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Analysis of Motivation and Mathematics Learning During the Covid-19 Pandemic

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Abstract

The purpose of this study was to analyze learning motivation in mathematics learning, analyze mathematics learning and the relationship between student learning motivation and mathematics learning during the covid-19 pandemic at Hulu Sungai Selatan District High School. The type of research used is descriptive with a quantitative approach. The population in this study were students and several mathematics teachers at the Hulu Sungai Selatan District High School. The samples of this study were 100 students and five teachers taken from five high schools in Hulu Sungai Selatan Regency. This sampling technique uses cluster random sampling/area random sampling. The results of this study are student motivation at SMAN 1 Daha Utara is in the high category with a percentage of 78.3%, student motivation at SMAN 1 Daha Barat is in the high category with a percentage of 76.5%, student motivation at SMAN 1 Kandangan is in the high category. in the high category with a percentage of 78%, student motivation at SMAN 1 Angkinang is in the high category with a percentage of 77.8%, student motivation at SMAN 1 Simpur is in the high category with a percentage of 76.3%. As for mathematics learning carried out by teachers, each teacher at school must use whatsapp as a learning medium, but there are also some teachers who use other media to help learning mathematics such as google classroom, zoom/gmeeyt, learning videos and power point. The relationship between students' learning motivation and mathematics learning is that the more media used by the teacher, the higher the learning motivation.

Keywords: Motivation, Learning, Mathematics, Covid-19

INTRODUCTION

Covid-19 has colonized various countries, including Indonesia. This virus first entered Indonesia in March 2020. Since the Covid-19 virus entered Indonesia, various sectors in this country have been disrupted, such as the economic sector and education. The immediate impact on the education sector is by replacing Face-to-face Learning (PTM) with Distance Learning (PJJ). This PJJ has almost been implemented in all corners of Indonesia since the Covid-19 case, including in Hulu Sungai Selatan Regency.

The United Nations (UN) stated that one of the sectors affected by this virus was the world of education (Purwanto et al., 2020). This has caused several countries to decide to close schools starting from the lowest level, namely PAUD to the highest level, namely Higher Education. All kinds of activities carried out at schools, campuses, Islamic boarding schools or other educational institutions are closed by the government for an unspecified time limit (Purnamasari, 2020). The learning that was originally carried out face-to-face has turned into a distance

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learning system or commonly referred to as online since the Covid-19 virus has spread to all corners. Online learning itself is learning that in the learning process utilizes the internet network (Dewi, 2017). All schools apply online learning in every lesson, including learning mathematics. Mathematics is one type of knowledge that humans need in carrying out their daily lives (Akbar et al., 2018; Al Abiyyu et al., 2018). Mathematics as the basic science of all fields, is very important to learn and is also the science that underlies the development of science and technology (Bernard & Sunaryo, 2020). Therefore, mathematics has been taught from elementary to college level. However, in online learning, especially mathematics, the thing that must be maintained is student learning motivation. This is a problem because in online learning the teacher can no longer meet face to face with students. Motivation is an initial study that can affect learning outcomes (W. Lestari, 2017). Motivation is an aspect that must be possessed by students in order to be able to improve their learning outcomes (Warmi et al., 2020). Motivation is basically an impulse or desire that arises to do something. One of the reasons a person's motivation can be measured is because of the reason (Cleopatra, 2015). Based on some of the opinions above, motivation is an impulse that arises both from within and outside which causes students to learn well. Someone who has good learning motivation is in line with his desire to get the best learning achievement as well.

Learning motivation has indicators or characteristics. There are several classifications of learning motivation indicators, namely as follows : there is a desire and desire to succeed, there is a drive and a need for learning, 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, thus enabling a student to learn well (Uno, 2008).

As for other opinions, the motivation that exists in a person has the following characteristics:

a. Diligent in facing the task (can work continuously for a long time, never stop before finishing)
b. Tenacious to face difficulties (not quickly despair). Does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements that have been achieved).
c. Shows interest in various issues “for adults (e.g. issues of religious development, politics, economics, justice, eradication of corruption, opposition to any crime, immorality, etc.)
d. Prefer to work independently
e. Get bored quickly on routine tasks (things that are mechanical, just repetitive, so less creative)
f. Can defend his opinion (if you are sure of something)
g. It's not easy to let go of what you believe in
h. Enjoys finding and solving problems.

