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Evaluating Learning Motivation: An Analysis of Students' Engagement in Online Learning Environments

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Abstract

This study analyzes students' learning motivations, including concentration, curiosity, enthusiasm, independence, readiness, encouragement, consistency, and self-confidence during online learning at Paho High School. Using a qualitative descriptive method, the research was conducted from February to April 2022, involving 53 students from class XI. Data were collected through observations, interviews, reflective journals, and questionnaires adapted from various research journals, focusing on learning motivation. The data analysis involved stages of data reduction, coding, presentation, and conclusion. Results were categorized into three areas: (1) student learning motivation during online learning, (2) advantages of online learning, and (3) disadvantages of online learning. Questionnaire data revealed that 78% of students exhibited excellent concentration, 57% had good curiosity, 41% displayed fair enthusiasm, 92% showed excellent independence, 54% demonstrated good readiness, 93% had excellent encouragement, 78% maintained excellent consistency, and 61% had good self-confidence. Overall, 69% of students were found to have good learning motivation. These findings suggest that students generally possess strong learning motivations in an online learning environment, providing valuable insights for educators to enhance online teaching strategies and improve student learning outcomes. This study also serves as a reference for future research on learning motivation in online education.



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1. Introduction

Online learning is a part of the education system familiar to lecturers or teachers to provide distance learning. In response to the COVID-19 pandemic, numerous universities are contemplating the shift to online learning for some or even all of their classroom teaching, both temporarily and for the long term [1]. However, in Indonesia, there are still very few established online learning management institutions, such as Universitas

Terbuka (UT), which has been implementing online education since 2013 [2].

The development of science in information and communication technology has tremendously influenced various aspects of human life, especially in education. In a study by Brittany Landrum, students mentioned that it has an advantage and flexibility and becomes an option for students [3]. It makes education convenient and easily accessible to one and all students and teachers [4]. Since 1990, the number of higher education institutions with

online learning technology has increased [5]. The concept of this learning in college or school is always described through face-to-face meetings between teachers and students that take place inside the classroom. The classroom in this context has meaning as a place where teachers and students meet face-to-face in the same room [6].

According to Carliner (2003), this learning experience through several technologies [7]. Meanwhile, Anderson (2008) defines learning as part of distance education, which provides access to a more flexible educational experience in time and space rather than face-to-face based [8]. It makes the comfort provided, being close to family, and health one of the reasons for students to pursue higher online education [9] and it has become popular with students [10]. The main points in online learning are student attitudes, perceptions, evaluation of assessments, satisfaction, and performance obtained by students [11]. The question is whether online learning can replace some aspects of face-to-face time in the classroom and allow for greater flexibility without sacrificing quality and performance in learning [1].

Students face different situations and conditions while studying, which affects their motivation during online learning. Motivation is a crucial factor in learning; it influences the learning process and can also be seen as a learning outcome [12]. Motivation can be considered one of the fundamental components in designing both the learning environment and the learning process [13]. It is considered one of the most significant factors that lead students to pursue a goal, influencing their learning strategies and cognitive processes and determining their actions and commitment to learning [14]. Although we tend to become motivated due to many factors unique to specific experiences and consequences, solid extrinsic motivation significantly affects students [15]. Good learning motivation is needed in online learning to increase concentration, curiosity, enthusiasm, independence, readiness, encouragement, consistency, and student confidence [16]. It has been emphasized that the expected level of learning may not be achieved if student motivation is low [5].

Motivation is essential for learning success [17]. It is a force that triggers students to be actively involved in learning. The force that triggers and directs the action to achieve the goal [18], and a concept that shows how well individuals try to do their best to be successful in their target [13]. Literature-based shows that motivated students engage with learning activities and devote more time to tasks than those with low motivation levels [13].

Learning motivation is influenced by four factors: attention, trust, satisfaction, and relevance. Attention is the first factor, which is enhanced through activities that pique students' curiosity. The second factor, relevance, ensures that the activity aligns with the student's needs. Additionally, this model assesses whether it fosters confidence in students and brings them satisfaction [19]. Moreover, motivation is crucial in classroom learning. Students with high internal motivation typically engage actively in their learning process. Conversely, those with lower internal motivation often need external influences, such as the teacher's instructional methods, to become engaged [15]. Teaching method is one of the factors that affect student learning motivation. Under the circumstances, when students are actively engaged in learning using suitable teaching methods, optimal achievement is achieved. On the contrary, suppose that conventional teaching methods adopted by teachers do not attract their motivation, thus making them passive during learning, with the realization of poor achievements [20].

In addition, this research is supported by several research results on online learning, such as the significant influence of the Reading Questioning and Answering (RQA) learning model in online learning on improving student learning outcomes in science subjects [21]. There is an increase in the critical thinking ability of students with high motivation in online learning through the e-PBL module [22]. Blended learning and motivation learning models influence creative thinking ability [23]. Applying a collaborative learning model based on e-learning can also improve student learning outcomes [24].

