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The Impact of Teachers Professionalism on Students' Learning Motivation in Pandemic of Covid-19

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Abstract: Due to the large-scale social restrictions resulting from the massive spread of the COVID-19 in Indonesia affecting all aspects of society and daily life, including in the world of education, students learn from home as an effort to slow down the spread of the virus. During this pandemic, teachers as professional staff are still required in carrying out teaching and learning activities, but at the same time ensure students in constructive activities. Therefore, this research aims to investigate the impact of teachers' professionalism on students' learning motivation in the era of the COVID-19 pandemic. A descriptive quantitative method is employed with 15 teachers and 30 students of SMK Al-Hidayah 1 Jakarta as the sample. The result obtained that there is no significant impact of teachers' professionalism on students' learning motivation in the era of the COVID-19 pandemic. The lack of teachers' knowledge in conducting online learning and intrinsic factor were two possible reasons for this. It is suggested that teachers should be creative and design the material in accordance with the characteristics of learning amid in the COVID-19 Pandemic.

Key Words: Covid-19 Pandemic; Teacher's Professionalism; Students' Motivation

Abstrak: Dikarenakan adanya pembatasan sosial berskala besar akibat masifnya penyebaran COVID-19 di Indonesia yang berdampak pada seluruh aspek masyarakat dan kehidupan sehari-hari, termasuk dalam dunia pendidikan, siswa belajar dari rumah sebagai upaya memperlambat penyebaran virus tersebut. Di masa pandemi ini, guru sebagai tenaga profesional tetap dituntut dalam melaksanakan kegiatan belajar mengajar, namun sekaligus memastikan siswa tetap mengikuti kegiatan tersebut. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pengaruh profesionalisme guru terhadap motivasi belajar siswa di era pandemi COVID-19. Metode deskriptif kuantitatif digunakan dengan sampel 15 guru dan 30 siswa SMK Al-Hidayah 1 Jakarta. Hasil penelitian diperoleh bahwa tidak terdapat pengaruh yang signifikan antara profesionalisme guru terhadap motivasi belajar siswa di era pandemi COVID-19. Kurangnya pengetahuan guru dalam melakukan pembelajaran online dan faktor intrinsik adalah dua kemungkinan alasan untuk ini. Disarankan agar guru kreatif dan mendesain materi sesuai dengan karakteristik pembelajaran di tengah Pandemi COVID-19.

Kata Kunci: Pandemi Covid-19; Profesionalisme Guru; Motivasi Siswa

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INTRODUCTION

The Covid-19 pandemic or Covid pandemic has been proclaimed by World Health Organization in March 2020 (WHO, 2020). As the information in the world show the expanding of inclusion and effects of this infectious and deadly illness, numerous nations institute public crisis states. Indonesia as one of the nations with a high tainted populace has likewise carried out some strategy changes in numerous areas, one of which is the training area. In Indonesia, schools were the principal organizations to be shut in March when the declaration of the Covid entered Indonesia with an end goal to diminish the danger of the spread of Covid. Bayham and Fenichel (2020) clarify that this flare-up impacts the motivations behind why schools and other instructive instincts are shut to stay away from actual contact with each person. Instruction, which is a nation's commitment, should be briefly suspended because of Covid-19. Fitria (2020) clarified that the service of training in Indonesia gave a strategy to close schools briefly. Nonetheless, this end is impossible perpetually, taking into account that schooling is crucial for advance a country. It is expected that there will be backwardness assuming training should be halted for the advancement of a country. Consequently, the public authority is really focusing about the projects so training can keep on being done even in states of restrictions and challenges because of Covid-19.

