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The Interplay between Online Learning and Students' Learning Motivation: A Mixed Method Study

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Abstrak

Pandemi Covid-19 mengharuskan kegiatan pendidikan berubah dari kegiatan tatap muka menjadi sepenuhnya online sebagai pilihan paling aman dan terbaik untuk menghentikan penyebaran virus. Karena pergeseran tiba-tiba dari pembelajaran tatap muka ke pembelajaran online, beberapa penelitian menunjukkan bahwa motivasi siswa untuk belajar *online* dipengaruhi baik secara intrinsik maupun ekstrinsik. Penelitian ini bertujuan untuk mengetahui pandangan siswa tentang pembelajaran online dan bagaimana motivasi belajar mereka berpengaruh terhadap keterlibatan mereka dalam pembelajaran online bahasa Inggris. *Mixed Method Research* (MMR) diimplementasikan dengan menggunakan angket (n=60) dan wawancara semi-terstruktur (n=6) sebagai alat penelitian. Data kuantitatif dari kuesioner dianalisis dengan menggunakan *Statistical Package for Social Sciences* (SPSS), sedangkan data kualitatif dari wawancara dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa siswa secara keseluruhan merasa pembelajaran online menimbulkan beberapa kendala karena akses internet yang tidak stabil dan siswa tidak cukup berinteraksi dengan guru atau teman sebayanya. Studi ini juga menemukan beberapa keuntungan dari pembelajaran online bagi siswa, seperti pengalaman belajar yang lebih bermakna menggunakan platform digital dan kesempatan untuk memperoleh pengetahuan dan keterampilan teknologi. Studi ini menyarankan perlunya guru untuk memberikan umpan balik yang memadai kepada siswa dalam kaitannya dengan tugas dan/atau proses pembelajaran mereka.

Kata Kunci: Pembelajaran online, motivasi intrinsik dan ekstrinsik, Mixed method research.

Abstract

The Covid -19 Pandemic obligates the education activities to change from face-to-face to fully online activities as the safest and the best options to stop the spread of the virus. Due to the sudden shift from traditional classrooms activities to online learning activities, some researchers pointed out that students' motivation for online learning is influenced either intrinsically or extrinsically. This study aims to find out students' views of online learning and how their learning motivation affects their involvement in English online learning. A Mixed-Method Research (MMR) was conducted, employing questionnaire (n=60) and semi-structured interviews (n=6) as the research tools. The quantitative data from the questionnaire were analyzed using Statistical Package for Social Sciences (SPSS), while the qualitative data from the interview were analyzed employing thematic analysis. The results showed that students overall felt online learning created some obstacles due to unstable internet access and the students didn't interact with their teachers or peers enough. The study also found some advantages of online learning for students, such as more meaningful learning experiences using digital platforms and the opportunity to gain technological knowledge and skills. The study suggests the need for teachers to provide sufficient feedback to students in relation to their task and/or process of learning.

Keywords: Online learning, intrinsic and extrinsic motivation, mixed method research.

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INTRODUCTION

The COVID-19 Pandemic has deeply affected all the countries in the world, and Indonesia is one of the countries that suffered the most. For several months, the government of Indonesia has stopped face-to-face learning activities. The learning process which was initially conducted in schools, universities, and courses have been stopped for a while as the effort to stop the spread of this virus which killed millions of people in the world. Therefore, educators in Indonesia have been instructed to shift from face-to-face to fully online teaching activities as the safest and the best options to stop the spread of the virus. Some new applications, such as Zoom, Google Classroom, Google teams, Google Suite for Education, and other social media, have been introduced to teachers and students to allow them to conduct online learning.

Online learning provides educators with the opportunity to organize their classrooms via internet. There are varieties of communication features available in online learning like chat, email, online whiteboard, google classroom and massive video conferences. Baran et al. (2013) state that in online teaching, educators are no longer become the main actor of information or the center of interaction but rather the guide of the side. Therefore, teachers' talking time in the online classroom gradually becomes less and less. Online learning has been defined by Basilaia and Kvavadze (2020) as the process of sharing knowledge through the internet using video, music, graphics, text communication, and software. The ability of educators and students to engage online is a critical feature in online learning (Zhu & Liu, 2020).

