STUDENTS MOTIVATION AND PREFERENCE TOWARD ON-LINE LEARNING

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Abstract: *The purpose of this descriptive qualitative study is to examine students'motivation toward on-line learning and their preference on of this type of learning. The target population consisted of 81 USM students from Faculty of Communication Science who took English TOEFL course. Questionnaires were distributed to the students during the learning process. The questionnaire consists of 10 objective questions with 5 answer choices: strongly agree, agree, quite agree, disagree, strongly disagree and 2 free answer questions. The total score of the questionnares was 2902 indicating that students' motivation was on moderate category which is in line with the result of similar research. While most students prefer on-line learning due to its practicality to access the streaming, material, submitting assignments; others find that they lack of concentration, interaction, and ability to master the subject and external problem like unstable wifi connection.*

INTRODUCTION

Indonesian Government officially announced that Covid -19 Pandemic has infected the population in Indonesia on March 1st 2020. As the number of infected patients grew fast day by day. The Minitry of Education and Culture immediately stipulated a policy that "all the teaching learning process from kindergarten up to university level should apply long distance learning to avoid the spreading of Covid-19" [1](Kristanto, 2020). This policy was formalized in the form of Letter of notification number 4 Year 2020 (concerning the implementation of emergency education policy due to the spreading of of Covid 19 virus dated 24 March 2020) which recommended that teaching learning process should be conducted on line. "On line learning/E learning or long-distance Learning is a learning process (bothin formal and non formal education program) which is conducted based on technology"[2] (Alfina, 2020).

All educational institutions are subject to the online learning regulation. It has begun the transition from traditional face-to-face approaches to remote digital platforms. The quality of education that resulted from this abrupt transformation has been questioned.

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[1] Kristanto, Y. D. (2020). Covid-19, Merdeka Belajar, dan Pembelajaran Jarak Jauh. Google Scholar
[2] Alfina, O. (2020). Penerapan Lms-Google Classroom Dalam Pembelajaran Daring Selama Pandemi Covid-19.

"Previous research found that online learning during the Covid-19 pandemic era in Indonesia had some advantages and some disadvantages. On the one hand, students were said to benefit from online learning because they had high interaction with rich learning materials regardless of time or place, as well as a high opportunity to experience digital learning programs". [3](Firman & Rahayu, 2020; Hidayat & Noeraida, 2020)

However, the success of on-line learning is also influenced by students' motivation. The coronavirus outbreak's drive for online learning was claimed to have had conflicting consequences on higher education, particularly in Indonesian universities. For other pupils, the online learning has resulted in a lack of motivation, whereas others had a strong desire to learn. Previous research revealed that "external factors such as learning environment, learning time, and instrumental supports had a significant impact on students' achievement. Because online learning was done from home, many parents believed they could still ask their children for help with household chores during their online learning time. Frustration was also caused by unstable internet connections and gadgets used to access distance learning". [4]Cahyani, Listiana, and Larasati (2020), Rachmat (2020), and Simamora (2020) On the other hand, [5]Fitriyani, Fauzi, and Sari (2020) "argued that intrinsic factors highly motivated university students in online learning. They have studied hard, even online, because they are eager to understand and add new knowledge. Furthermore, resilience and psychological condition also favorably assisted them to have success online learning."

This study is trying to observe (1) to what extent is the motivation of Communication science students taking English TOEFL Course through on-line learning. (2) what are their preferences toward on-line and off-line learning as well as the reasons. The data for this study are taken from questionnaire distributed to 81 students of Communication science taking English TOEFL Course. The questionnaire consists of 10 objective questions with 5 answer choices: strongly agree, agree, quite agree, disagree, strongly disagree and 2 free answer questions.

LITERARY REVIEW
Motivation to learn
According to [6]Brophy (2010:3)," motivation can be defined as 'a theorical construct to elaborate the initiation, direction, intensity, persistence, and quality of behaviour, especially goal-directed behaviour". "It is associated with individual cognitive and affective processes on situated and interactive interaction between learners and their learning environment in

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[3] Firman, F., & Rahayu, S. (2020). Pembelajaran online di tengah pandemi covid-19. Indonesian Journal of Educational Science (IJES), 2(2), 81-89. Hidayat, D., & Noeraida, N. (2020). Pengalaman komunikasi siswa melakukan kelas online selama pandemi Covid – 19. JIKE: Jurnal Ilmu Komunikasi Efek, 3(2), 172- 182.

[4] Cahyani, A., Listiana, I. D., & Larasati, S. P. D. (2020). Motivasi Belajar Siswa SMA pada Pembelajaran Daring di Masa Pandemi Covid-19. Jurnal Pendidikan Islam, 3(1), 123-140.

