease (COVID-19) (Kemendikbud, 2020).

The purpose of online learning is to provide quality learning services in a massive and open network to reach requesters of learning spaces to be more and wider (sofyana & Abdul, 2019: 82). The benefits of the online learning process include advances in the field of technology that are able to improve the quality of education and are able to improve the learning process by increasing interaction, simplifying the learning process because it can be done anywhere and anytime besides that it is easy to access learning materials at any time, able to reach students with a wide scope and make it easier for students to store learning materials.

Based on the instruction letter on preventing the spread of COVID-19 in the UNP Environment, since March 16, 2020, all study programs at UNP have carried out online lecture activities. The Department of Cosmetology and Beauty has been carrying out online learning since the issuance of a circular from the Ministry of Education and Culture. One of the courses that carry out online learning is the Makeup course. During online learning, students and lecturers interact using the zoom application, so that lecturers can provide and explain lessons such as during face-to-face learning in person. Zoom is an application that provides remote conferencing services by combining video conferencing, online meetings, chat, and mobile collaboration. Students can also get material from lecturers by accessing through applications such as E-learning or other applications.

Based on the results of the initial interview conducted on April 21, 2021, to 10 students who learned makeup, the student response stated that many students stated that they did not agree with online learning, students also stated that online lectures were less effective, less motivated and enthusiastic about student learning and also students stated that online learning did not understand the material presented because students learned a lot. independently.

Another problem is also as many as 70% of students stated that in zoom learning sometimes the internet network is not supportive, and the applications available do not help students in submitting assignments given by lecturers, and the media used by lecturers in learning is less effective and efficient in the implementation of learning. This statement from students is also supported by the

lecturer's statement that online learning is that many students are less motivated, because the material in the study is not understood by students, students are lazy to read and also the assignments given are many who do not collect it. It is only collected if the sdh is reminded again, even at the end of the semester the lecturer charges the tasks that do not come in. From the results of the tasks carried out such as practical assignments, the results of unsatisfactory student makeup are only helped by the results of video editing.

Based on the background of existing problems, for this reason, it is necessary to conduct research with the title Online Learning Analysis and Its Relationship with The Learning Motivation of Students of the Department of Cosmetology and Beauty, Padang State University. The purpose of this study is to 1) analyze online learning in face-up learning in the Department of Cosmetology and Beauty, 2) describe student learning motivation in face makeup learning and 3) analyze the relationship of learning online with the motivation to learn student learning on face-to-face learning majoring in cosmetology and beauty, Padang State University.

### **Literature Review**

Learning is the process of interaction between teachers and students that is carried out in a room to achieve the purpose of the lesson. According to Pribadi (2009: 10) learning is a process that is deliberately designed to create learning activities in individuals whose purpose is to facilitate the learning process. The learning process is an activity in which there is a learning design system to cause an interaction between the speaker (teacher) and the recipient of the material (learner).

Online learning is a system that is carried out by not meeting face to face, but using a platform that can help the teaching and learning process carried out even though it is remote. Bilfagih & Qomarudin (2015) explained that online learning is a program for organizing online learning classes to reach a massive and broad target. Furthermore, Kuntoro (2017: 102) explains online learning in learning that uses multimedia technology, virtual classes, CD ROMs, video streaming, voice messages, email and telephone conferences, animated online texts, and online streaming videos. The purpose of online learning is to provide quality learning services in a massive and open network to expect more and more spacious learning room enthusiasts (Sofyana & Abdul, 2019: 82).

Mustofa, Chodzirin & Sayekti (2019) explained the characteristics in online learning, including: 1) teaching materials presented in the form of text, graphics and various multi-media elements; 2) communication is carried out simultaneously and not simultaneously such as video conferences, chats rooms, or discussion forums; 3) used for learning at its time and place; 4) can be used various elements of CD-Rom-based learning to improve learning communication; 5) the teaching meter is relatively easy to change; 6) increase interaction between students and facilitators; 7) enable formal and informal forms of learning communication; 8) be able to use a wide range of learning resources on the internet.