A study by Aji et al. (2020) found that due to teamwork between instructors, school staffs, pupils, and parents, online learning activities during the Covid-19 epidemic in primary schools could be implemented successfully. Another study by Purwanto et al. (2020) showed some teachers, students, and parents faced some challenges in online learning. These challenges were lack of mastery of technology, expensive internet or quota fees, lack of interaction and communication among students, teachers and parents, and teachers' workloads were booming because they must communicate with other teachers, school principals, and parents, as well as coordinate their efforts. Parents, on the other hand, believed that the issues were more linked to the low level of students' learning discipline when study from home, a lot of time spent helping their children learn at home, a lack of technical abilities, and higher internet fees. Zhang et al.'s (2020) study pointed out the ambiguity and debate over the way and the subject content to teach, the workload on teacher and student, teaching environment, and its consequences for fair education.

Another study by Dhawan (2020) pointed out of justifications for conducting online learning during Covi-19 pandemic. These justifications include accessibility, cost, flexibility, pedagogy in learning, and life-long learning. Online learning is easier to access and can even reach out to rural locations. It is also regarded to be less expensive in terms of transportation and entire educational spending. Another benefit of online learning is its flexibility. Students might plan or schedule their time for completion of task available online. Blended learning can be implemented by integrating face-to-face learning with technology. The online lecture and blended learning environment can enhance students learning potential. Students can approach learning with a more flexible time and location, and at the same time gain new abilities in an effort to carry out lifelong learning. The Indonesian government also realize the growing importance of online teaching and learning activities in the current dynamic world.

Despite its advantages and expanding popularity, online learning has a number of drawbacks. When compared to traditional learning, several researchers have discovered that the quality of learning outcomes in online learning is inferior (Xu & Jaggars, 2013). In addition, Figlio et al. (2013) found that there was little difference in performance in online learning compared to face to face classrooms for high and low performing students, with students who performed poorly in face to face classrooms even perform considerably worse in online setting. Therefore, the implementation of the online teaching platforms creates some debates among education stakeholders, especially students. Most of students prefer face-to-face teaching and consider that

online teaching is less effective (Xu & Jaggars, 2013). Another problem is that not every region in Indonesia can conduct online teaching effectively. There are still some regions that have unstable internet connections even some areas are not yet covered with internet connection at all. In addition, online teaching is generally costly compared to face-to-face classroom since it requires teachers and students to purchase an internet package which is still quite expensive.

Several studies have been conducted that focused on students' motives for engaging in online settings from the standpoint of intrinsic and extrinsic motivation theories (e.g. Liaw & Huang, 2013; Martens et al., 2004). According to Liaw and Huang (2013), intrinsic and extrinsic motivation can predict learners' attitudes on autonomy. Martens et al. (2004) explored undergraduate students' internal motivation, majoring in psychology and technology in doing authentic computer assignments. They discovered that higher levels of achievement do not necessarily mean that they also have a high level of intrinsic motivation and vice versa. Intrinsic motivation, on the other hand, is linked to a broader examination of the learning situation. Another study by Rienties et al.'s (2009) found that differences in motivation of learners affecting the kind of discourse achievements with those learners who are intrinsically motivated.

Exploring motivation for online classes mostly concentrated on creating a motivational environmental design for the students is the first perspective to adopt. Some instructional design models, according to experts, consider student's motivation as part of a larger design, while others emphasize more on motivational features (Chan & Ahern, 2016). Keller's Attention, Relevance, Confidence, and Satisfaction (ARCS) model is very popular framework for instructional design in developing motivation in online learning settings (Keller, 2010). It was created as a tool to affect learner motivation through the use of a systematic instructional design method. The model is used as guidelines to develop instructional strategies which is hoped to catch students' attention, creating relevance with the teaching material, encouraging the learner to be more confident, and providing satisfaction with the help of intrinsic and extrinsic rewards (Keller, 2010).