[5] Fitriyani, Y., Fauzi, I., & Sari, M. Z. (2020). Motivasi belajar mahasiswa pada pembelajaran daring selama pandemik Covid-19. Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran, 6(2), 165-175.

[6] Brophy, J. (2010). Motivating students to learn (3rd ed.). New York, NY: Routledge.

response to contextual and social factors as enablers or barriers" [7](Schuck et al., 2014).

While according to [8]Paris & Turner (1994), "motivation is a "engine of learning" that influences the what, how, and when of students' learning". [9]Ryan and Deci (2000a, 2000b) made the case in their studies that "motivated students may complete difficult learning tasks that actively include them in identifying appropriate ways to support their learning, enjoy them, and demonstrate improved, persistent, and creative learning".

Online Learning

According to [10]Hartnett (2016) the term online learning refers to "distance education mediated by technological tools where learners are geographically separated from the instructor and the main institution".

Another expert like [11]Welsh (2003) stated that "Online learning is a learning model that sends information and instructions to individuals via computer network technology, particularly the internet. Online learning (online) is a learning model that provides us with resources that allow us to learn wherever and whenever we want".

Principles of Online learning

There are two types of online learning: content and instructions. "To begin with, the content of an online course has a significant impact on the learning outcomes of the learners. It must use internet technology to engage learners remotely with a variety of interactive content such as audio, video, animation, and simulation. The content can be adapted and customized to meet the needs of the learners in order for them to demonstrate their understanding of the material and be ready to move on to the next one"[12]. (Alabbasi, 2017; Archhambault et all., 2010).

Second, the instructions are delivered online so that students can directly comment on their assignments. The instructions can be modified according to the pedagogical requirements, interaction guidelines, and gadget availability in accordance with the policies of the hosting educational institution, much like the content can be flexible and customized. Teachers give instructions through interacting with students in the same time-space through video conferencing, such as using Zoom or Google Meet, and through distinct time-space means, such as email or chat texting programs. These communication channels must be reachable from anywhere.

Strengths and weaknesses of On-line Learning

There are numerous reasons why online programs have grown in popularity as a form of

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[7] Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2014). Motivation in education: Theory, research, and applications (4th ed.). Boston, MA: Pearson.

[8] Paris, S. G., & Turner, J. C. (1994). Situated motivation. In P. R. Pintrich, D. R. Brown & C. E. Weinstein (Eds.), Student motivation, cognition, and learning: Essays in honor of Wilbert J. McKeachie (pp. 213–237). Hillsdale, NJ: Lawrence Erlbaum.

[9] Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25(1), 54– 67. doi:10.1006/ceps.1999. 1020.

[10] Harnett, M. (2016). Motivation in online education. Singapore: Springer Nature. doi:10.1007/978-981-10-0700-2.

[11] et al Welsh, "E-learning: Energing Uses, Empirical Results and Future Directions," Int. J. Train. Dev., vol. 7, pp. 245–258, 2003

[12] Alabbasi, D. (2017). Exploring graduate students' perspectives towards using gamification techniques in online learning. Turkish Online Journal of Distance Education, 18(3), 180–196.; Archambault, L., Co-chair, B., Diamond, D., Coffey, M., Foures-aalbu, D., Richardson, J., Zygouris-coe, V., Brown, R., Cavanaugh, C., Scribner, D., & Barbour, M. K. (2010). An Exploration of At-Risk Learners and Online Education. International Association of K-12 Online Learning. https://aurora-institute.org/resource/anexploration-of-at-risk-learners- and-online-education/

distance learning in higher education. The online environment provides unprecedented opportunities for people who would otherwise have limited access to education, as well as a new paradigm for educators, allowing for the development of dynamic courses of the highest quality.

Here is a list of some of the most "significant advantages of online programs" [13](Sagita & Nisa, 2019:1):

1. Flexibility in time and place. Students can access the on-line program anywhere and anytime.
2. Freedom when to learn a subject, when to finish a subject whether they encounter problems during the online session.
3. Save expenses on transportation, accommodation, school fee etc.
4. Access for students to re-learn the lesson in case they have difficulty to understand during the streaming session.
5. Automatic administration process.