(Sardiman, 2014)

From the several indicators of learning motivation above, the indicators used in this study are perseverance in learning, tenacious in the face of adversity, interest and keen attention in learning, achievement in learning, independent in learning, likes feedback in the form of rewards and not incentives for performance improvement,

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and the existence of a conducive learning environment that allows a student to learn well.

There are several studies related to learning and learning motivation during the COVID-19 pandemic, including the results of the Handarini & Wulandari (2020) research on online learning as a Study From Home (SFH) effort during the Covid-19 Pandemic stating that online learning is one solution to implementing social distancing to prevent the chain of spread of the covid 19 outbreak. Because online learning is learning that is carried out online at a distance or learning that is carried out by students wherever and whenever needed. So that it can avoid crowds which are considered as one way to implement social distancing. (Handarini & Wulandari, 2020). The results of Warmi et al's research (2020) show that there are differences in learning independence motivation before and after the implementation of online learning in mathematics lessons in class VII B SMPN 3 Karawang. And the results of Sadikin & Hamidah's (2020) research show that online learning is effective for overcoming learning that allows lecturers and students to interact in virtual classes that can be accessed anywhere and anytime. Online learning can make students learn independently and increase their motivation (Sadikin & Hamidah, 2020).

From some of the results of the research above as well as the results of an interview with one of the mathematics teachers at one of the SMAN Hulu Sungai Selatan District, it is stated that although learning is carried out online, there are still many students who are enthusiastic about taking part in the learning provided by the teacher, but the teacher also stated that there were some students who also less enthusiastic about participating in learning. This is due to the character of the students themselves, if students who are active in face-to-face learning are also active in online learning, but there are also students who are less active in face-to-face learning, they are also less active in online learning. So that researchers are interested in analyzing further related to student learning motivation and learning mathematics during the covid-19 pandemic, and whether there is a relationship between student learning motivation and mathematics learning by teachers during this covid-19 pandemic. The purpose of this study is to analyze students' learning motivation in learning during the COVID-19 pandemic at Hulu Sungai Selatan District High School, analyze mathematics learning during the Covid-19 pandemic at Hulu Sungai Selatan District High School and analyze the relationship between student learning motivation and mathematics learning during COVID-19 19 at the Hulu Sungai Selatan District High School.

RESEARCH METHOD

The type of research used is descriptive with a quantitative approach. The population in this study were students and several mathematics teachers at SMA Hulu Sungai Selatan District. The sample in this study were 100 students taken from five high schools in Hulu Sungai Selatan Regency. The sampling technique used is probability sampling with cluster random sampling technique/area random sampling. This technique is used to determine the sample if the object/subject to be studied or the data source is very broad, for example students from a country, province or district. This technique is usually carried out in stages by determining which area will be used as a random sample (K. E. Lestari & Yudhanegara, 2018).

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The main data is in the form of questionnaire data about students' learning motivation in learning mathematics and the results of mathematics learning interviews conducted by mathematics teachers during the COVID-19 pandemic at the Hulu Sungai Selatan District High School. Supporting data related to information on five selected high schools in the Upper Sungai Selatan district obtained by documentation. The data collection technique for this research was a questionnaire distributed to students in five high schools in Hulu Sungai Selatan Regency to collect basic data on students' learning motivation during the COVID-19 pandemic, interviews with mathematics subject teachers to collect basic data for learning mathematics during the COVID-19 pandemic. and documentation to retrieve supporting data related to school information and photo evidence that research has been carried out.

The instrument in the research was tested first, namely by testing the validity and testing reliability. The validity test includes logical validity which is carried out based on the considerations of experts, the results obtained an average value of 4.5 with a very feasible category and empirical validity test with the results of the thirty items being tested being valid. As for the reliability test, Cronbach's alpha value was 0.923 with high criteria.