The public authority likewise concluded that education should in any case be executed. In this manner, the minister of education takes the choice to complete all school activities from home. This choice is in accordance with what Bozkur and Sharma (2020) expressed that school from home or distance learning is a crisis that should be done right now, for fair admittance to education and the pertinence of guidelines. Students are approached to learn at home without coming to school not surprisingly. Furthermore, teachers should likewise teach students online. Simamora (2020) clarifies that instructing and learning exercises that are typically completed face to face have transformed into internet learning with the assistance of different web-based learning applications. For that, innovation like cellphones, laptops, and such are expected to help students learning and instructing exercises. Kusumah and Hamidah (2020) clarified that during the pandemic, time, area, and distance were serious issues as of now. With the goal that online learning turns into an answer for conquer troubles in executing up close and personal learning. This presents a test to all components and levels of training to keep classrooms dynamic despite the fact that schools have shut.

This unexpected change from generally up close and personal ways to deal with somewhat computerized stages has been easily proven wrong because of the nature of instruction came about. A few past examinations uncovered that internet picking up during the Covid-19 pandemic period in Indonesia enjoys caused benefits while others have caused hindrances. On one hand, online learning was accounted for advantageous for students since they had high communication to rich learning materials paying little heed to general setting just as a high chance to encounter computerized learning programs (Firman and Rahayu, 2020; Hidayat and Noeraida, 2020; Simamora, 2020). In addition, the high connection likewise happened in the types of virtual correspondence among teachers - students, and students - students which brought about tremendous limit of sharing data and experience (Pakpahan and Fitriani, 2020; Rochman and Pertiwi, 2020). As the web-based educating and learning processes utilizing PC innovation, it expanded the energy of the two teachers and students to take an interest which, thusly, expanded their PC abilities as well (Dasrun, 2020; Khasanah, Pramudibyanto, and Widuroyekti, 2020). Then again, web-based learning was additionally depicted as bringing drawbacks. The students guaranteed that internet learning has caused them a few medical conditions like exhaustion, cerebral pain, or fever since they had an excessive number of tasks to do in a brief time frame. Some likewise proclaimed that they had debilitation vision because of long-span featuring at PCs or telephones screens. Students likewise

confronted difficulty monetary on the grounds that they needed to purchase enormous credit for the internet quota (Simamora, 2020). Besides, most students who do online school have a most outlook on the absence of information they get from learning. The teacher just focuses on the students are dominating the learning or not. What happens is that students just take care of tasks and gather them; they never again care about the information they get. Notwithstanding, these benefits and hindrances which decided the students' accomplishment in learning were firmly connected with their inspiration in web based getting the hang of during the pandemic.

Curiously, the two benefits and hindrances were affected by students' inspiration. The inspiration in regards to web based picking up during the Covid episode was accounted for contributing conflicting impacts in advanced education, particularly in Indonesian schools. Web based learning has made an absence of inspiration for certain understudies whereas others were profoundly energetic. Cahyani, Listiana, and Larasati (2020), Rachmat (2020) and, Simamora (2020) in their review revealed that students with an absence of inspiration were enormously impacted by outside factors like learning climate, learning time, and instrumental backings which thus impacted the accomplishment. As the internet gaining was led from home, many parents thought they actually could want assistance in doing families from their kids in their web-based learning time. Ill-advised web association and devices to get to separate learning were likewise caused dissatisfaction. In actuality, Fitriyani, Fauzi, and Sari (2020) and Simamora (2020) contended that inborn factors profoundly persuade students in web-based learning. The excitement and desire to comprehend and add new information have driven them to really hit the books even on the web. Likewise, strength and mental condition additionally well helped them to have achievement internet learning.

