

Increasing Students' Learning Motivation Through e-Student Worksheet

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Abstract During the Covid-19 pandemic, it is mandatory for every education unit to implement the PJJ system. This causes various problems, including a decrease in students' learning motivation. This study aims to determine the application of e-Student Worksheet Live Worksheet in learning to increase learning motivation in Grade II elementary school students. The approach used is a qualitative approach. The type of research used in this research is Classroom Action Research (CAR). The subjects used in this study were educators and class II students at Kraton Elementary School, Kediri Regency. The data collected in this study is the data of the thematic learning implementation process using the e-Student Worksheet Live Worksheet. The results showed that the use of e-Student Worksheet Live worksheet can increase teacher activities and student activities in learning activities and can increase students' learning motivation. For teachers, teachers should make variations in learning activities. One of them is by applying learning media in the form of e-Student Worksheet Live worksheet so that students do not get bored following learning activities and can be actively involved in learning activities.

Keywords: Learning Motivation, e-Student Worksheet and Covid -19

1. Introduction

Learning is a process of student interaction with education and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills, and forming attitudes and beliefs can occur in students. In other words, learning is a process to help students learn well to achieve curriculum goals.

The Covid-19 pandemic that has hit almost all countries in the world has had a major impact on various aspects of human life, including education. Learning has also turned into Distance Learning with various models that adapt to the

conditions of students as well as the facilities and infrastructure in the education unit. Whether it's in the network (online), outside the network (offline), or a combination of both known as blended learning.

Distance Learning was chosen as one of the supportive alternatives to be used in learning activities during the Covid-19 pandemic. In the implementation of Distance Learning, technology has a very important role. Technology plays a role in facilitating interaction, communication and presentation of learning so that the learning process runs well.

The change in learning from conventional learning to PJJ raises several problems. The problem that arises is that students have difficulty absorbing the subject matter delivered by educators during the Covid-19 pandemic. Students also have difficulty carrying out the tasks of the educator and experience a decrease in motivation in learning.

The results of interviews and observations of online learning activities in class II Kraton Elementary School Kediri Regency obtained information that: (1) the number of students in class II Kraton Elementary School Kediri Regency was 16 students with details 8 female students and 8 male students (2) educators experience obstacles in learning, namely students feel bored with the monotonous assignment method (3) students are less motivated in learning (4) students become passive due to lack of interaction with teachers, and (5) many students collect assignments not on time even not submitting assignments at all.

During the Covid-19 pandemic, it is mandatory for every education unit to implement the PJJ system. This causes various problems, including a decrease in students' learning motivation, because students are getting bored with the presentation of the monotonous learning process. The creativity of educators is very much needed in this distance learning process, so that students do not get bored easily and continue to be motivated to take part in learning activities. The creativity of educators in compiling Student Worksheets

is one of the key points for successful learning to increase students' learning motivation.

Student Worksheets become an important part as a means of support in learning activities. according to Majid (2012:9) Student Worksheets are sheets containing tasks that must be done by students. Student Worksheet is a teaching material that is used as a supporting tool in teaching and learning activities, which contains a summary of the material, practice questions, and other activities according to the basic competencies that must be achieved by students.

Student Worksheets in conventional learning are usually printed in the form of sheets of paper, so online learning is arranged in the form of electronic Student Worksheets or e-Student Worksheet. This is in line with the opinion of Widjajanti (2008:1) which explains that "The Student Worksheet is one of the learning resources that can be developed by educators as facilitators in learning activities. The prepared Student Worksheet can be designed and developed according to the conditions and situations of the learning activities that will be faced. Like the situation during this pandemic which requires online learning (in the network), the Student Worksheet that is compiled can be in the form of an e-Student Worksheet. The e-Student Worksheet which is compiled as a companion to this material file apart from having the same purpose as the usual Student Worksheet.