Data processing techniques related to student learning motivation data in this study were editing, scoring, tabulating, and interpreting data. While the data processing technique for learning mathematics is by selecting important data on the results of interviews. Data analysis in this study using Microsoft Excel with the following categories:

Table I Percentage of Motivation by Category

Percentage of scores obtained	Category
$81\% - 100\%$	Very high
$61\% - 80\%$	Tall
$41\% - 60\%$	Currently
$21\% - 40\%$	Low
$0\% - 20\%$	Very low

Adapted (Iskandar, 2008)

Looking for percentages to get an idea of how much frequency each answer is with the formula (Surakhmad, 1986):

$$P = \frac{fo}{n} \times 100\%$$

Information:
P = percentage of answers
fo = frequency of respondent's answer
n = number of respondents

RESULTS AND DISCUSSION

A. Student Learning Motivation at Hulu Sungai Selatan District High School

The following are the results of data analysis related to student learning motivation at SMAN 1 Hulu Sungai Selatan Regency which were analyzed using Microsoft Excel and then presented per indicator of learning motivation and obtained the average so that the category was obtained.

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1. Student Learning Motivation of SMAN 1 Daha Utara
   Based on the data on each indicator, the learning motivation of students at SMAN 1 Daha Utara on the indicator of persistence in learning is 78% in the high category, the indicator for tenacity in facing difficulties is 85.3% with the very high category, the indicators of interest and sharpness of attention in learning are 70.9% in the high category, the indicator for achievement in learning is 85% in the very high category, the madniri indicator in learning is 74% in the high category, the indicator likes feedback in the form of rewards and not incentives for performance improvement, which is 79.5% in the category high, the indicator of a conducive learning environment that allows a student to study well is 75.5% in the high category, so that the average student motivation in SMAN 1 Daha Utara is 78.31% which is in the high category.

2. Student Learning Motivation of SMAN 1 DAHA BARAT
   Based on the data on each indicator, students' learning motivation at SMAN 1 Daha Barat on the indicator of perseverance in learning is 76% in the high category, the tenacity indicator in facing difficulties is 84.7% with a very high category, the indicators of interest and sharpness of attention in learning are 67.9% in the high category, the indicator for achievement in learning is 82% in the very high category, the madniri indicator in learning is 74% in the high category, the indicator likes feedback in the form of rewards and not incentives for performance improvement, which is 74% in the high category, an indicator of a conducive learning environment that allows a student to study well is 76.7% in the high category, so that the average student motivation in SMAN 1 Daha Barat is 76.5% which is in the high category.

3. Student Learning Motivation of SMAN 1 Kandangan
   Based on the data on each indicator, the learning motivation of students at SMAN 1 Kandangan on the indicator of perseverance in learning is 78% in the high category, the tenacity indicator in facing difficulties is 82.3% with the very high category, the indicator of interest and sharpness of attention in learning is 70 .1% in the high category, the indicator for achievement in learning is 82% in the very high category, the madniri indicator in learning is 72.5% in the high category, the indicator likes feedback in the form of rewards and not incentives for performance improvement, which is 82% in the very category. high, the indicator of a conducive learning environment that allows a student to learn well is 79% in the high category, so that the average student motivation in SMAN 1 Kandangan is 78% which is in the high category.
4. Student Learning Motivation of SMAN 1 Angkinang
   Based on the data on each indicator, students' learning motivation at SMAN 1 Angkinang on the indicator of persistence in learning is 78% in the high category, the indicator for tenacity in facing difficulties is 85.3% with a very high category, the indicators of interest and sharpness of attention in learning are 70 ,1% in the high category, the indicator for achievement in learning is 81% in the very high category, the madniri indicator in learning is 75% in the high category, the indicator likes feedback in the form of rewards and not incentives for performance improvement, which is 78.5% in the high category , the

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indicator of a conducive learning environment that allows a student to learn well is 77.5% in the high category, so that the average student motivation in SMAN 1 Angkinang is 77.8% which is in the high category.

5. Student Learning Motivation of SMAN 1 Simpur
   Based on the data on each indicator, students' learning motivation at SMAN 1 Simpur on the indicator of perseverance in learning is 78% in the high category, the tenacity indicator in facing difficulties is 83% in the very high category, the indicator of interest and sharpness of attention in learning is 61.4 % in the high category, the indicator for achievement in learning is 88.5% in the very high category, the independent indicator in learning is 73.5% in the high category, the indicator likes feedback in the form of rewards and not incentives for performance improvement, which is 78% in the high category , the indicator of a conducive learning environment that allows a student to learn well is 71.5% in the high category, so that the average student motivation at SMAN 1 Simpur is 76.3% which is in the high category.