Motivation can be characterized as a mental state or inside process that gives importance and energy to get students to act, create and perform (Deci and Ryan, 2008). Motivation is decidedly connected with learning, execution, and prosperity, and decreased motivation might have pernicious impacts (Cook and Artino, 2016). In this way, understanding and balancing out motivational elements for students in internet learning conditions become significantly more squeezing in the current circumstance. Motivation is isolated into two, to be specific: (1) intrinsic motivation and (2) extrinsic motivation. the intrinsic motivation is connected with (1) motivation to learn and acquire new information like joy in learning new things; (2) motivation to encounter the consolation and actual bliss like delight in getting the hang of intriguing learning materials; and (3) motivation to attempt testing learning action, for instance achieving the difficult task. The intrinsic motivation is impacted by interest, desire, yearning, mindfulness, capability, physical and mental conditions. Extrinsic motivation, interestingly, is related with (1) motivation to get compensated or forestall rebuffed (outer guideline), like to have great score in completing a troublesome undertaking; (2) motivation to stay away from an awful circumstance or being blameworthy (introjected guideline, for example, to demonstrate its ability in performing intense assignments; and (3) motivation to acquire advantage and need subsequent to finishing a learning action (recognized guideline), for example learning a particular subject would be helpful for a specific occupation later on (as referred to in Erten, 2014, p.174). The extrinsic motivation is impacted by concentrating on conditions, social conditions, family conditions, and supporting offices.

One variable that impacts outward inspiration is the teacher's impressive skill. In learning exercises, teachers are the most unequivocal variable of progress since they decide the other learning parts. As proposed by Iskandarwassid and Sunendar (2008: 159) teachers as showing organizers educate the obligation of arranging learning exercises, for example, forming objectives, choosing materials, picking techniques, building up assessment, etc. Likewise set forward Sanjaya (2011: 63) that in the learning system teachers assume a vital part. They are

an exceptionally definitive part in the execution of learning. Hence, the achievement of still up in the air by the teacher.

To have high abilities and a necessary conduct in the instructive interaction and be liable for the instructive cycle, teachers are needed to consistently foster their showing calling (Danim, 2011). Kennedy (2005) expressed that a teacher should have amazing skill in instructing their students to make them who are prepared to confront this present reality. In a few examinations, it was observed that the nature of a teacher as an educator all in all will straightforwardly affect the accomplishment of the ability of their students. Along these lines, each teacher should see how to keep on further developing their skill so they generally become teachers who have high amazing skill in the acquiring system exclusively to work on the presentation of understudies. The circumstance and states of instruction in the COVID-19 time require information and abilities as well as require self-assurance connected with accomplishment in web-based educating. Eickelmann (2020) expressed that teacher should change to online teaching, expecting them to utilize different computerized devices and assets to tackle issues and apply new ways to deal with the educating and learning process. It is additionally proposed that teachers in completing the learning system in the COVID-19 period should zero in on experience, advancement, and methodologies to manage distance instructing (Ferdig, 2020). it turns into a test for teachers amidst circumstances that require gaining from home, and the event of inequality in the schooling system in Indonesia because of out of reach access. In accordance with Yoo's assertion (2014), he feels that there is a hole among goals and reality in coordinating incorporation as a feature of online exercises in getting the hang of, making teachers need time to adjust and confront new changes that are will in a roundabout way influence the nature of learning results. Keeping up with incredible skill amidst learning at home, teachers are needed to figure imaginatively to in any case have the option to make a learning climate that can spur the students to learn. The amazing skill of teacher is tried in acknowledging and conveying material as per the signs written in the educational program.

Nonetheless, teaching in a pandemic condition has its own difficulties for teachers. The most pressing of which is that a few teachers are not capable in involving web innovation or web-based media as a learning apparatus. Rapoport (2010) outlined that instruction experts or even individuals who are really dedicated to educating according to a worldwide viewpoint need clear curricular direction. A few senior teachers are not yet completely ready to utilize the instruments or offices to help internet learning exercises and need help and preparing first. These realities are truly unsettling since the skill of teachers in utilizing innovation will influence the nature of instructing and learning programs. Teacher skill in using innovation and dominating innovation for learning is needed to increment quickly in light of internet learning. Teachers likewise face challenges in changing the up close and personal instructional method into a web-based one because of an absence of information for web-based educating. They didn't have data and information with respect to web-based dominating during in-administration preparing. Accordingly, teachers really focus to track down answers for these issues. In addition, much hypothesis is standing around the job of instructors in web-based learning. A few teachers are completely answerable for concentrating on the educating and learning process. Also a few others have emerged from their obligation to pass on the material accurately and enough to students. This kind of teacher just gives tasks to students while never knowing their advancement. Tragically students ought to be instructed maximally during this pandemic, considering the conditions that are not contingent for learning. Perhaps a few teachers accept that online learning can assemble students' learning strategies and assist them with meeting their advancing requirements (De Paepe, Zu, and Depryck, 2018). All things considered, students need teacher direction, in any case, so teachers should focus on students' dominance of advancing rather than simply giving them tasks.