There is evidence that students in traditional classrooms are more motivated than those who learn online. In a study looking at the association between gender and course style, Yang et al. (2015) found that either males or females had a larger mastery goal orientation in face to face classroom courses compared with online courses (traditional vs online). Yang et al. discovered that, in goal orientation, males outperformed females in online courses, whereas girls in traditional classes performed better in goal orientation. Research also points out that students prefer traditional classes for specific topics. Students at college, according to Jaggars (2014), felt favor the traditional classroom for topics they regard to be more challenging, while they prefer online programs for ones they consider to be easier. The availability of instructors in traditional classrooms became a reason behind this decision. When asked why they choose traditional instruction in tough classes, most stated that they prefer traditional instruction. Students in Jaggars' study said that online learning were good for topics where students might teach themselves the learning content, but that they valued the amount of instructor help generally provided in face-to-face settings for tough lectures.

In term of learning motivation, research indicates that motivation plays a pivotal role in increasing student's achievement in learning. Students who are more motivated spend more time with subject matter, exhibit greater tenacity in the face of hardship, and achieve higher grades than students who are less motivated (Fairchild et al., 2005). In educational research and practice, motivation is an important factor that is affecting learners' attitudes and learning behaviors (Ryan & Deci, 2000). Students having a motivational orientation whether it is intrinsic or extrinsic that are significantly affecting their learning. Intrinsic motivation can reduce dropout rate, better learning quality, enhanced learning strategies, and better time in school (Czubaj, 2004). On the other hand, extrinsic motivation to learn may be related to achieving better scores on a test, winning awards, and prizes (Federico, 2000).

Despite a myriad of previous research investigating the value of virtual learning during Covid 19, there is limited published research to investigate the level of students' motivation in online learning. Most of the

researches on learning motivation were carried out in typical learning environments and out of teaching English as a Foreign language. How motivation works within online learning settings and teaching English as a Foreign Language is not as well understood. The current study focused on investigating students' motivation in English online learning during covid -19 pandemic, which is one of the aspects that has not been explore deeply in the previous researches. This research could add to the corpus of knowledge about the factors that determine students' motivation in English virtual learning, especially in Indonesian context. The research question that guides this study is "What and how is students' learning motivation in English online learning during Covid 19 pandemic?"

RESEARCH METOD

This study adopted Mixed Method Research (MMR). MMR is defined as an approach that uses quantitative and qualitative methodologies to complement each other's strengths because these "both approaches may provide stronger evidence for a conclusion" (Johnson & Onwuegbuzie, 2016, p. 21). As a result, mixed methods researchers recognize that both quantitative and qualitative approaches may contribute to research, and they actively pursue to use and integrate both (Van Griensven et al., 2014). Because the goal of this study was to not only identify, but also to comprehend the students' learning motivation and involvement in English online learning, both quantitative and qualitative data were equally weighted in this study. The quantitative data assisted in determining the level of intrinsic and extrinsic motivations among students. The qualitative data helped to find out the students experiences in English online learning and the effect of motivation on students' participation in English online learning. As a result, the qualitative method ensured that data was meaningfully interpreted. In this way, a mixed method approach's complementary role allowed the researcher to view development, enhancement, illustration, and explanation of one technique's result with results from another method (Bachtiar, 2020). Collecting and combining these two types of data could also increase the credibility and trustworthiness of the research findings.

The present study took place in one rural district in South Sulawesi Province of Indonesia. This research setting was purposefully selected and considered appropriate because research regarding online learning implementation during Pandemic Covid -19, and some schools have limited access of internet in the district. Six cohorts of learners consisting of 60 students from six senior high schools were invited to participate in the questionnaire. To obtain more detailed information and to combine the data collected through the questionnaires, 6 (six) students from different schools were interviewed. The six participants were choosen from different schools was to get a variety of perspectives from the participating teachers about their experiences and motivation in English online learning. The coding reference was utilized for the interview data, with IT standing for the interview transcript at the start of the reference quotes, followed by the participants' and school pseudonym names. For example, IT.Fikri.SC3 would refer to the interview with Fikri from school 3.