If the data on student learning motivation in the five schools above is made a diagram, the results are as follows:

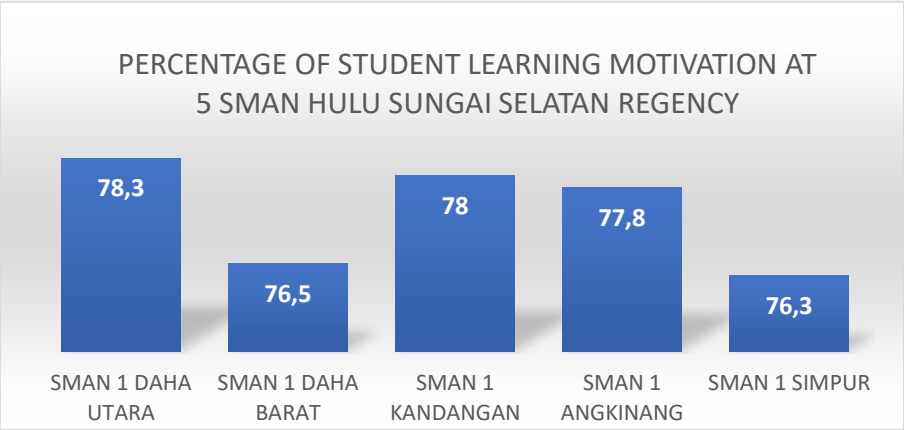

Figure I. Percentage Diagram of Student Learning Motivation in 5 SMAN Hulu Sungai Selatan District

B. Learning Mathematics During the Covid-19 Pandemic at the Hulu Sungai Selatan District High School

The data related to learning mathematics during the COVID-19 pandemic was obtained from the results of interviews with mathematics teachers at five senior high schools in Hulu Sungai Selatan Regency. The results of interviews with mathematics teachers in each of these schools are as follows:

1. Learning Mathematics at SMAN 1 Daha Utara
   Mathematics learning at SMAN 1 Daha Utara, although not face-to-face, online learning runs smoothly. This school uses the whatsapp application, google classroom, google form, and if the teacher wants to do face-to-face learning

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during this pandemic, you can use zoom/google meet. However, what is more often used is a combination of WhatsApp and Google Classroom. The reason is that WhatsApp is more familiar among students, and for Google Classroom, in the application, there are many choices, such as if the teacher wants to give questions/assignments, there are choices such as multiple choice, short entries and others, making it easier for teachers to give assignments to students. As for the training on learning media used during this pandemic for teachers at this school, they did it at the beginning of the pandemic, after that the training was not scheduled and only independently. It is intended for teachers who are really interested in asking questions and experiencing difficulties regarding the use of this online learning media to ICT teachers at SMAN 1 Daha Utara.

According to the mathematics teacher at SMAN 1 Daha Utara, learning mathematics during this pandemic has advantages, namely related to the use of learning media, because of this pandemic, teachers inevitably try to make learning videos to make it easier for students to learn. In addition to having advantages, of course, the teacher also feels there are drawbacks, namely the teacher feels that he does not know the students' overall understanding of the material, students sometimes hesitate to ask questions if there are things they do not understand related to the material in the class group. In addition, it is also related to the network when using google meet not all students can join and even if students can join the sound that is heard is also less clear. In addition to these shortcomings, teachers also feel that there are difficulties when learning mathematics during this pandemic, namely teachers find it still difficult to make learning videos, because sometimes not everything they want to convey is not conveyed properly. These are the reasons why the mathematics teacher at SMAN 1 Daha Utara prefers PTM to online learning. Because teachers feel that PTM is easier to interact with and get to know students' characters better, that's what they don't get when learning online. Other things such as making learning videos are not always direct teaching, and also related to network problems.