The results of research conducted by Palupi et al, in 2020 entitled "Increasing Student Motivation and Learning Outcomes in Thematic Learning with the Discovery Learning Method assisted by student worksheet in Class IV Kanisius Beji Elementary School in 2020/2021", shows that the application of learning using Student Worksheet assistance can increase students' learning motivation. The average learning motivation of students, from the first cycle of 71.05% and in the second cycle increased to 76.29%.

With regard to learning problems in class II Kraton Elementary School Kediri Regency, it is necessary to conduct research to increase student motivation during PJJ activities by applying e-Student Worksheet Live Worksheets in learning activities. So it is necessary to do research with the title "Increasing Students' Learning Motivation Through e-Student Worksheet in class II Kraton Elementary School Kediri Regency". This study aims to determine the application of e-Student Worksheet Live Worksheet in learning to increase learning motivation in Class II students at Kraton Elementary School Kediri Regency.

2. Literature Review

2.1. Motivation to learn

Motivation is one aspect that plays an important role in the process of achieving learning objectives. In the Big Indonesian Dictionary, (Depdikbud, 2008: 973) Motivation is defined as an impulse that arises in a person consciously or unconsciously to perform an action with a specific goal. Motivation is an impulse that arises consciously or unconsciously to influence a person's behavior so that his heart is moved to act to do something, so as to achieve certain

results and goals. This is in accordance with Winkel's opinion (inMahmudi, 2016) that learning motivation is the overall driving force in a person that causes learning activities, ensures the continuity of learning activities and provides direction to learning activities so that the desired goals are achieved.

Motivation is needed in learning. Learning outcomes will be optimal, with the motivation from within the students. The more precise the motivation given, the more successful the learning process will be. So motivation will always determine the intensity of the learning effort for students. In connection with this, there are three functions of motivation, namely: encouraging people to act, determining the direction of action, selecting and acting (Sardiman, 2011:84-85).

To find out the learning motivation possessed by students, it can be seen based on several characteristics.

According to Sardiman (2011: 83) the characteristics of motivation that exist in a person are as follows: (1) diligent in dealing with tasks or can work continuously for a long time (u) tenacious in facing difficulties and not easily discouraged, (3) not quickly satisfied with the achievements obtained, (4) shows great interest in various learning problems, (5) prefers to work alone and does not depend on others, (6) does not get bored easily with routine tasks, (6) can defend his opinion. (7) it is not easy to let go of what is believed, (8) likes to find and solve problems.

2.3. e-Student Worksheet

Electronic Student Worksheets or e-Student Worksheet are student worksheets that utilize digital technology through the use of applications, such as the Live worksheet application. If in conventional learning, student worksheet is in the form of sheets of paper, then in PJJ with an online system, student worksheet is arranged in the form of a link (link). When the link is clicked, it will go to a page that will display the e-Student Worksheet. Fannie & Rohati (2014:106) Student Worksheets have a function, one of which is used to motivate students while doing training assignments so that students are encouraged to study harder independently.

The presentation of teaching materials is not only limited to print media, but also uses digital media. Innovation in developing a teaching material in learning activities. One of the teaching materials that can be transformed into electronic form is the student worksheet (Awaluddin & Rusmiamto, 2016). Electronic student worksheet is a form of presentation of teaching materials that are arranged systematically into certain learning units that are presented in an electronic format in which there are animations, pictures, videos, navigation that makes users more interactive with the program. Electronic media that can be accessed by students has different benefits and characteristics. If viewed from the benefits of electronic media itself can make the learning process more interesting (Puspitasari, 2019). One application that can be used to create electronic student worksheet is the live worksheet application.

Live worksheet application is an application that can be

accessed for free. This application allows educators to turn conventional printable worksheets into interactive online exercises and at the same time auto-correct. Students can work on worksheets online and submit answers online. The advantage of the application is that it is interactive and can motivate students. By utilizing this application, you can also save time and paper usage.