The effect of this inexperienced teacher of internet learning is overpowering. The students are given a huge number of undertakings and stack up. It isn't exceptional for students to rest late to tackle their tasks with extremely short cut off times. This, obviously, makes them focused and consistently faults the teacher and the circumstance. Additionally, most students who do online learning have a most outlook on the absence of information they get from the teacher. The individual just concentrates on the students are dominating the learning or not. What happens is that students just tackle tasks and gather them; they never again care about the information they get. What's more, there are times when despite the fact that learning should be completed on the web, they actually do it simultaneously so that learning can run appropriately. To have a go at fostering their impressive skill to observe the methodologies expected to educate and learn online effectively, the students will be not generally spurred to learn. Accordingly, students' incredible skill assumes vital part in students' inspiration in internet learning and turns into a huge component that should be considered in directing online learning. In the future, it is qualified to examine the impact of teachers' professionalism on students' learning motivation during the COVID-19 pandemic as an estimation for the accomplishment of online learning.

METHOD

This research uses a descriptive quantitative method. A descriptive method is a research method used to describe the problem that is happening in the present or is ongoing, with the aim of describing what happened as it should during the research conducted (Sugiyono, 2017:207). The research design was implemented because the researcher wants to analyze data by describing it that has been collected as it is without the intention of forming a valid conclusion. Besides, the research determines and reports the result of research about teachers' professionalism toward students' motivation during the COVID-19 pandemic. The online survey was employed to reach the respondents since the outbreak did not permit physical contact with individuals. The researcher also presented the result of this research descriptively.

Participants

The review was completed with 30 students who were taking online learning right now in the customary class and 15 teachers. They have completely enlisted at the Office Management Department of SMK Al-Hidayah 1 Jakarta. The level of female members is 82.4% and male understudies 17.6%. All students are from the scholarly year of 2019/2020 barring the freshmen since they have been comfortable with this new learning framework and ideally, can give a reasonable depiction of their review propensities during the pandemic.

Sampling Procedures

The example was chosen by utilizing an acceptable sampling method, and the negligibly acceptable sample size is for the most part 30 (Fraenkel et al., 2012; Lodico et al., 2010). In this review, we utilized a purposive sampling method. Purposive sampling additionally alluded to as judgment sampling, is the method involved with choosing a sample that is accepted to be a delegate of a given population sample (Gay, Mills, and Airasian, 2012). We deliberately chose people and destinations because of access issues for the assortment of information. The sample comprised 30 students and 15 teachers of SMK Al-Hidayah 1 Jakarta.

Materials and Apparatus

In collecting data for this research, a questionnaire was utilized. According to Narbuko & Achmadi (2010), the questionnaire method is a list that contains a series of questions about an issue or area to be studied. To obtain the information about teachers' professionalism, the researcher created the Questionnaire from the Law of the Republic of Indonesia Number 14 the Year 2005 regarding Teachers and Lecturers Chapter IV Article 10 paragraph 1 teacher's competence includes: pedagogic competence, personality competence, social competence, and professional competence. And to gain information about students' motivation, the researcher created the questionnaire based on the types of motivation by Deci & Ryan (2008). The questionnaire was distributed and collected in the form of Google Form with a close-ended question since the outbreak did not permit physical contact of individuals. Each statement has five responses ABSOLUTELY AGREE, AGREE, IN DOUBT, NOT AGREE, and ABSOLUTELY NOT AGREE. for filling the questionnaire, the students were given one week to do it.