In the current study, the researcher employed questionnaires and semi-structured interviews as investigative tools. The questionnaire consist of 10 items in which the participants were asked to rate each of the ten statements on a five-point scale ranging from "Strongly Disagree" to "Strongly Agree". While the semi-structured interview focused on three aspects: learning motivation, online learning, and the effect of learning motivation in English online learning. Using these two investigative tools, the researcher was able to collect a wealth of information regarding the participants' perspectives of learning motivation and English online learning. These two data sources also are important to offer triangulation, which improved the study's credibility and confirmability (Maxwell, 2012).

The quantitative data from the questionnaire was transferred and analyzed using the computer software Statistical Package for Social Sciences (SPSS). The data collected from the participants was described using descriptive statistics such as means and standard deviations. For the qualitative data from the interview, thematic analysis was used. The search for themes that emerge as fundamental to the description of the phenomenon is

known as thematic analysis (Bachtiar, 2021; Daly et al., 1997). Boyatzis (1998) defines a theme as “a pattern in the information that at minimum describes and organizes the possible observations and at maximum interprets aspects of the phenomenon” (p. 161).

RESULT AND DISCUSSION

Table 1 provides the school, gender, and grade of the participants who participated in the questionnaire.

Table 1
The Participants' school, gender, and grade

School Name	Gender	Grade/Class Level			Total (%)
		X	XI	XII	
School 1	Male	1	1	2	6.7
	Female	1	2	3	10
School 2	Male	1	2	1	6.7
	Female	1	3	2	10
School 3	Male	-	2	2	6.7
	Female	1	2	3	10
School 4	Male	-	2	2	6.7
	Female	2	1	3	10
School 5	Male	1	2	2	8.3
	Female	1	2	2	6.7
School 6	Male	1	1	2	6.7
	Female	1	2	3	10
Total		11	22	27	100

Of the 60 students who gave responses in the questionnaire, 11 (18.3%) students were in grade X, 22 (36.7%) were in grade XI, and 27 (45%) of them were in grade XII. The students included 25 (41.7%) males and 35 (58.3%) females and they were from different six schools. Table 1 points that the participating students who participated in the questionnaire were mostly females and in grade XII.

To investigate the students' motivation when doing online learning, the researcher distributed the Learning Motivation Questionnaire (LMQ) which covered intrinsic motivation and extrinsic motivation. The LMQ have ten items, five of which were related to intrinsic motivation and five of which were related to extrinsic motivation. The mean score and its interpretation are presented in Table 2.

Table 2
The Level of Student's Motivation

Aspect	N	Mean Score	Interpretation
Learning motivation	50	3.67	Moderate Degree of Motivation

Table 2 revealed the student's mean score in learning motivation is 3.67, which is categorized as a moderate degree of motivation. It can be said that the participating students sometimes had and had not have motivation in following English online learning. The detail of students' motivation internally and externally is discussed in the following section.

Intrinsic Motivation

Table 3 presents the result of the questionnaire along with the five statements regardless of intrinsic motivation, the mean scores, and the corresponding motivation level. The mean score and level of intrinsic motivation would be used as the foundation of further interpretation.

Table 3
The level of student's intrinsic motivation

No	Items	Mean Score	Level of Motivational
1	I study English in order to increase my English language skills.	2.66	Moderate
2.	I use my free time to learn English during Covid-19 pandemic.	2.23	Low
3.	I learn English to help me communicate more effectively with English speakers.	2.42	Moderate
4.	I learn English to make it easier for me to join in other cultural group activities.	2.36	Low
5.	I study English because I enjoy learning it.	2.46	Moderate
Total		2,43	Moderate

Table 3 reveals that the intrinsic motivation total mean score was 2.43, indicating that the participants were motivated at a moderate level. Interestingly, all statements for the intrinsic motivation also got a moderate level. The highest mean score was the statement number 1 (2.66), followed by the statement number 5 (2.46). In the contrary, the lowest mean score was the statement number 2 (2.23).

All participants in the interview agreed that the intrinsic motivation is important for students because it relates to the internal factor that influence their willingness to join in online learning. The findings from the current study support the study findings from Knowles and Kerkman (2007) that found that as forms of internal motivation, the students' participation in virtual learning was the outcome of their conscience, self-interest, beliefs, and motivation. Gustiani and Sriwijaya (2020) also confirms that internal determinants have been recognized as constant personal traits of successful online students because they are mostly impacted by their internal motivation.