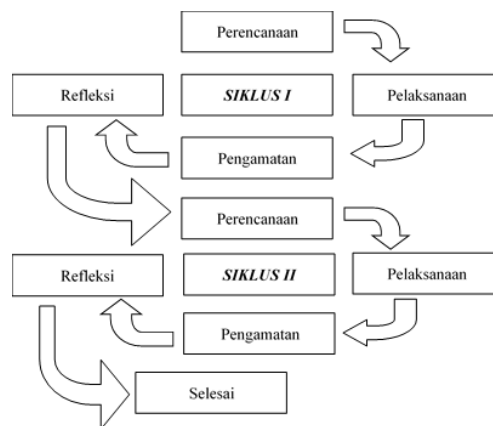
The step to create a worksheet in the live worksheet application, the teacher must register first, so that they have access to the live worksheet page. After creating an account, the teacher can upload the student worksheet document that has been compiled and it will be converted into an image. Then the teacher just needs to draw a box on the worksheet and enter the correct answer. The use of worksheets for students is quite easy. Students simply open the worksheet, do the exercises and click the finish button. Then students select Email my answers to my teacher and enter the educator's email (or secret key code). Then the educator will get a notification via email and the educator can check.

Electronic student worksheet created through this application has several advantages. According to Lathifah, et al (2021) the advantages of electronic student worksheet are easy to use, practical and have various features that can make student worksheet more attractive. In the student worksheet the teacher can load material, learning videos, links, audio and various types of questions such as multiple choice questions, short entries, drop & down, and others. In addition, the student worksheet answers that have been done by students will be sent to the teacher's account and email that was previously registered and then the student's grades will be automatically processed by the system. This provides an advantage for the teacher, where the teacher does not need to manually correct the answers from students.

3. Method

The approach used is a qualitative approach. The type of research used in this research is Classroom Action Research (CAR). According to Akbar (2009: 26) CAR is an investigative process to find and solve learning problems in the classroom, the problem solving process is carried out cyclically, with the aim of improving the quality of learning and learning outcomes in certain classes.

The model used in this CAR is the CAR model according to Kemmis and MC Taggart (in Arikunto et al, 2008: 16) which consists of cycles. Each cycle consists of four stages, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. The CAR model is shown in Figure 3.1.



The subjects used in this study were educators and class II students at Kraton Elementary School, Kediri Regency. Class II students at Kraton Elementary School Kediri Regency totaled 28 students with details of 14 female students and 14 male students.

The data collected in this study is the data of the thematic learning implementation process using the e-Student Worksheet Live Worksheet. These data can be seen from observations of teacher activities and student activities during the learning process. The data sources are teachers and students of class II Kraton Elementary School Kediri Regency. Data collection in the study was carried out by distributing attitude scale questionnaires using the Likert model.

Data was also collected using observation techniques using an observation sheet guide for the implementation of the learning process by applying the e-Student Worksheet Live Worksheet. Field notes are used by observers to find out events that occur during the learning process that are not revealed in the observation sheet. After the data is collected, it is necessary to immediately carry out data processing or data analysis. Data on learning motivation were analyzed using the following formula:

$$NP = \frac{R}{SM} \times 100$$

Information:

- NP : the percent value sought or expected
- R : raw scores obtained by students
- SM : the ideal maximum score of the relevant questionnaire
- 100 : fixed number

The results and the calculation of the percentage of the next study were interpreted into the criteria. The criteria for the success of the action are presented in table 3.1.

Table 1 Action Success Criteria

Criteria	Percentage
Very good	86% - 100%

Well	76% - 85%
Enough	60% - 75%
Not enough	55% - 59%
Not much	54%

(Source: Purwanto, 2013: 103)

The stage after conducting data analysis is evaluation. At the evaluation stage, an evaluation of the data that has been obtained during the research process is carried out to determine the progress of the research that has been carried out. Furthermore, a reflection is carried out on the data that has passed the evaluation stage. At the reflection stage, what is done is to find weaknesses and shortcomings that occur during learning so that improvements can be made to further actions.