Procedures & Data Analysis

Validity and reliability tests were employed before administering a research instrument. The validity with Pearson Product Moment (≥ 3.0) was used (Sugiyono, 2017); then, 25 out of 26 items were valid. Reliability with Cronbach's Alpha formula (≥ 0.70) was used (Arikunto, 2010); then, the result of items was reliable (0.90). The reliability of the questionnaire in this research was examined by the split-half method. The Split-half method involves scoring two halves (usually odd items versus even items) of a test separately for each person and then calculating a correlation coefficient for the two sets of scores (Fraenkel et al., 2012). The result was .850 and .912 which are fairly high and indicates that the inventory is reliable. Furthermore, Johnson and Christensen (2012) stated that when we used to check the reliability of scores, the coefficient should be at least 0.70, preferably higher. After that, the researcher calculated the obtained data using Normality Test, Linearity of the regression line tests, and finally testing of hypotheses. The last step is making the temporary conclusion after the result comes out and explaining the fixed findings which have been verified. The researcher accordingly made use of the findings and topic discussions to be concluded and was interpreted narratively.

RESULT

Out of 30 respondents, it is known that the scores are range of 61 to 70. It means that the minimum score is 61 and the maximum score is 70. In addition, the mean (average scores in the data set) is 67.73, the median (score at the center of distribution) is 68.00, and mode (most frequently obtained score in the data set) is 68.00. the number of valid questions in the teacher's professionalism questionnaire is 25 questions with the maximum score of each question being 5. Therefore, the average score of each question is 4.51 or 90.31%. The result shows that the average score for teachers' professionalism is included high. The standard deviation score is 2.72 or equal to 4.02%. The average shows that the differences in answers between respondent are considered low. Data analysis of teachers' professionalism is taken from a questionnaire. The result is shown from the Table 1.

Table 1. Data Analysis of teacher's professionalism

	Teacher's professionalism	Students' motivation
N	Valid 30	30
	Missing 0	0
Mean	67,7333	65,7333
Median	68,0000	65,5000
Mode	68,00	63,00(a)
Std.Deviation	2,71564	4,81330
Variance	7,375	23,168
Range	10,00	20,00
Minimum	61,00	55,00
Maximum	71,00	75,00
Sum	2032,00	1972,00

Out of 85 respondents, it is known that the scores of data taken from the students' motivation questionnaire are in the range of 55 to 75. It means that the minimum score is 55 and the maximum score is 75. In addition, the mean (average scores in the data set) is 65.73, median (score at the centre of distribution) is 65.50, and mode (most frequently obtained score in the data set) is 63.00. the number of valid questions in the teacher's professionalism questionnaire is 27 questions with the maximum score of each question being 5. Therefore, the average score of each question is 4.38 or 87.64%. The result shows that the average score for students' motivation is included high. The standard deviation score is 4.81 or equal to 7.32%. The average shows that the differences in answers between respondent are considered low.

Data analysis requirement tests conducted in this research are normality test and linearity regression line test between the independent variable and dependent variable. Normality test aims to determine whether the data collection results in normal distribution or not. In this research, the Kolmogorov-Smirnov sample test is utilized to test the normality of the data and it is obtained by using SPSS version 15. The result of the normality test is depicted in the Table 2.

Table 2. The Result of the Normality Test

	Teacher's professionalism	Students' motivation
N	30	30
Normal Parameters (a,b)	Mean 67,7333	65,7333
	Std. Deviation 2,71564	4,81330
Most Extreme Differences	Absolute ,239	,118
	Positive ,120	,096
	Negative -,239	-,118
Kolmogorov-Smirnov Z	1,310	,648
Asymp. Sig.(2-tailed)	065	,794

a. Test distribution is Normal

b. Calculated from data

Table 2, we can see that the number on the Sig column in the Kolmogorov-Smirnov method for teacher's professionalism is 0.065, and students' motivation is 0.794. Therefore, the Sig value for all samples is higher than 0.05. In other words, H_0 is accepted. Meaning that data from all samples have a normal distribution.