Learning resources at SMAN 1 Daha Utara during the pandemic use textbooks provided by the school, all students can borrow directly from the school, besides that, YouTube and Google links are shared on WhatsApp. The duration of learning mathematics during this pandemic is also different from PTM. For PTM the duration of 1JP is 45 minutes, while for online learning it is only 40 minutes for each subject. Another thing related to student scores during this pandemic is not too different from PTM, because for the level of difficulty the questions are made moderately by the teacher so that it does not make it difficult for students. In addition, according to the teacher's motivation for students, if it is seen from the attendance in Google Classroom, it is not 100%, this is because maybe the student has other activities, there are students who take advantage of the time while working as well.

2. Learning Mathematics at SMAN 1 Daha Barat

During the pandemic, mathematics learning at SMAN 1 Daha Barat took place online. As for the application that is used only WhatsApp. Because the location of this school is quite far from the city, the network becomes a major problem at this school. Thus, the mathematics teacher at this school decided to

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use only whatsapp, while using applications such as google meet or zoom was constrained by the network. The teacher has tried to use zoom and google classroom, but only a few students can join so the teacher feels ineffective. According to the teacher, this school belongs to the outskirts. The reason for the network is what made the teacher decide to use whatsapp only, and according to the teacher, whatsapp is the easiest for teachers and students to use at this school. In addition, many students at this school are also working to help their parents during this pandemic, by using WhatsApp they can view and understand material at any time. Regarding training on the use of learning media during this pandemic, schools have not held training, only training from the MGMP.

During this pandemic mathematics learning, the advantages felt by the teacher were that the teacher felt that the material was delivered faster than PTM, because during this online learning there were not many problems. In contrast to PTM, when delivering material, students encounter many problems. In addition to the advantages, of course the teacher also feels there are drawbacks, namely the teacher does not know the students really understand the material or not, the teacher cannot be sure because the teacher does not know the students' character. The teacher also feels that students are lazy to study, seen from many students not collecting the assignments given by the teacher. These difficulties make the mathematics teacher at SMAN 1 Daha Barat prefer PTM to online learning. Teachers find it easier to explain the material in PTM, get to know the character of students better and can adjust the way students learn what they want.

As for the learning resources used by the mathematics teacher at SMAN 1 Daha Barat, namely textbooks that were photographed and then sent to students and also a youtube link for the material presented, or making learning videos and then sharing them with students via whatsapp groups. At this school, students cannot borrow books directly from the school due to transportation problems, because students have to cross the river from their homes to school using the boat provided by the school, but during this pandemic the ship is not operating. In addition to learning resources, the duration of learning mathematics at this school is also different from the duration of the PTM time. In PTM the duration of learning is 4JP for one week, 1JP is 45 minutes, while in online learning it is only 90 minutes for one week. However, if it is seen from the student's score, the score is good, because according to the teacher, maybe the student could have searched the internet, besides that the level of difficulty of the questions was also lowered. Regarding student learning motivation, according to the mathematics teacher at SMAN 1 Daha Barat during this pandemic, it was felt to lack motivation, if PTM was usually more enthusiastic.

3. Learning Mathematics at SMAN 1 Kandangan
During the pandemic, mathematics learning at SMAN 1 Kandangan runs online. The applications used by mathematics teachers at this school are whatsapp, google meet/zoom and google classrooms. The reason is that the teacher adjusts the situation and conditions, that is, it is seen from the material to be delivered. If the material presented is a bit difficult, the teacher uses zoom/google meet by sharing Power Point to explain the material, as well as google classroom and

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whatsapp. If the material to be delivered is considered easy, then without using google meet, but using Power Point and learning videos made by the teacher as an addition, so that students can repeat the material presented, plus learning videos from the internet. At SMAN 1 Kandangan also held technical guidance to make learning videos, e-modules, and training related to the use of learning media that can be used in this online learning. Its implementation depends on the needs of the teacher and there have been several trainings. Usually invite sources from outside or IT teachers from this school.