Another aspect that the participating students perceived to be important in attending the online learning was related to their willingness to learn and gain new knowledge. The participants said that they were interested and eager to attend the online learning due to their willingness to learn and obtain new abilities, and they don't want to miss out on new lessons, knowledge and skills. The following two quotes represent the participants' thoughts on their willingness to learn new knowledge and skills.

I was motivated to attend the online learning, including English language learning during Covid-19 because I don't want to miss the lesson. Besides, I also eager to learn new knowledge and skills and keep updating with the new development in education. Therefore, I always keep my spirit to study although we are facing hard and difficult time because of Covid -19. So, for me and it cannot be an excuse for students to not attend the online learning as long as they have good internet access (IT.Fikri.SC3).

I personally attended the online learning because of self-awareness. Although I sometimes got difficulty to attend the online learning due to unstable internet access, this does not necessary mean that it can stop us from our obligation to learn and seek for new knowledge and skills. I and most of my friends realize that the online learning would be hard to become effective like classical learning process in the classroom and I personally try to do my best to attend the online learning regularly and learn whatever the learning materials that my teachers gave me. I have to do that because I was in Grade XII and would face final exam soon. (IT.Qaila.SC1).

Despite some obstacles the students may face in online learning, their self-awareness to keep their spirit and focus on seeking new knowledge are other positive aspects. This study's findings are consistent with earlier research (Fitriyani et al., 2020; Simamora, 2020). Simamora's (2020) study indicates that students' eagerness to learn and add to their knowledge has motivated them to study diligently, even when studying online. The findings also support what Schunk and Usher (2019) 2012) indicated that internal motivation can influence how students approach learning, even in a hard situation.

One of the interesting finding from this research is that the participating students in the interview said that they found online learning to be enjoyable due to technological knowledge. The participants perceived that the new approach of using digital platforms in online learning has increased their motivation in learning. They learned and experienced new approach and strategy in learning through digital platforms like zoom, google classroom, and google meet. According to them, these new digital platforms are important knowledge and skills for their career and life, especially in this technology age. The findings from the current study supports the ideas from Kuntarto (2017) and Sobron et al. (2019) that students may benefit from more meaningful learning experiences through online learning, which are more challenging than traditional learning models. The findings from the current study are also inline with the study results from Firman and Rahayu (2020) and Simamora (2020), where students had a lot of opportunities to try out digital learning packages due to online learning. Another study by Knowles and Kerkman (2007) also found that students' desire to try out and learn new technologically integrated learning was linked to situational interest. Studies have suggested the need to consider for new-things effects that mostly happens in a technology-rich setting where learner interest can be increased from time to time (Moos & Marroquin, 2010). Motivated learners are willing to take on stimulating activities, being engaged, and adopting a worth approach to learning while revealing increased performance and creativity (Ryan & Deci, 2000).

Extrinsic Motivation

Another aspect that has been included in the questionnaire was extrinsic motivation. In order to investigate the level of student's extrinsic motivation, a descriptive test was conducted. Table 4 provides the mean score and extrinsic motivation level for each item.

Table 4
The mean score and level of extrinsic motivation

No	Items	Mean Score	Level of Motivational
1	Learning English can help us land a decent career.	2.47	Moderate
2.	I study English in order to do well on my English exam.	2.82	Moderate
3.	Knowing English gives me a feeling of success	2.51	Moderate
4.	Others will regard me with respect if I am able to communicate in English.	1.97	Low
5.	The teacher's method in English lesson is interesting.	2.76	Moderate
Total		2,51	Moderate

Table 4 points that the total mean score for extrinsic motivation items was 2.51, which means at the moderate level of motivation. All statements for the extrinsic motivation got a moderate level, except for statement number 4. The highest mean score was the statement number 2 (2.82), followed by the statement number 5 (2.76). On the contrary, the lowest mean score was the statement number 4 (1.97). The mean score and level of students' extrinsic motivation indicate that the participating students felt important to learn English during the pandemic Covid -19, especially for the purpose of doing well in their English examination. The results also show that the extrinsic motivation is higher than the intrinsic motivation.