The online learning process is the same as the face-to-face learning process, it's just that there are differences at the time of its implementation and the facilities and infrastructure used during the learning. The online learning process is carried out through stages; planning, implementing and evaluating. It can be concluded that online learning can be carried out with high learning flexibility, students can access learning

materials at any time and repeatedly and can communicate with each teacher. The teaching materials made are in the form of illustrated text, graphics and also interesting videos, allowing them to motivate students in the learning process.

Mc. Donald (Sardiman 2011:73-74) says that motivation is a change in energy in a person characterized by the appearance of "feeling" and preceded by a response to the existence of a goal. Motivation can be interpreted as a force, impulse, need, passion, pressure, or psychological mechanism that encourages a person or group of people to achieve a certain presertation according to the napa he wants (Sudarwan 2002). The 2007 judge explained that motivation is a will drive that causes a person to perform an act to achieve a goal.

Motivation has an important function in learning, because motivation will determine the direction and intensity of learning efforts made by students. The success of the teaching and learning process is influenced by student learning motivation. Lecturers as educators need to encourage students to learn in achieving goals. the strength of student learning motivation can be seen from several indicators; 1) the cauteration of the will to do; 2) the amount of time allotted for studying; 3) the willingness to abandon the authority or other duties; and 4) perseverance in doing tasks (Handoko, 1992).

## **Method**

This research is a type of descriptive quantitative research). The descriptive quantitative selection in this study is based on research that wants to study and see the analysis of online learning and its relationship with the learning motivation of female students majoring in Cosmetology and Beauty, Padang State University. The time was carried out at the Department of Cosmetology and Beauty, Faculty of Tourism and Hospitality, Padang State University. The variables in this study consisted of variableS X and variable Y, free variables (X) in this study, namely online learning and bound variables (Y) in this study, namely the learning motivation of students majoring in cosmetology and beauty.

The population in this study was students majoring in Cosmetology and Beauty, Faculty of Tourism and Hospitality, Padang State University, class of 2019 who were active with a total of 119 people. The samples in this study were taken using the classter random sampling method for 3 classes (sessions) from 6 existing sessions, with a total of 55. The type of data in this study is primary data, which is the type of data collected by researchers directly from the main source. Data collection techniques use questionnaires or questionnaires that are arranged. The research instrument is in the form of a questionnaire (questionnaire) which is distributed through Google Form. Data analysis techniques use percentage descriptive statistics and correlational statistics. In processing data from the questionnaire, descriptive statics are used and product moment correlation tests are used using SPSS version 28.0 for windows.

## **Result and Discussion**

### **Description of Research Results**

The questionnaire for the analysis of online learning and its relationship with learning motivation in students of the class of 2019 in this study consists of 3 indicators on variable X, namely planning, implementation and evaluation. While in

variable Y there are 4 indicators, namely the strength of the willingness to do, the amount of time provided for learning, the willingness to leave other obligations or tasks, and perseverance in doing tasks.

#### 1. Online Learning

Online learning is obtained from the results of the distribution of questionnaires. Of the 55 respondents, a description of the basic data of the research results can be stated as follows table:

**Table 1. Basic Statistics of Online Learning Variables**

Statistics		
Proses Pembelajaran Daring		
N	Valid	55
	Missing	0
Mean		56.22
Std. Deviation		5.523
Minimum		47
Maximum		75

Based on table 1, it can be explained that out of 55 respondents obtained the lowest score (minimum) = 47, the highest score (maximum) = 75, the average (mean) = 56.22 standard deviation (SD) = 5.523. The distribution of the frequency of online learning in detail can be seen in the table below:

**Table 2. Frequency Distribution of Online Learning**

No	Kategori	Interval Skor	Frekuensi	Persentase
1	Sangat Tinggi	$X > 62$	7	12,7%
2	Tinggi	$56 < X \leq 62$	15	27,2%
3	Sedang	$50 < X \leq 56$	27	49,0%
4	Rendah	$X \leq 50$	6	10,9%
Jumlah			55	100%

Based on table 2, it shows that the online learning process as many as 7 respondents (12.7%) have very high learning, 15 respondents (27.2%) have high learning, 27 respondents (49.0%) have moderate learning and 6 respondents (10.9%) have low learning. Thus it can be said that the online learning process in cosmetology students from data analysis obtained an average score of 56.22 with a high category.