In addition to the advantages toward on-line learning, there are also some "disadvantages of on-line program" [14](Sagita & Nisa, 2019:1):

1. During the on-line learning process, there is only limited interaction between lecturers and students, students/ high level students.
2. Lecturers tend to ignore academic and social aspects.
3. The learning process tend to shift into traning rather than education.
4. The changing in lecturer's role from conventional learning system into e learning system has encouraged them to understand and use ICT.
5. Students with lack of motivation tend faill in on-line learning.
6. There are still many remote areas in Indonesia which are not supported by good internet connection.
7. Whenever there are problems with internet connection, sometimes there are no technical support personnels available to help because the number is so few.

RESEARCH METHOD

This study is descriptive qualitative in nature since the data are in the form of words, phrases or sentences. [15]Bogdan and Biklen (1992:30) state that "one of the characteristics of qualitative research is descriptive meaning the data collected are mostly in the form of texts or pictures rather than numbers". The procedure of research can produce the descriptive

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[13] Sagita, M., & Nisa, K. (2019). Pemanfaatan E-Learning Bagi Para Pendidik Di Era Digital 4.0. Jurnal Sosial Humaniora Sigli, 2 (2), 35–41. Google Scholar

[14] Sagita, M., & Nisa, K. (2019). Pemanfaatan E-Learning Bagi Para Pendidik Di Era Digital 4.0. Jurnal Sosial Humaniora Sigli, 2 (2), 35–41. Google Scholar

[15] Bogdan, C and Biklen, K. Qualitative Research for Education. Boston: Advision of Sinn and Schuster, Inc.1992.30.

data which is more informative and explicitly representative.

Research Instruments:

1. The researcher
    The researcher acted as the main instrument in qualitative study. She planned, designed, implemented, collected data, analized data, and summarized. She distributed the questionnaires to reveal students' motivation and conducted an observation during on-line learning.
2. Questionnare on Students' Motivation
    The questionnaire consists of 10 objective statements with the following answer choices: strongly agree, agree, quite agree, disagree, strongly disagree and 2 free answer questions.
3. Observation Sheets
    Observation sheet consists of 3 parts of learning process: opening stage, learning stage, and closing stage.

Data Collection Techniques

The data from questionnaires that were distributed to 81 students of Communication Science then classified into three categories: low/moderate/high. These categories can be obtained by:

1. Determining the minimum value: 81 students x 1 (minimal value) x 10 statements = 810
2. Determining the maximum value: 81 students x 5 (maximum value) x 10 statements = 4050.
3. Determining the range (R) = maximum value – minimum value → 4050 - 810 = 3240
4. Determining the interval range, where interval R is divided into 3 categories (low, moderate, high). Therefore R/3 → 3240/3 = 1080.
5. Determining interval classes
    Low $810 \leq x < 1890$
    Moderate $1890 \leq x < 2970$
    High $2970 \leq x < 4050$

Data Analysis Techniques

According to [16]Miles dan Huberman (Barbacena, 2015), "stages in analyzing students motivation data are as follows":

1. Taking notes while conducting observations, interviews, also notes about participant answer sheets, and other comments emerged while doing the research.
2. Filtering and selecting the data obtained to identify similar phases, patterns, describing the differences between subgroups.
3. Identifying the pattern and process, similarity, and differences.
4. Elaborating in detail all small categories from general statements which represent consistency in the database.
5. Observing familiar general statements in the form of constructed formal knowledge and theories.

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[16] Barbacena, Leonila B. dan Sy, N. R. 2015. Metacognitive Model in Mathematical Problem Solving. *Intersection*. 12 (1). 16-22

Credibility test/ Data Validity
Data Validity of this research is data triangulation which refers to data obtained from questionnaires and observation.

RESULT AND DISCUSSION
The data taken from the questionnaires then were processed resulted a total score of 2902 from all the respondents, this means that students' motivation was in moderate category. This moderate category is in fact in accordance with the previous research conducted by [17](Cahyani, Listiana, dan Larasati, 2020). In their research concerning" On-line Learning during Covid – 19 Pandemic which resulted in moderate category as well".

The moderate category of students' motivation was also in accordance with the observation result during on-line learning. In opening stage of on-line learning, most students were not able to join the e-learning (zoom, Ms. Teams, etc) on time because they said they had problems with internet connection. During the learning stage and closing stage most student deactivate their cameras and they claimed it happened due to problems with internet connection. Therefore, lecturers could not see their faces and were not certain if the students really paid attention to the course or not. Most students did not actively participate during the learning process by keeping silent.

Based on the previous research, the outcomes of on-line learning are: "(1) On-line learning still confused students, (2) students become less active, less creative and less productive, (3) the piling up of information and concepts were not beneficial for the students, (4) students become depressed, (5) students' literacy in language increased". [18](Argaheni, 2020).