4. Results and Discussion

4.1 Pre-action

Observation activities were carried out on Wednesday, February 3, 2021. Observations were made on learning in class II. Based on the results of observations, learning activities in class 2 are carried out online through the whatsapp group media. The teacher does not convey material information, objectives, and learning activities. The teacher only gives assignments without providing explanations and examples of how to do it. There is very little interaction between teachers and students. When the teacher asks students to send assignments in the form of singing practice videos, from 16 students, 6 students (37.5%) collect on time, 4 students (24%) collect late, and 6 students (37.5%) not collect at all. The teacher does not give appreciation to students who have submitted assignments on time.

Table 2. Recapitulation of Students' Learning Motivation at the Pre-action Stage

No	Sub Variable	Percentage	Category
1.	Independent in learning	52%	Not much
2.	Tenacious in the face of adversity	55%	Not enough
3.	Can defend his opinion	47%	Not much
4.	There are hopes and dreams for the future	54%	Not much
5.	There is an appreciation in learning	59%	Not enough
6.	There are interesting activities in learning	48%	Not much
7.	There is a conducive learning environment	51%	Not much
Average		52%	Not much

Based on the data in table 4.1, it can be seen that the average learning motivation of students at the pre-action stage is 52% and is in the very poor category. Based on this data, it can be concluded that students' learning motivation still needs to be improved.

Based on this, an action is needed to increase students' learning motivation. The actions applied are: (1) teachers need to convey material information, objectives, and learning

activities, (2) teachers need to use teaching variations that can involve students to be active in learning activities (3) stimulate students to be active in question and answer activities, (4) giving attention and motivation to students, and (5) using student worksheet in learning activities. As an effort to increase students' learning motivation, a follow-up was carried out by carrying out the first cycle of actions by applying the use of e-Student Worksheet Live Worksheet.

4.2 Cycle action 1

Learning activities in cycle I were carried out in two meetings, namely on March 10, 2021 and March 17, 2021. The following is a description of the stages in cycle I. Activities carried out by determining the material to be taught in cycle I meeting 1, namely Theme 6. Caring Animals and Plants, Subtheme 6.4. Caring for Plants, Learning 1 and the material at meeting 2, namely Theme 7. Togetherness, Sub-theme 7.1. Togetherness at Home, Learning 1. The next step is to prepare lesson plans for meetings 1 and 2, prepare learning media, compile e-Student Worksheet Live Worksheets and answer keys, make evaluation test questions along with answer keys, and prepare observation instruments, namely teacher activity observation sheets and student activities as well as field notes for meetings 1 and 2.

The data obtained during the first cycle of observation included: (1) teacher activities, (2) student activities, and (3) student learning motivation. The following is a recapitulation of observational data in the first cycle of meetings 1 and 2.

4.2.1 Activities of Teachers and Students

The recapitulation of the results of observing teacher and student activities during the learning process using the e-Student Worksheet Live Worksheet is presented in table 4.2 below.

Table 3. Recapitulation of Observation Results of Teacher and Student Activities using e-Student Worksheet in Cycle I Meetings 1 and 2

No.	Cycle I	Meeting 1	Meeting 2
1.	Teacher Activities		
	Number of activities	20	22
	Percentage	83.3%	91.2%
	Criteria	Well	Very good
2.	Student Activities		
	Number of activities	109	135
	Percentage	62%	77%
	Criteria	Enough	Well

Based on the data in table 4.2, it is known that in the first cycle of meeting 1 the total score obtained by the teacher was 20 with a percentage of 83.3% which was included in the good category. At meeting 2, the score obtained by the teacher increased to 22 with a percentage of 92% in the very good category. While the student activity score at the first meeting was 109 with a percentage of 62% in the good category and the student activity score at the meeting

increased to 135 with a percentage of 77 in the good category..

The assessment of the success of the action in the first cycle was carried out using a scale of student learning motivation. The results of the learning motivation scale obtained in the first cycle are classically presented in table 4.3 as follows.