In learning mathematics during this pandemic, there are advantages that are felt by mathematics teachers at SMAN 1 Kandangan, namely teachers feel they are required to learn to use learning media for smooth online learning and finally teachers can use them. In addition to the advantages, of course teachers also feel the lack of learning mathematics during this pandemic, including related to networks, internet quotas, even at the beginning of the pandemic there was a perception that some parents who were thought to be on vacation as children were given holiday activities, but that only happened at the beginning of the pandemic, for now parents already understand the situation and conditions of this online learning. The school has anticipated the quota from BOS, as long as the student reports that the quota is exhausted, the school will issue a quota. In addition, the shortcomings felt by the teacher are related to student activity, if PTM teachers feel there is chemistry between students and teachers, but online learning is not created, so students are less active, especially for students whose abilities are medium to low. However, for students whose abilities are middle to above become more independent in their learning, students actively ask questions outside of class hours. This deficiency is also a problem for teachers in online mathematics learning, the teacher does not know whether the student really understands or not. So, if there is a group assignment, the teacher divides each group into medium to high, middle and low ability students. That's why the mathematics teacher at SMAN 1 Kandangan prefers PTM to learning mathematics online. The reason is because they can meet directly at PTM, so that the bond between teachers and students is stronger and the teacher can also find out whether the student understands or not on the material presented, seen from the look on his face.

As for the learning resources used, namely ebooks provided by this school's digital library, the books have been referred to by the education department, this digital library can only be accessed by teachers and students of SMAN 1 Kandangan, so students are free to download in the digital library, if students want Books are in printed form, so students can buy them at school cooperatives. In addition, the duration of learning mathematics during this pandemic is also different from PTM. The duration of learning mathematics at PTM for 1 hour of lessons is 45 minutes, while for online learning the 1 hour lesson is reduced to 30 minutes, but actually the duration of 30 minutes is the same as 45 minutes, even more, because there are many assignments for students. . One week 4x30 minutes, can be directly 4x30 minutes and can also be divided into 2x30 minutes as much as 2 meetings in one week. However, according to the teacher, the mathematics scores of students at SMAN 1 Kandangan in online learning did not change much compared to PTM. This is

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because in percentage terms the number of questions for the difficulty level is difficult to reduce, which initially at PTM was 40% for questions with a difficult difficulty level to only 20% during this pandemic, and the percentage of questions with an easy difficulty level was increased. Another thing related to students' learning motivation while participating in online mathematics learning, according to the teacher, learning motivation depends on the students themselves. If students are smart, even though during the pandemic they are still enthusiastic, but for students who are lacking, they still lack motivation.

4. Learning Mathematics at SMAN 1 Angkinang

   During the pandemic learning mathematics at SMAN 1 Angkinang during this pandemic was carried out online, the teacher made a resume of the material and there were also examples of questions which were then shared, after which students took notes on the material given. The applications used in this school are whatsapp and google form. Whatsapp is used for providing material such as youtube links and also for discussion, while the google form is used for daily test assessments, uts and also uas. The reason for using these two applications is because the teacher feels that it is easy to use and also related to the network, if zoom/google meet there are students who argue that their cellphones don't support it. While related to the use of applications such as Google Forms carried out by IT teachers at this school, this school does not hold training on a scheduled basis, only independently and unscheduled, intended for teachers who are interested in asking related to learning media in online learning IT teacher to ask.

   According to the mathematics teacher at SMAN 1 Angkinang, the advantages of learning mathematics during this pandemic are that the deadline for working on questions can be longer for students, in addition to these advantages, of course, there are also perceived drawbacks, namely students cannot ask questions directly and the teacher cannot explain directly, although there is zoom/google meet, but many students have network problems and there are also students who complain that their cellphones don't support the zoom and google meet applications. In addition, teachers also experience difficulties in learning during this pandemic, namely students are sometimes present and not, sometimes students are also not present in whatsapp groups and sometimes students also do not collect assignments given at the agreed time. In addition, network problems are also an obstacle in learning during this pandemic. So according to the mathematics teacher at SMAN 1 Angkinang prefers PTM to online learning. The reason is that teachers find it easier to interact and explain directly to students.

   As for the learning resources used by mathematics teachers at SMAN 1 Angkinang during this pandemic, namely textbooks provided by the school for students, as well as material on YouTube and Google which links are then shared via WhatsApp groups. The duration of time used in learning mathematics during this pandemic is also different from the duration of PTM, namely for PTM it is usually 3x45 minutes per week, while during this pandemic it is only 60 minutes per week, so that only the main points are conveyed during this pandemic. However, the assessment of students' mathematics during the pandemic is also different from this pandemic. According to the teacher, as long

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as the student participates in online learning and answers the given questions such as assignments, assignments, and exams, the teacher will complete the questions, and also the difficulty of the questions will be reduced compared to the difficulty of the questions in PTM. Regarding students' motivation in learning mathematics during this pandemic, according to the mathematics teacher at SMAN 1 Angkinang, students were quite enthusiastic, judging from the collection of assignments, more students submitted assignments on time than students who were late in submitting assignments.