Table 1 The Result of Questionnaire on Students' Motivation toward On-line Learning (A case study of Communication Science Students on TOEFL Course)

No	Indikator	Skala Linkert				
		Sangat Setuju	Setuju	Cukup Setuju	Tidak Setuju	Sangat Tidak Setuju
A.	**Keuntungan/Manfaat Kuliah Daring**					
1.	Model perkuliahan daring mudah diakses dari mana saja.	28 x 5	24 x 4	22 x 3	8 x 2	0 x 1
2.	Model perkuliahan daring memudahkan	21 x 5	30 x 4	25 x 3	7 x 2	0 x 1

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[17] Cahyani, A., Listiana, I. D., dan Larasati, S. P. D. 2020. Motivasi Belajar Siswa SMA pada Pembelajaran Daring di Masa Pandemi Covid-19. *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam*. Volume 3 No.1, Hal.123-140

[18] Argaheni, N. B. 2020. Sistematik Review: Dampak Perkuliahan Daring Saat Pandemi Covid-19 Terhadap Mahasiswa Indonesia. *PLACENTUM Jurnal Ilmiah Kesehatan dan Aplikasinya*, Volume 8 No.2. Hal.99-108

	saya dalam mengikuti perkuliahan					
3.	Penyampaian materi perkuliahan oleh dosen secara daring lebih jelas	18x 5	26 x 4	31 x 3	11 x 2	0 x 1
4.	Saya bisa memahami materi yang disampaikan dosen secara daring	13 x 5	23 x 4	37 x 3	8 x 2	0 x 1
5.	Mengirim tugas lebih mudah secara daring	24 x 5	35 x 4	23 x 3	1 x 2	0 x 1
B.	**Kerugian Kuliah Daring**					
1	Model perkuliahan daring sulit diakses	1 x 1	10 x 2	35 x 3	32 x 4	6 x 5
2	Model perkuliahan daring menyulitkan saya dalam mengikuti perkuliahan	0 x 1	11 x 2	30 x 3	37 x 4	4 x 5
3	Penyampaian materi perkuliahan oleh dosen secara daring terkadang kurang jelas	0 x 1	16 x 2	40 x 3	24 x 4	2 x 5
4.	Saya sulit memahami penjelasan dosen secara daring	1 x 1	11 x 2	35 x 3	32 x 4	1 x 5
5	Mengirim tugas secara daring sering menimbulkan masalah sehingga tugas sering tidak terkirim	1 x 1	15 x 2	34 x 3	25 x 4	6 x 5

Table 2 Free Answer Results

No	Indikator	Alasan	Total Jawaban
1	Suka Daring	1. Bisa kuliah sambal kerja	**16**
		2. Bisa diakses dimana saja	25
		3. Materi bisa diunduh dan dipelajari lagi	3
		4. Memudahkan dalam mengumpulkan tugas	8
		5. Dosen bisa menjelaskan dengan baik	5

		6. Dosen memberi waktu untuk engumpulkan tugas	1
		7. Praktis dan hemat biaya transport	2
		Total	60
2	**Indikator**	**Alasan**	
	Tidak suka daring	1. Kurang konsentrasi/fokus	3
		2. Tidak efektif	1
		3. Sulit memahami materi	7
		4. Kurang interaksi dengan dosen dan teman	3
		5. Pembelajaran kurang maksimal	1
		6. Jaringan sering tidak stabil	7
		Total	**19**

CONCLUSION

There are two main purposes of this research, they are: (1) to examine students'motivation toward on-line learning and (2) their preference on of this type of learning.

Based on the findings of the questionnaire analysis, it was discovered that (1) Studens score of motivation was 2902 this score meant that the range was in the moderate category. This result was in accordance with previous researches under the similar topic.

Referring to students' preference between on off-line or on line learning, most students liked on-line learning while some of them did not. For those who preferred on line learning

They stated that (1) they can study while working, (2) it can be accessed anywhere, (3) materials can be downloaded for further learning, (4) it was easier to submit tasks/assignments, (5) lecturers were able to explain the course well and gave time for them to submit the task, (6) it was practical and economical since they did not have to spend money on transport.

While those who did not like on-line learning claimed that (1) they could not concretrate/focus during on-line learning process, (2) they felt that it was ineffective because they sometimes did not understand the subject and there were lack of interactions between lectures and students and between students themselves. (3) unstable internet connection was also a problem for them.

It can be concluded that on-line learning was actually well received by the students due to all the convenience during the learning process, however some students who had problems with on-line learning must be accommodated by the lecturers by introducing alternative type of learning such as hybrid learning in which off-line and on-line learning can be combined. After all in this digital era on-line learning seems inevitable.

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