Table 4. Recapitulation of Classical Learning Motivation Scale for Students in Cycle I

No	Sub Variable	Percentage	Category
1.	Independent in learning	79%	Well
2.	Tenacious in the face of adversity	77%	Well
3.	Can defend his opinion	59%	Not enough
4.	There are hopes and dreams for the future	75%	Enough
5.	There is an appreciation in learning	89%	Very good
6.	There are interesting activities in learning	62%	Enough
7.	There is a conducive learning environment	65%	Enough
Average		71%	Enough

Based on the data in the table above, it can be seen that the achievement of students' learning motivation on independent indicators in learning reaches 73%, including in the good category. The tenacity indicator facing difficulties reached 77% included in the good category. The indicator can maintain its opinion reaching 59% included in the less category. Indicators of hopes and aspirations for the future reached 75% included in sufficient. Indicators of appreciation in learning reached 89% included in the very good category. Indicators of interesting activities in learning reached 62% included in the sufficient category. Indicators of the existence of a conducive learning environment reached 65% included in the sufficient category. The average learning motivation of students reached 71% with sufficient category.

The teacher, in the first cycle, still has not carried out the steps of learning activities optimally because of time constraints and students are not accustomed to doing learning using new methods and media. So in cycle II the teacher must manage the available time as well as possible and motivate students to get used to learning using new methods and media.

The results of the learning motivation scale of students in cycle I showed that the average learning motivation of class II students at Kraton Elementary School was 71% (included in the sufficient category), meaning that the actions in cycle I did not meet the criteria for success because the average learning motivation of students did not meet the criteria for success. reached 76%, so improvements need to be made in the next cycle.

4.2 Cycle Action 2

Learning activities in cycle II were carried out in two meetings, namely on March 31, 2021 and April 7, 2021.

The following is a description of the stages in cycle II. The activities carried out at this stage are determining the material to be taught in the second cycle of meeting 1, namely Theme 7. Togetherness, Sub-theme 7.2. Togetherness in School, Learning 1 and the material at meeting 2, namely Theme 7. Togetherness, Sub-theme 7.2. Togetherness in Schools, Learning 4. The next step is to prepare lesson plans for meetings 1 and 2, prepare learning media, compile e-Student Worksheet Live Worksheets and their answer keys, make evaluation test questions and answer keys, and prepare observation instruments, namely teacher activity observation sheets and student activities as well as field notes for meetings 1 and 2.

Table 5. Recapitulation of Observation Results of Teacher and Student Activities during the Learning Process using e-Student Worksheet Live Worksheet in Cycle II Meetings 1 and 2

No.	Cycle I	Meeting 1	Meeting 2
1.	Teacher Activities		
	Number of activities	24	24
	Percentage	100%	100%
	Criteria	Very good	Very good
2.	Student Activities		
	Number of activities	145	162
	Percentage	82%	92%
	Criteria	Well	Very good

Based on the data in table 4.4, it is known that in the second cycle of meetings 1 and 2 the total score obtained by the teacher was 24 with a percentage of 100% which was included in the very good category. The results of observing the activities of teachers and students in the second cycle of meetings 1 and 2 are in the appendix.

4.2.1 Student Learning Motivation

The results of the learning motivation scale obtained in the first cycle are classically presented in table 4.5 as follows.

Table 6. Recapitulation of Classical Learning Motivation Scale for Students in Cycle II

No	Sub Variable	Percentage	Category
1.	Independent in learning	85%	Well
2.	Tenacious in the face of adversity	86%	Very good
3.	Can defend his opinion	88%	Very good
4.	There are hopes and dreams for the future	89%	Very good
5.	There is an appreciation in	90%	Very

6.	learning There are interesting activities in learning	87%	good Very good
7.	There is a conducive learning environment	88%	Very good good
Average		87%	Very good

Based on the data in the table above, it can be seen that the achievement of students' learning motivation on independent indicators in learning reaches 85%, including in the good category. The tenacity indicator facing difficulties reached 83% which was included in the good category. The indicator can maintain its opinion reaching 88% included in the very good category. The indicator of the existence of hopes and aspirations for the future reached 89%, including very good. Indicators of appreciation in learning reached 90% included in the very good category. Indicators of interesting activities in learning reached 87% included in the very good category. Indicators of the existence of a conducive learning environment reached 88% included in the very good category. The average learning motivation of students reached 87% with a very good category.