Table 3. Recapitulation of the Linearity Test of the Regression Line Relationship between Variable X and Variable Y

			Sum of squares	df	Mean Square	F	Sig.
Students' motivation Teachers' professionalism	Between Groups	(combined)	57,021	6	9,504	,356	,899
		Linearity	22,176	1	22,176	,830	,372
		Deviation from Linearity	34,846	5	6,969	,261	,930
	Within Groups		614,845	23	26,732		
	Total		671,867	29			

Table 3, it shows that the value in column Sig line Deviation from Linearity is 0.930 and it is higher than 0.05. Therefore, the regression line between variable X and variable Y is linear. After the overall test data analysis requirements are met and known, worth of data to be processed, then the next step is to test each of the hypotheses that have been proposed. The hypothesis testing utilizes the technique of partial correlation and multiple correlations, simple linear regression and multiple linear regression. The recapitulation can be seen in the following tables:

Table 4. Results of The Correlation Coefficient Calculation of The Effects of Variable X And Variable Y.

Model Summary (b)				
Model	R	R square	Adjusted R Square	Std. Error of the Estimate
1	,182(a)	,033	-,002	4,81698

a. Predictors (Constant), Teacher's Professionalism

b. Dependent Variable: Students' Motivation

Table 4, it can be seen that a simple correlation coefficient of the effect of teachers' professionalism towards students' perception is 0.182. The calculation of correlation coefficient significant testing is not significant. In other words, there is no significant effect of teachers' professionalism towards students' learning motivation. While the coefficient determination is 0.033, the contribution effect of teachers' professionalism towards students' learning motivation is 3.30%. Due to the other factors, the least point is 96.7%. Hypotheses assessment was done by regression analysis that results as displayed in Table 5 and 6.

Table 5. Recapitulation of The Calculation of The Regression Coefficient Significance Testing ANOVA^b

Model		Sum of Squares	df	Mean Square	F.	Sig.
1	Regression	22,176	1	22,176	,956	,337 ^a
	Residual	649,691	28	23,203		
	Total	671,867	29			

a. Predictors (Constant), Teacher's Professionalism

b. Dependent Variable: Students' Motivation

Table 6. recapitulation of the calculation of the regression line equation the effect of variable X to variable Y **Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	43,923	22,328		1,967	,059
Teacher's professionalism	,322	,329	,182	,978	,337

a. Dependent Variable: Students' learning motivation

Table 6 is carried over by the similarity of regression line that presents the effects of variable X towards variable Y, $=43,923 + 0,322 X$. to prove the hypothesis is with regard to the value or number which are listed in the t column or Sig column for teachers' professionalism on table 6. Based on the current standardized constituent, the regression significance criterion is "if $t_{\text{observed}} > t_{\text{table}}$, therefore, H_0 is rejected" or "if $\text{Sig} < 0,05$, therefore, H_0 is rejected." This means there is significance in coefficient regression. In other words, there is a significant effect of independent variables X towards dependent variable Y. Sig figure is the number shown in Sig column for teacher's professionalism (variable X) line of table 6. While t_{table} is the number shown in distribution table t for a current limit of 5% within standard deviation ($df=n-2$) =28 in which n is the total respondent. Based on Table 6, it shows that Sig score is 0.337 and t_{observed} is 0,978 while $t_{\text{table}} = 1,701$. Since $\text{Sig} > 0,05$ and $t_{\text{observed}} < t_{\text{table}}$ therefore H_0 is accepted. It is proof that there is no significant effect of the independent variable (teacher's professionalism) towards dependent variable Y (students' learning motivation). From the result of correlation testing, regression testing, and observing the regression line, it can be concluded that there isn't any significant effect of teacher's professionalism towards students' learning motivation.

