

## Students' Motivation in Offline Learning Post Covid-19

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**Abstract:** The return of the education system to face-to-face learning had an impact on students' learning habits. This study aimed to perceive the students' intrinsic motivation in offline learning post-COVID-19. It focused on instrumental motivation. The subjects of this study included 25 new students from Canada's group of Intensive English Classes at the University of Muhammadiyah Banjarmasin toward their offline learning post-Covid-19. Observations and questionnaires were used to analyze the data in a descriptive qualitative manner. The mean score of the students' intrinsic motivation was discovered to 71,3. It means that the students in the Intensive English Class have an intermediate intrinsic motivation for learning English.

Keywords: Students' motivation, intrinsic, offline learning.

### 1 Introduction

Since the government announced the Corona Virus had been attacked in early 2020, teaching and learning systems have been switched to an online learning mode. Students are obliged to study online or through distance learning at this period. During a pandemic, learning from home, as is practiced in the majority of Indonesian regions, is inextricably linked to the ideals of Indonesian education. The health and safety of children, instructors, and instructional staff, in particular, must be prioritized. As a result, learning online or from home is a viable option for continuing education. During a pandemic, these concepts serve as indicators and the foundation for conducting education. In practice, online learning provides parties directly involved in education, such as instructors, students, parents, and the general public, new meaning.

For a long time, foreign language instructors and scholars have been worried about motivation as one of the most crucial aspects determining students' performance in English acquisition (Lei, 2012:100). Being motivated, according to Ryan and Deci, is making progress or moving toward a goal (Ryan & Deci, 2000).

In order to master a foreign language, motivation is fundamental. Learning motivation is the process of promoting, guiding, and maintaining learning activities carried out through an internal strength or mechanism. Once a student has developed learning motivation, he or she will learn with an active learning attitude, demonstrate a strong want to learn and focus attention in class to acquire content. There is a dialectical link between motivation and learning. Learning may create motivation, and motivation can stimulate learning again; as Ausubel points out, there is a positive relationship between motivation and learning. As a result, learning motivation is crucial in learning English. Pupils with great motivation may always obtain good results when studying foreign languages, but students who lack intrinsic motivation struggle.

The Languages Development Centre at the University of Muhammadiyah Banjarmasin offers an intensive English session for incoming students from all colleges and departments. It offers over 20 classes over two semesters, with students chosen through a placement exam based on their English proficiency. There are 42 sessions every semester, including the midterm and end-of-semester exams.

On Mondays, Tuesdays, Wednesdays, and Thursdays, the lesson begins at 4.30–5.50 p.m. Starting in March 2020, the intensive English class held online learning for multiple semesters to familiarize students with the environment of distant learning, which was often not related to time, such as asynchronous learning. Furthermore, when face-to-face deployment is done gradually, student motivation to study is not affected.

Students encounter two sorts of motivation when studying English: intrinsic and extrinsic motivation. The individual drive comes from inside rather than outside sources such as money or grades. Intrinsically motivated students love the action or the sense of success that comes with completing or merely working on a task. Students' intrinsic motivation for offline learning, particularly English learning, will be the focus of this study.

## 2 Theoretical Framework

Motivation like self-esteem, can be a global, situational, or task-centered" according to Brown (2007, p. 170). Motivation is frequently studied in terms of the learner's internal and extrinsic motivations. When a student studies for their self-perceived wants and goals, this is known as intrinsic motivation. On the other hand, extrinsically driven learners pursue a goal only to receive an external benefit from someone else.

According to Sardiman (2014, p. 89), intrinsic motivation is a motivation that becomes active and functions without the need for external stimulation since each individual manages something. Intrinsic motivations are present in all learning environments and satisfy students' needs and goals.

The desire to gain practical advantages from something is sometimes referred to as instrumental motivation. As described by Tileston (2010), instrumental motivation is an incentive engendered by the promise of a touchable, salable prize. "Extrinsic motivation is the urge to do something because of the promise of or expectation for a measurable consequence," she explained.

## 3 Method

This study investigated students' intrinsic motivation in offline learning using a descriptive approach. The descriptive research was presented in a methodical, factual, and correct manner. As a result, this descriptive study entailed describing, analyzing, and interpreting the conditions that prevailed throughout the research following Best Practices (1970: 15). The research method was a quantitative survey study design. The researcher chose samples of respondents from a population and oversaw the administration of a standardized questionnaire that was used to collect data about the population.