The teacher has carried out learning using the e-Student Worksheet Live Worksheet very well in accordance with the steps of learning activities in the RPP. This is indicated by the percentage of teacher activity scores in the second cycle of meetings 1 and 2 of 100% with a very good category. The percentage of student activity achievement at meeting 1 reached 82% in the good category and at meeting 2 increased to 92% in the very good category. Students seem to have started to get used to learning by using the e-Student Worksheet Live Worksheet. This can be seen from the activeness of students when participating in learning activities.

The results of the learning motivation scale of students in cycle II show that the average learning motivation of class II students at Kraton Elementary School Kediri Regency is 87% (included in the very good category), meaning that the actions in cycle II have met the criteria for success, because the average motivation students' learning has reached 76%, so this research was stopped in cycle II.

4.3 Research Findings

Based on the exposure of the data during the research, the findings of the data during the implementation of learning by applying the e-Student Worksheet Live Worksheet are as follows.

Table 7. Recapitulation of the Percentage of Teacher and

Student Activities during Learning by applying the e-Student Worksheet Live Worksheet

No.	Activity	Cycle I		Skill II	
		Meeting		1	2
		1	2		
1.	Teacher Percentage Category	83.3% Well	91.2% Very good	100% Very good	100% Very good
2.	Learners Percentage Category	62% Enough	77% Well	82% Well	92% Very good

Based on table 4.6, it is known that teacher activity in cycle I to cycle II has increased gradually. In the first cycle of meeting 1 the percentage of teacher activity reached 83.3% in the good category and increased at the second meeting to 91.2% in the very good category. In cycle II the percentage of teacher activity at meetings 1 and 2 has reached 100% with a very good category.

The activities of students from cycle I to cycle II have increased gradually. The percentage of student activity in the first cycle of meeting 1 was 62% in the sufficient category and at the second meeting the percentage of student activity increased to 77% in the good category. Furthermore, in the second cycle of meeting 1 the percentage of student activity was 82% in the good category and at the second meeting the percentage of student activity increased to 92% in the very good category.

4.3.1 Increasing Students' Learning Motivation Through e-Student Worksheet Live Worksheets in Class II Kraton Elementary School Kediri Regency

Student questionnaires were used to determine the motivation of students towards learning using the e-Student Worksheet Live Worksheet. The questionnaire was filled out at the end of each cycle at the end of each cycle by all 16 students of the research object. The data recapitulation of students' learning motivation in cycle I and cycle II is presented in table 4.7 below.

Table 8. Recapitulation of Classical Learning Motivation Scale for Students in Cycles I and II

Sub Variable	Cycle I		Cycle II	
	Percentage	Category	Percentage	Category
Independent in learning	79%	Well	85%	Well
Tenacious in the face	77%	Well	86%	Very good

of adversity Can defend his opinion	59%	Not enough	88%	Very good
There are hopes and dreams for the future	75%	Enough	89%	Very good
There is an appreciation in learning	89%	Very good	90%	Very good
There are interesting activities in learning	62%	Enough	87%	Very good
There is a conducive learning environment	65%	Enough	88%	Very good
Average	71%	Enough	87%	Very good

Based on the results of the recapitulation, it is known that the average learning motivation of students in cycle 1 is 71% with a sufficient category. While in the second cycle there was an increase with an average value of 87% with a very good category. Thus the motivation of students always increases each cycle.

5. Discussion

5.1 Application of e-Student Worksheet Live Worksheet in Learning to Increase Learning Motivation in Class II Students at Kraton Elementary School

Motivation has an important role in learning and learning. Good learning motivation from students will have an impact on good learning and learning activities as well. The high learning motivation possessed by students can make students active in obtaining and understanding the learning material presented by the teacher.