DISCUSSION

From the outcome, it is obviously seen that there isn't any huge impact of teachers' professional towards students' learning motivation during the COVID-19 pandemic. As such, the students were not persuaded to even their teachers are proficient. This has perhaps happened on the grounds that the online learning exercises directed during the pandemic were exceptional and spontaneous, where teachers didn't have any information about internet learning, and students had to adjust this instructing and learning strategy to keep learning for the excess semester (Yusuf, 2020). It caused teachers to decide their strategy to execute types and quantities of internet learning applications in their web-based classes. There were a few teachers who utilized online learning applications that consumed bunches of internet quota troubling the students from distraught families and made students likewise face difficulty monetary in light of the fact that they needed to purchase huge credit for the online quota (Simamora, 2020). Furthermore, a few students were poor at the innovative learning information and the capacity to work the most recent internet learning applications and wound-up providing understudies with a high heap of tasks. Subsequently, the students asserted that they face a few medical conditions like weakness, cerebral pain, or fever since they had an excessive number of tasks to do in a brief time frame. Since the teachers didn't have any insight before in leading online learning, it makes the students baffled and demotivated to learn.

Another explanation is that the accomplishment of students' online learning was generally impacted by intrinsic factors. A few examinations revealed that students were generally impacted by their inward determined motivation rather than the outer one. Intrinsic

factors have been recognized as steady private qualities of fruitful online students. Moreover, similar examinations among on the web and face to face learners demonstrated that internet-based students were more persuaded by their characteristic variables than their face-to-face partners (Keller, 2008; Wighting et al. 2008; Yukselturk and Bulut 2007). This is in accordance with Uno (2007: 23) who expressed that intrinsic factor, for example, enthusiasm and want to be fruitful, advancing necessities support, and assumptions for objectives are probably going to expand learning motivation. Students' learning motivation was driven by their (1) aspiration or conviction to learn and acquire new information; (2) cognizant that it is critical to continue to refresh the information and (3) delight in encountering new learning strategies. Thusly, the teachers should focus more in fostering a learning model that is as per the qualities of learning amidst the COVID-19 Pandemic. Teachers should find methodologies so that learning is fun, imaginative, and creative like causing training materials that to draw in interest and energy for students to encourage the intrinsic factors.

CONCLUSION

Based on mechanized handling and information investigation of the impact of teacher's professionalism towards students' learning motivation, a few after ends can be drawn that there is no significant impact of teacher's professionalism towards students' learning motivation. In view of the outcome, it tends to be reasoned that the more expert the teacher is, the least motivation the students have. As such, the teacher's professionalism isn't ensured that it can build the students' accomplishment in getting the hang of during this pandemic. There are two potential purposes behind this outcome. To begin with, most teachers were not ready for this unexpected difference in gaining framework from the customary study hall to internet learning. They didn't have any idea how to convey the example to their students since they have absence of information in directing online learning and furthermore using innovation and dominating innovation for online learning. Subsequently, teachers just gave an enormous heap of tasks and trusted students to have the option to learn without help from anyone else. Second, the achievement of internet not set in stone by the understudies' inherent elements. In the event that the students didn't have any readiness to learn, their learning accomplishment wouldn't be cultivated.

In the light of the broke down information and based on discoveries, there are a few proposals proposed for teachers in completing internet learning. To begin with, plan material tasks for the next few weeks. Second, the teacher should have the option to give criticism in view of the capacities of students. The third is objective situated by advancing the setting of the online classroom experience. The fourth is planning to lead an assessment as an errand as high evaluation. Fifth, consider and focus on the material that will be given to students. The 6th clarifies in however much detail as could reasonably be expected what is generally anticipated from students about internet learning in the following not many weeks. These proposals have the point of keeping up with the most ideal congruity of educating (Miller, 2020).

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