The results from the interview show that the student's views of online learning usually have a negative attitude and low level of motivation in some extent. The negative viewpoint and low level of motivation were caused by the bad internet access and their inability to communicate effectively and regularly with their teachers and peers. Four of the participants in the interview informed that many students, especially those who live in the remote areas, faced a big handicap in attending online classes effectively due to unstable internet access. The hard obstacle particularly experienced by those students at the early time of the spread of Covid -19 viruses. Students' difficulties in accessing internet during Covid -19 pandemic have been also reported in some previous studies (Cahyani et al., 2020; Putria et al., 2020). Cahyani et al. (2020) found that unstable internet connection

to access online learning was also triggered frustration and affected students' learning motivation. Another study by Putria et al. (2020) also pointed that a stable internet network became the key factor in successful online learning. That idea is supported by Linjawi and Alfadda (2018) who indicated that having access to technology and a good Internet connection are crucial for e-learning adoption success.

Lack of students' interaction with their teachers and classmates was also perceived as another cause of the low level of motivation. The participants said that although they still sometimes met with their teachers and classmates via Google Meet and/or Zoom, but the quality and quantity of the meeting was lower compared to classical classroom learning activities. The study findings corroborate previous findings from the study conducted by Lin, Zhang and Zheng (2017). Lin et al.'s research pointed that students' external motivation was lower in virtual learning if compared to classical classroom learning because of lack of interaction both with their teachers and classmates. A study carried out by Aji et al. (2020) also pointed out that online classes during the Covid-19 could be successful if teachers and students collaborate and coordinate well.

Four of five participants in the interview confirmed that school regulations influenced their motivation in English virtual classes during Covid-19 period where students take online classes because they are required and to avoid compensation of being absent. The following quote exemplifies the participants' perspectives on the impact of school regulation.

Initially, I found online learning was boring learning activities. I mostly frustrated with the bad internet access and I need to join the online class to compensate myself of being not absent. I also have to attend the online class to allow me keep updating with learning tasks and the deadline to submit the tasks (IT.Ahmad.SC4).

The findings from this research concur with the finding from Ryan and Deci (2000). Ryan and Deci's study found that students took part in online learning in a passive manner since it was a duty rather than a necessity for them. Therefore, it is vital to remember that with online learning, students' goals aren't isolated from the learning activities themselves. From this view, Gustiani and Sriwijaya (2020) proposes to maintain students' feeling of self-determination by experiencing a good external motivation from their online classes.

Another major finding that emerged from this research in relation to the extrinsic motivation was the perceived value of learning materials and feedback from teachers. The participating students felt that they would be motivated to attend the online learning when the learning materials were related to their needs. This study's findings seem to confirm the study of Hartnett (2016), who conferred the positive effect of learning contents that students considered worth and meaningful on learning motivation within virtual environments. Çebi and Güyer (2020) found the more students were engaged in learning materials, the more motivated they participated in an online learning. It also worth noting that all of the participants in the interview felt that they need regular feedback in relation to their study progress, especially for those students who were going to have the final exam. The findings from the current study support Evans' (2013) findings of the importance of feedback in learning. It is found that feedback is a great reinforcer for learning and achievement. By giving new information specific to the work or learning process, feedback bridges the gap between what is known and what is wanted to be understood. Yantraprakorn et al. (2018) also found that in a Thai EFL online learning, teacher feedback was critical.

CONCLUSION

Based on the result and discussion that have been discussed above, it can be concluded that both internal motivation and external motivation influenced students' participation in English online learning. A number of factors contribute to the students' lack of interest in online learning, such as unstable access to internet and a lack of communication and collaboration with their teachers and classmates. There are some advantages of online learning for students, including in the Covid-19 pandemic, i.e., more relevant learning experiences and

opportunities to obtain knowledge and competences on technology by using digital platforms. It is expected that teachers provide sufficient feedback to students to let them know their study progress, and teachers need to keep on learning so they can better adjust their teaching strategy with learning materials and students needs. The policymakers need also to provide training for teachers that allows them to organize the classes and give effective feedback in online classes.

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