Online learning provides effective learning methods, such as with related feedback, combining collaborative activities with self-study, personalizing learning based on student needs and using simulations and games. Therefore, it can be said that online learning for students is more independent and creative in creating new techniques or ideas in applying makeup, because students often see videos of facial tutorials through the You Tube application.

2. Learning Motivation of Female Student Majoring in Cosmetology and Beauty (Y) From 55 respondents, a description of the basic data of the research results can be stated as in the following table:

**Table 3. Basic Statistics of Learning Motivation of Female Students Majoring in Cosmetology and Beauty**

Statistics Motivasi Belajar Mahasiswi Jurusan Tata Rias dan Kecantikan		
N	Valid	55
	Missing	0
Mean		56.82
Std. Deviation		7.288
Minimum		41
Maximum		79

Based on the table above, it can be explained that out of 55 respondents obtained the lowest score (minimum) = 41, the highest score (maximum) = 79, the average (mean) = 56.82, the standard deviation (SD) = 7,288. The frequency distribution of motivation for learning students of the Department of Cosmetology and Beauty in detail is seen in the table below:

**Table 4. Frequency Distribution of Learning Motivation of Female Students Majoring in Cosmetology and Beauty**

No	Kategori	Interval Skor	Frekuensi	Persentase
1	Sangat Tinggi	$X > 64$	6	10,9%
2	Tinggi	$57 < X \leq 64$	19	34,5%
3	Sedang	$50 < X \leq 57$	21	38,1%
4	Rendah	$X \leq 50$	9	16,3%
Jumlah			55	100%

Based on table 4.8, it shows that the learning motivation of students of the Department of Cosmetology and Beauty as many as 6 respondents (10.9%) had very high motivation, 19 respondents (34.5%) had high motivation, 21 respondents (38.1%) had moderate motivation and 9 respondents (16.3%) had low motivation. Thus it can be said that the motivation to learn in cosmetology students from data analysis obtained an average score of 56.82 with a high category.

Learning motivation is a crusting force in students that will cause learning activities and ensure the continuity of learning activities. This activity will make it easier for students to understand and practice makeup during paraktek learning. So that the goals desired by students can be achieved properly.

### 3. Testing Analysis Requirements

#### a. Normality Test

The normality test was carried out using the KolmogorovSmirno v test (K-S test). The level of significance used as a basis for rejecting or accepting the normal decision or not of a data distribution is 0.05. The results of the calculation of the normality test can be seen in the summary of the following table:

**Table 5. Normality Tes (One-Sample Kolmogorov-Smirnov Test)**

One-Sample Kolmogorov-Smirnov Test			Unstandar dized Residual
N			55
Normal Parameters <sup>a,b</sup>	Mean		.0000000
	Std. Deviation		5.5203144
Most Extreme Differences	Absolute		.106
	Positive		.106
	Negative		-.065
Test Statistic			.106
Asymp. Sig. (2-tailed) <sup>c</sup>			.188
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.		.126
	99% Confidence Interval	Lower Bound	.117
		Upper Bound	.134

a. Test distribution is Normal.  
b. Calculated from data.  
c. Lilliefors Significance Correction.  
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 20000000.