5. Learning Mathematics at SMAN 1 Simpur

   Mathematics learning at SMAN 1 Simpur during this pandemic was carried out online, namely by using whatsapp for discussion and sharing material such as learning videos, sometimes making their own and sometimes taking from youtube in google classroom, giving assignments. The reason the teacher uses the whastapp application is because the students there already have everything, while for google classroom it makes it easier for teachers to store material and it's easy to assess and also because of network problems, if whatsapp and google classroom on average students can access it, if google meet and zoom many students can't because of network problems and technical problems such as cellphones that don't support it. As for problems related to how to use the application used, this school has training every semester such as how to use google classroom, the resource person uses IT teachers at school by gathering teachers in the hall, in addition to teachers who receive training, students also receive training also alternately per class.

   As for the advantages of learning mathematics during this pandemic, according to the mathematics teacher at SMAN 1 Simpur, there are no advantages, the drawback is that the teacher cannot deepen the material presented, and also cannot know which students already understand the material and which do not. This is also what makes it difficult for teachers to teach mathematics during this pandemic, namely teachers feel they do not know the character of students. So according to the mathematics teacher at SMAN 1 Simpur prefers face-to-face learning because the teacher can provide material in depth, can find out if the character of the students understands or does not understand the material, and also the closeness of teachers and students is more intertwined.

   As for the learning resources used at SMAN 1 Simpur for learning mathematics during this pandemic, there are textbooks provided by the school, as well as material from YouTube and Google. The duration of time used in learning mathematics during this pandemic is also different from the duration of PTM, namely for PTM it is usually 4x45 minutes in one week, while online learning is reduced to 90 minutes for one week. However, for students' grades in mathematics during this pandemic, they are not too different from grades during PTM, because teachers reduce the difficulty level of questions, teachers feel they cannot teach optimally so they need to reduce the level of difficulty of questions for students.

   Another thing is related to student learning motivation, if it is seen from the collection of assignments, more students do not collect assignments, the teacher assesses that students' motivation depends on the students themselves, if those who collect assignments are indeed high student motivation, not only in

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learning mathematics, in other lessons The student's motivation is high and vice versa, when compared to PTM, the teacher feels that the student's motivation is decreasing.

C. The Relationship Between Learning Motivation and Mathematics Learning

Of the five high schools in each sub-district, the students' learning motivation is still in the high category during this COVID-19 pandemic. Student learning motivation is also related to how the mathematics learning is carried out by the teacher. Of the five schools, the students' learning motivation was the highest, namely SMAN 1 Daha Utara and SMAN 1 Kandangan, from the results of interviews with mathematics teachers at these schools, these two schools did use a lot of media in learning mathematics. As for the other three schools, they tend to only use the WhatsApp application.

Student learning motivation is very important, because the motivation possessed by each student will affect the student's behavior in learning activities. The level of motivation possessed will affect the emergence of a desire to learn and the amount of material to be studied because this motivation gives strength and direction to the behavior of the students themselves. This is in accordance with the opinion which states that learning motivation functions to encourage humans to act, determine the direction of action and select which actions to take (Sardiman, 2014). Another opinion, which explains the importance of learning motivation for students, includes: a) making students aware of the position of students at the beginning of learning, the process and its products; b) providing relevant information about students' learning efforts compared to other friends; c) increase enthusiasm for learning; d) make awareness about the learning process which will then be used for work (Dimyati & Mudijiono, 2006). Based on the results of data analysis on student learning motivation questionnaires in SMAN in five sub-districts in the Hulu Sungai Selatan district, the average student motivation at SMAN 1 Daha Utara is 78.3% with a high category, in SMAN 1 Daha Barat is 76.5% in the high category, at SMAN 1 Kandangan, namely 78% in the high category, at SMAN 1 Angkinang, at 77.8% in the high category, and at SMAN 1 Simpur, at 76.3% in the high category. From the five schools, if it is averaged again using the mean formula, then 77.38% is obtained in the high category.