Therefore, this study analyzes students' learning motivations such as concentration, curiosity, enthusiasm, independence, readiness, encouragement, consistency, and self-confidence during online learning at Paha High School. It is known that motivation is a theoretical construct that explains the initiation of direction, intensity, perseverance, and quality of behavior, especially behavior directed towards the goal. Motivation can provide encouragement or action both physically and mentally so that activity in learning becomes an essential part of motivation [18]. In this case, this research can be an essential reference for an institution to open or carry out online learning at an institution like UT.

2. Materials and Methods

2.1. Research Design

The method employed in this study is qualitative descriptive research. This approach seeks to understand human or social phenomena by developing a detailed

and intricate picture, conveyed through words and reporting in-depth perspectives gathered from informants [25]. This research method was chosen to analyze and explain student motivation in online learning in more detail.

2.2. Research Setting and Participants

This research was conducted at Pahoa High School from February to April 2022. The participants consisted of 53 students in class XI. The sample was selected to ensure a representative understanding of students' diverse experiences and motivations in online learning.

2.3. Data Collection Techniques

Data collection in this study employed multiple techniques to ensure a rich and comprehensive dataset. Direct observations during online classes captured real-time student engagement and behaviors, while semi-structured interviews provided in-depth insights into students' motivations and challenges in online learning. Students maintained reflective journals to document their experiences, feelings, and thoughts about online learning. Additionally, structured questionnaires were adapted from several research journals [16] to gather quantitative data on student motivation, specifically focusing on learning motivation.

2.4. Instruments

The instruments used in this study were adapted from existing research to ensure their validity and reliability. They were tailored to capture various dimensions of learning motivation, including concentration, curiosity, enthusiasm, independence, readiness, encouragement, consistency, and self-confidence.

2.5. Data Analysis

The data collected were analyzed through several stages to ensure a systematic and thorough understanding of the findings. Initially, data reduction was performed to filter and focus the raw data from observations, interviews, journals, and questionnaires, highlighting the most relevant information. This was followed by coding, where the reduced data were categorized to identify key themes and patterns related to student motivation in online learning. The coded data were then organized and presented to facilitate easy interpretation and understanding of the findings. Finally, conclusions were drawn by synthesizing the findings to provide meaningful insights into student motivation in online learning environments.

3. Results and Discussion

This research was conducted at Pahoa High School, which implements online learning during the Indonesian pandemic. This research is limited to analyzing student learning motivation, such as concentration, curiosity, enthusiasm, independence, readiness, encouragement, consistency, and self-confidence, formed during online learning. The results of the data analysis of observations, interviews, and reflective journals were collected and then reduced. After that, they were coded into three categories, namely (1) student learning motivation during online learning, (2) advantages of online learning, and (3) disadvantages of online learning.

3.1. Student Learning Motivation During Online Learning

Based on the data obtained through observations, interviews, and reflective journals, it was found that students have attended to the delivery of competence, understand the instructions given by the teacher, can concentrate on teaching materials, can listen to every explanation of the material presented, take notes on the material delivered during learning, and comply with the given rules properly.

This research is supported by the questionnaire instrument contained in Table 1, and the results of the questionnaire are in Figure 1, which showed that 78% of students had excellent concentration. In addition, it was found that student's interest in the materials and the initiative to ask questions about the material. This study is supported by the questionnaire results, which showed that 57% of students had good curiosity.

The data shows that student's enthusiasm for conveying ideas and opinions during learning is fair. The questionnaire results showed that 41% of students had fair enthusiasm. According to data from reflective journals and interviews, students are shy about expressing their opinions in online learning because when they open the microphone, they all hear what they have to say. Students had independence in doing excellent assignments. Another finding is that 91% of students had excellent independence. Students had good learning readiness.

This study is supported by the results of the questionnaire, which showed that 54% of students had good readiness. Students desire to get the best score from each task given. This study is supported by questionnaire results, which showed that 93% of students had excellent encouragement. In online learning, students are serious about doing assignments. This study is supported by the results of the questionnaire, which showed that 78% of students had

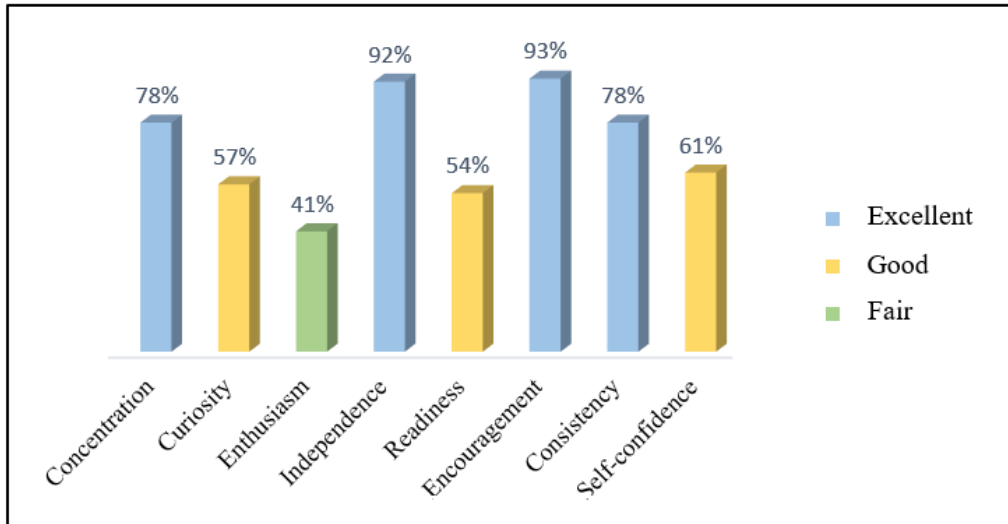


Figure 1. Results of the learning motivation questionnaire.