Based on observations at the pre-action stage to class II students at Kraton Elementary School, Kediri Regency, students are less motivated and tend to be passive in participating in online learning during the Covid-19 pandemic. Therefore, teachers need to use media to increase students' learning motivation. The selected media is in the form of e-Student Worksheet Live Worksheet.

The selection of media in the form of e-Student

Worksheet Live Worksheet is done because this application has advantages, namely interactive and interesting for students. The application of the e-Student Worksheet Live Worksheet in learning makes students more active and more enthusiastic to participate in learning activities and do teacher assignments. This is in accordance with the opinion Sumarto (2020) which states that the Live Worksheet Student Worksheet serves to bridge teaching and learning activities so that effective interactions will form between students and educators, this can increase student activities in improving learning achievement. Learning in cycle I is carried out in two meetings, the teacher has implemented the e-Student Worksheet Live Worksheet. The teacher carries out learning activities to design more interactive and student centered learning activities through whatsapp groups. The teacher has tried to carry out learning activities in accordance with the lesson plans that have been prepared using the Problem Based Learning learning model. However, there are still some activities that are missed.

The teacher's activities in learning by applying the e-Student Worksheet Live Worksheet were observed by the observer using the observation sheet. Based on observations, in the first cycle of the first meeting the teacher's activity was 83.30% with good criteria and increased at the second meeting to 91.20% with very good criteria. Based on the results of the first cycle of observations, the teacher's activities in learning by applying the e-Student Worksheet Live Worksheet have not been maximized so that it affects the activities of students and the results of the motivational scale of students.

The implementation of the e-Student Worksheet Live Worksheet in the first cycle of learning carried out by the teacher, found obstacles, namely most of the students were still not used to participating in distance learning activities (PJJ) through the whatsapp group, students were still confused about filling out answers on the e-Student Worksheet Live worksheet, students are still embarrassed to ask and answer questions from the teacher, and there are still many students who do not submit assignments on time. Then in the second cycle these problems were corrected.

Improvements in learning activities carried out by teachers include enabling students to take part in online learning with WhatsApp groups, motivating students to ask

and answer teacher questions by giving praise, providing explanations on how to fill out and work on assignments on student worksheet, and extending the deadline for collecting assignments.

Teacher activity in cycle II at the first and second meetings reached 100% with very good criteria. It means that it can be concluded that there is an increase in teacher activity from cycle I to cycle II, both at the first and second meetings. The increase in teacher activity also has an impact on increasing student activity and the results of the learning motivation scale of students.

The activities of the students were observed by researchers who were assisted by fellow teachers at Kraton Elementary School, Kediri Regency using observation sheets. In the first cycle, the application of e-Student Worksheet Live worksheet in learning has a positive impact on student activities. This can be seen from the majority of students starting to be enthusiastic about learning and active in question and answer activities. However, most of the students still did not submit their assignments on time, from 16 students, only 9 students submitted assignments on time before being warned by the teacher. Furthermore, in cycle II with improvements in teacher learning, there was an increase in student activity compared to cycle I. In cycle II, almost all students submitted assignments on time before being warned by the teacher. However, there was one student who could not take part in the learning either in cycle I to cycle II because the student did not have a smartphone.

The results of observing the activities of class II students at Kraton Elementary School Kediri Regency showed an increase after the implementation of the e-Student Worksheet Live worksheet in learning from pre-action to cycle I meetings 1 and 2, and from cycle I to cycle II meetings 1 and 2. Student activities in cycles The first meeting obtained 62% with sufficient criteria, the second meeting obtained 77% with good criteria. In the second cycle the first meeting reached 82% with good criteria and the second meeting reached 92% with very good criteria. Overall, it can be concluded that there is an increase in student activity from pre-action to cycle I, and from cycle I to cycle II.