Mathematics learning needs to be designed to accommodate various student characteristics (Insani, 2019). In addition, mathematics learning must also emphasize providing direct learning experiences through the use and development of process skills and scientific attitudes (Bernard & Sunaryo, 2020). Based on the results of interviews conducted with five mathematics teachers in five high schools in each sub-district in Hulu Sungai Selatan Regency, it was stated that the five teachers used the WhatsApp application, but some teachers added other media to their mathematics learning. Some of these additional media are adjusted to the material to be given, how difficult the questions are, how the situation and conditions are, whether the situation and condition of the student supports the use of zoom/google meet or not. There are even teachers who make their own learning videos.

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From the explanation above, it can be concluded that each mathematics teacher at school has different media in conveying material, but of the five teachers there are two mathematics teachers whose media is quite varied when delivering material, namely the mathematics teacher of SMAN 1 Daha Utara and SMAN 1 Kandangan. From these data, when viewed with data on student learning motivation, student learning motivation in these two schools is also the highest compared to other schools, namely student motivation at SMAN 1 Daha Utara which is 78.3% and student motivation at SMAN 1 The cage is 78%. Meanwhile, students' learning motivation in the three schools was only at 76.5% (SMAN 1 Daha Barat), 77.8% (SMAN 1 Angkinang), and 76.3% (SMAN 1 Simpur).

CONCLUSION

Based on the explanation above, the following conclusions can be drawn:

1. Student learning motivation at SMAN in five sub-districts during the covid-19 pandemic is as follows:
Student learning motivation at SMAN 1 Daha Utara is at a percentage of 78.3% in the high category, student motivation at SMAN 1 Daha Barat is at a percentage of 76.5% with a high category, student motivation at SMAN 1 Kandangan is at a percentage of 78% in the high category, students' learning motivation at SMAN Angkinang is at a percentage of 77.8% in the high category, students' motivation at SMAN 1 Simpur is at a percentage of 76.3% in the high category. Judging from the data above, it can be concluded that the learning motivation of students in five SMANs in Hulu Sungai Selatan Regency during the COVID-19 pandemic was in the high category.

2. Learning Mathematics during the Covid-19 Pandemic at Hulu Sungai Selatan District High School

a) SMAN 1 Daha Utara
The teacher uses whatsapp, google classroom, google form, and if the teacher wants to do face-to-face learning during this pandemic, you can use zoom/google meet. However, what is more often used is a combination of WhatsApp and Google Classroom.

b) SMAN 1 Daha Barat
The teacher uses Whastapp, for the use of applications such as google meet or zoom is constrained by the network.

c) SMAN 1 Kandangan
The teacher uses whatsapp, google meet/zoom and google classroom. If the material presented is a bit difficult, the teacher uses zoom/google meet by sharing PPT to explain the material, as well as google classroom and whatsapp. If the material to be delivered is considered easy, then without using google meet, but using PPT and learning videos

d) SMAN 1 Angkinang
The teacher uses whatsapp and google form. Whatsapp is used for providing material such as youtube links and also for discussion, while the google form is

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used for daily test assessments, uts and also uas. if zoom / google meet there are students who reason that their cellphones don't support.

e) SMAN 1 Simpur
Teachers use whatsapp for discussions and share materials such as learning videos, giving assignments. The reason the teacher uses the whastapp application is because the students there already have everything, while for google classroom it makes it easier for teachers to store material and it's easy to assess and also because of network problems, if whatsapp and google classroom on average students can access it, if google meet and zoom many students can't because of network problems and also technical problems such as cellphones that don't support it.

3. The Relationship Between Student Learning Motivation and Mathematics Learning During the Covid-19 Pandemic
From the explanation above, it can be concluded that each mathematics teacher at school has different media in delivering material, but from the five teachers there are two mathematics teachers whose media are quite varied, namely mathematics teachers at SMAN 1 Daha Utara and SMAN 1 cage. From these data, when viewed with data on student learning motivation, student learning motivation in these two schools is also the highest compared to other schools, namely student motivation at SMAN 1 Daha Utara which is 78.3% and student motivation at SMAN 1 The cage is 78%. The more media the teacher uses, the higher the student's motivation.

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