Table 1. Learning motivation questionnaire instrument.

Aspect	Indicator
Concentration	Attention to the delivery of competence Understand the instructions given by the teacher Concentration on teaching materials and materials Listen carefully to every explanation of the material presented. Take notes on the material presented at the time of learning. Comply with the rules given during the learning process
Curiosity	Interest in the materials and materials presented Asking questions about the material being taught
Enthusiasm	Enthusiasm in conveying ideas and opinions during learning
Independence	Able to answer and do well the tasks given
Readiness	Enthusiastic and ready to answer or do the assigned tasks
Encouragement	Have the desire to get the best value from each task
Consistency	Be serious in doing duty
Self-confidence	Confident with the score that students will be getting

excellent consistency. In addition, students had a good level of confidence in doing assignments and getting the best scores on online learning. This study is supported by the results of the questionnaire, which showed that 61% of students had good self-confidence.

3.2. Advantages of Online Learning

Based on data obtained from observations, interviews, and reflective journals, it was found that students felt more relaxed when studying online. Students found it easier to find additional information when students did not understand the material presented. Students felt that when studying online, students could do assignments while listening to music. Students do not need to spend much time coming to school. The following is data from the student reflective journal:

"With online learning, I can do my homework while listening to music because I like to study while working on music." (Student 1, 28 April 2022)

Students thought their remaining time in online learning could be used to develop hobbies that students liked. Online learning also supports creativity with assignments given by the teacher, such as making posters, infographics, PowerPoint, and animated videos. During online learning, students feel that their insight is open to the many sources of information that they can get, such as YouTube, articles, and other learning applications. The following is data from the student reflective journal:

"I have plenty of time to develop my hobby, ma'am. Because after studying and doing my homework, I can do my hobby at home." (Student 5, 28 April 2022)

The results of this study were supported by research according to Andika (2021), which suggests that online learning has flexibility in time and place and can save travel costs to study locations, accommodation costs during the study period, administrative costs, physical facilities, and classrooms. If students do not understand or understand a material, students can repeat the material or look for other additional information [23].

3.3. Disadvantages of Online Learning

Based on data obtained from observations, interviews, and reflective journals, it was found that there were difficulties when learning online because they were disturbed by many things in the surrounding environment. Students often delay submitting their assignments because there are already deadlines for each task. The following is data from the student interviews:

"Because online learning has a deadline, ma'am. So sometimes I like to procrastinate to do the work." (Student 3, 28 April 2022)

This online learning makes it difficult for students to find close friends. Students felt that activities such as class meetings or celebrations are not as enjoyable as when they are carried out at school. The following is data from the student interviews:

"If a class meeting at school or a celebration is not fun, ma'am. Activities at school when onsite are more fun than online." (Student 7, 28 April 2022)

The results of this study were supported by research according to Fathul (2022), which suggests that online learning tends to give a lot of assignments, and students who lack the motivation to learn fail. Internet facilities are not evenly distributed in places with inadequate electricity, telephone, and computers [26].

3.4. Limitations

This study has several limitations that should be considered when interpreting the results. First, the sample size was small and limited to students from a single high school, which may not represent the broader student population. The study's qualitative nature also means that the findings are based on subjective data, which individual perceptions and experiences may influence.

Furthermore, the study was conducted over a short period, which may not capture the long-term effects and sustainability of online learning motivation. The reliance on self-reported data through interviews and reflective journals may also introduce bias, as students may

provide socially desirable responses rather than candid insights.

3.5. Future Studies

Future research should address these limitations by conducting studies with larger, more diverse samples across multiple institutions to enhance the generalizability of the findings. Longitudinal studies that track student motivation and engagement over extended periods would provide a deeper understanding of the long-term impacts of online learning.

Additionally, future research could explore the effectiveness of interventions designed to improve student motivation and reduce procrastination in online learning environments. Comparative studies between online and traditional face-to-face learning modes could also provide valuable insights into the strengths and weaknesses of each approach.

Finally, investigating the role of technology, such as artificial intelligence and adaptive learning systems, in enhancing student motivation and personalizing the online learning experience could offer new avenues for improving educational outcomes.

4. Conclusions

Based on the findings and discussions, it can be concluded that students had good learning motivations from concentration, curiosity, enthusiasm, independence, readiness, encouragement, consistency, and self-confidence, and reinforced by data from the questionnaire that 69% of students had good learning motivation. This research can be an evaluation and consideration for educators in implementing online learning so that the learning outcomes achieved by students are high. This research is expected to be study material for further researchers analyzing learning motivation towards online learning.

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