5.2 Increasing Students' Learning Motivation Through e-Student Worksheet Live Worksheets in Class II Kraton Elementary School

In an effort to minimize the spread of COVID-19, the Indonesian government has implemented Large-Scale Social Restrictions. The Indonesian government carries out this social restriction effort by limiting activities outside the home such as educational activities that have been carried out through online learning. Online learning has several positive impacts for students, including students can learn anywhere and anytime. However, there are problems that can interfere with the online learning process, namely students have less learning motivation when running online learning, even though learning motivation is important in the learning process. Motivation in learning has a role to foster a sense of pleasure, passion, and enthusiasm for learning. The lack of motivation to learn in online learning is due to the online learning process, students can become less active in conveying their opinions and thoughts, causing a boring learning process. If students experience boredom in learning, they will get progress in learning outcomes. Therefore, it is necessary to encourage students to move students so that they are enthusiastic about learning so that they can have learning achievements (Rimbarizki, 2017).

Based on the results of the learning motivation scale in learning at the pre-action stage, the learning motivation of class II students at Kraton Elementary School Kediri Regency still reached an average of 52% with a very poor category. A total of 5 indicators out of 7 indicators are still classified as lacking in criteria, namely independent indicators in learning, being able to defend their opinions, having hopes and aspirations for the future, having interesting activities in learning, and having a conducive learning environment. Meanwhile, 2 other indicators are classified as lacking criteria, namely tenacity in facing difficulties and appreciation in learning.

After the implementation of learning media in the form of e-Student Worksheet Live worksheet in online learning, the learning motivation of students has increased. In the first cycle, the increase in students' learning motivation reached an average of 71% with a sufficient category. This is indicated by the achievement of 3 indicators of student learning motivation. The indicators that have been achieved are independent in learning, tenacious in facing difficulties, and appreciation in learning. Of the 7 indicators, 4 indicators are still not achieved. The indicators that have not been

achieved are being able to defend their opinions, their hopes and aspirations for the future, the existence of interesting activities in learning, and the existence of a conducive learning environment.

The learning motivation of students in the second cycle experienced a significant increase, reaching 87% in the very good category. Of the 7 indicators, 6 indicators are included in the very good category and 1 indicator is included in the good category. Indicators included in the very good category are ulet's face trouble, can defend his opinion, there are hopes and aspirations for the future, there is an appreciation in learning, there are interesting activities in learning, and the existence of a conducive learning environment. While 1 indicator that is included in the good category is independent in learning. All indicators have reached the criteria for the success of the action, namely 76. This shows an increase in the results of the students' learning motivation scale from pre-action, cycle I and cycle II.

The increase in student motivation is due to the fact that students feel more interested and enthusiastic during learning activities. Because during learning the teacher uses media in the form of e-Student Worksheet Live worksheet with an attractive and interactive display, so that it can increase students' interest in learning. If students' interest in learning increases, then students' learning motivation can also increase. This is in accordance with the opinion of Sumarto (2020) which states that the use of the live worksheet application has a positive impact, namely that students become more happy and motivated in learning. Based on the description above, it can be concluded that through the use of e-Student Worksheet Live worksheet in learning, it can increase the learning motivation of class II students at Kraton Elementary School, Kediri Regency.

6. Conclusion

Based on the data and discussion of the results of learning research using the e-Student Worksheet Live worksheet for class II students at Kraton Elementary School, Kediri Regency, it can be concluded as follows.

1. The use of e-Student Worksheet Live worksheet can increase teacher activity and student activity in learning activities. The percentage of teacher activity increased from 83% (good) in cycle II meeting 1 to 100% (very good) in cycle II meeting II. The percentage of student activity also increased from 62%

(enough) in the first cycle of meeting 1 to 92% (very good) in the second cycle of meeting 2.

2. The use of e-Student Worksheet Live worksheet can increase students' learning motivation. The percentage of students' learning motivation at the pre-action stage was 51% (very less), in the first cycle it increased to 71% (enough), and in the second cycle it increased to 87% (very good). The use of e-Student Worksheet Live worksheet which is carried out by teachers and students very well can increase students' learning motivation very well as well.

For teachers, teachers should make variations in learning activities. One of them is by applying learning media in the form of e-Student Worksheet Live worksheet so that students do not get bored following learning activities and can be actively involved in learning activities.

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