This study had two factors: students' intrinsic motivation and learning English. The discovery of students' intrinsic motivation in learning English, mainly instrumental motivation, was the research's indication. The participants in this study were 500 new University of Muhammadiyah Banjarmasin students who underwent a twenty-class Intensive English Course at the main campus, Gubernur Syakawi Street, Barito Kuala, South Kalimantan. Only 25 students from the Canada group were selected as participants. The group from Canada was chosen because it met various requirements for studying students' intrinsic motivation in offline learning.

The research instrument is all tools in the research by using a particular method. Furthermore, Sugiono (2011) stated that a research instrument is a tool of facilities used by the research in collecting the data to make the research more accessible and get better results, the meaning more complete and systematic, so it will be easy to analyze. In this study, the researcher used observation and questionnaire as the instrument of the research. The following is the specification of the instrument:

Table 1. Instrument used

No	Instrument	Aim
1	Observation Sheet	To observe the character and behavior of the students while offline learning

No	Instrument	Aim
2	Questionnaire	To know students' motivation when offline learning

Observation referred to data gathering, which involved the use not only visual sense but also all sense necessary to get valid and reliable data. Observation also refers to one of the techniques for gathering data (Latief, 2014:77). The item consisted of 20 items. It was collected the information about intrinsic motivation especially instrumental motivation. In this item, students were ask to answer the question by choosing four categories S (Strongly Agree), A (Agree), D (Disagree), And SD (Strongly Disagree) Likert Scale (Nurakhirah, 2014). Each student was assigned the questionnaire based on their opinion and feeling. Students' participation in research toward the material and activities in offline learning process analyzed in observation sheet. The students' active participation described as follow

Table 2 Students' Active Participation

No	The Students' Active Participation	Score	Indicator
1.	Very active	4	Students are very active to respond the material
2.	Active	3	Students respond the material actively
3.	Fairly active	2	Students' respond the material just once or twice
4.	Not active	1	Students' just shut down during the activity without doing

(Sugiyono, 2010, p. 94)

Furthermore, questionnaire was aimed to find out the students' intrinsic motivation especially instrumental motivation in learning English. The researcher adopted the questionnaire from Gardner attitude and motivation in Jefira (2011). According to Ary (2010), questionnaires are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses.

The questionnaires were given to the students and asked them to give a check in the questionnaire based on their opinion and feeling using positive statement. After the students had completed answering the questions, students had to submit it.

Table 3. The Distributor of Questionnaires Score

Options	Score	
	Positive	Negative
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

(Adopted from: Likert Scale in Nurakhirah, 2014)

The data were analyzed, and classified; investigated by survey technique, observation and questionnaire. It concluded that this descriptive method was a method that tells and interprets existing data, about a situation experienced, a relationship, an activity, a view, an attitude that is visible, or about an ongoing process. In this research, the researcher follows the formula:

The data were processed and categorized by survey techniques, observation, and questionnaires. It was determined that this descriptive approach is a means for telling and interpreting existing facts about a situation, a connection, an action, a visible perspective, or an ongoing process. Therefore, this study followed the following formula below:

$$P = \frac{Fq}{N} \times 100 \%$$

Notation: P = Percentage of questionnaire

Fq = Number of frequency

N = Number of students

(Sudjana in Haeria, 2011:37).

There are some criteria to rate students' motivation as follows:

1. Score 81-100 is categorized very high
2. Score 61-80 is categorized high
3. Score 41-60 is categorized intermediate
4. Score 21-40 is categorized low
5. Score 0 – 20 is categorized very low)

(Depdikbud in Nurleni 2012:30)

#### 4 Findings and Discussion

The findings revealed that many students' motivations were highly agreed and agreed on questions on students' intrinsic drive, particularly in instrumental motivation. The study's conclusions concern the mean score of the students' questionnaires:

After calculating the results of the students' answers to each questionnaire item, the mean score was computed to determine if the students' motivation to study English was very high, high, moderate, low, or none. The following is how it was explained:

Table 4 Students' Motivation in Offline Learning

No	Range	Category	Frequency	Percentage
1	81-100	Very High	10	40%
2	61-80	High	8	32%
3	41-60	Intermediate	5	20%
4	21-40	Low	2	8%
	Total		25	100%

Table 5. Classification of Students' Questionnaires

Variable	Mean Score
Intrinsic Motivation	71,3

Due to the data above, most of the students had totally strongly agree and agree responses. It showed that most students had motivation in offline learning by their intrinsic motivation. There were some reasons why the students had intrinsic motivation in offline learning, such as They wanted to study English in real interaction because they thought that it is more effective than online learning. Besides that, they felt bored with online learning because the instructor tends to give too much exercise in WhatsApp group, Google Classroom, quizzes, etc. Also, the explanation material was almost conveyed in Zoom and Google classroom, which needed a strong signal so that they tended to learn in the face-to-face learning.

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