Under Table 5 Indicates that the value of Asymp. The sig. (2-tailed) for the online learning variable (X) is 0.188 and for the student learning motivation variable (Y) is 0.126. These two numbers are worth  $> 0.05$  then it can be said that both data variables are normally distributed.

b. Uji Linearitas

**Table 6. X dan Y Linearity Test Analysis**

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups (Combined)	1846.598	9	97.189	3.330	.001
	Linearity	1222.593	1	1222.593	41.887	<.001
	Deviation from Linearity	624.006	8	34.667	1.188	.322
	Within Groups	1021.583	5	29.188		
	Total	2868.182	4			

Based on the results of the analysis above, it can be seen that a significant value at the deviation from Linearity of  $0.322 > 0.05$ , it can be said that the online learning variable and the learning motivation variable have a significant linear relationship.

c. Hypothesis Test

The product moment correlation test carried out by the researcher was based on the test criteria, namely  $r_{hitung} \geq r_{tabel}$  then  $H_a$  was accepted, that is, there was a positive and significant correlation between variables X and Y. However, if  $r_{hitung} < r_{tabel}$  then  $H_a$  was rejected or  $H_o$  was accepted, that is, there was no positive correlation between variables X and Y, with the significance of  $\alpha = 0.05$  and the number of students (n) 55.

Based on the results of the calculations that have been carried out, the results of coefficient n correlation of  $r_{hitung} = 0.997$  with tarafsignifikansi ( $\alpha$ ) = 0.05 and the number of respondents (N = 55 female students, so that  $r_{tabel} = 0.266$  was obtained, which shows that  $r_{hitung} > r_{tabel}$  then an alternative hypothesis

(Ha) can be shown, namely there is a significant positive relationship between online learning (X) and the learning motivation of students of the Department of Cosmetology and Beauty, Padang State University (Y).

The results of the calculation regarding the relationship between the online learning variable (X) and the student learning motivation variable (Y) are shown by a r hitung correlation of 0.997, based on the interpretation table of the value of r, the correlation of r hitung 0.997 is located in the range of r 0.80-1.00 then, it can be concluded that the level of relationship between the online learning variable (X) and the motivation of female students (Y) is very strong. Thus, the results of this study show that online learning has a very strong relationship with the student's learning motivation.

Based on the calculation results obtained a significance value (t hitung) of 6,275. Furthermore, the calculated price compared to t tabel at 5% taraf signifikansi and et al (n-2) obtained t tabel of 2,006. Because the calculation is greater than the t tabel, there is a significant relationship between online learning and the learning motivation of female students. The results of the hypothesis test calculation are summarized in the following table:

**Table 7. Summary of Hypothesis Test Results**

Variabel		Harga r		Harga t		Keterangan
X	Y	r <sub>xy</sub>	r <sub>tabel</sub>	t <sub>hitung</sub>	t <sub>tabel</sub>	Berhubungan dan signifikansi
Pembelajaran Daring	Motivasi Belajar Mahasiswi	0,997	0,266	6,275	2,006	

Based on these results, it can be concluded that online learning has a positive and significant relationship with student learning motivation.

## Conclusion

Based on the results of data processing and discussion of the results of research conducted on the analysis of online learning and its relationship with learning motivation in students of the Department of Cosmetology and Beauty, Padang State University, it can be concluded that online learning with an average score of 56.22 and a percentage of 7 respondents (12.7%) have very high learning, 15 respondents (27.2%) have high learning, 27 respondents (49.0%) had moderate learning and 6 respondents (10.9%) had low online learning. Classified as a high category.

The learning motivation of students of the Department of Cosmetology and Beauty, Padang State University with an average score of 56.82 and a percentage of 6 respondents (10.9%) had very high motivation, 19 respondents (34.5%) had high motivation, 21 respondents (38.1%) had moderate motivation, 9 respondents (16.3%) had low motivation. Classified as a medium ori catheg. There is a positive relationship between online learning and the learning motivation of students of the Department of Cosmetology and Beauty, Padang State University at a significant level of 5% with a r hitung value of 0.997 > 0.266 and the correlation level is included in the very strong category.

The advice given by the researcher after conducting this research is that the UNP cosmetology and beauty education study program is expected to be a material to add insight and knowledge, as well as adequate information, especially for related



parties and become learning material and for students majoring in Cosmetology and Beauty, which can be used as a reference for further research.

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