## Identifying Students' Intrisic and Extrinsic Motivation in Online Learning Amdist Pandemic Covid-19

**Kholufah Catur Prakoso[1]\*, Bambang Arya Wija Putra[2], Siti Masrifatul Fitriyah[3]**
[1, 2, 3] English Language Education Department, University of Jember, Jember, Indonesia
\* Email: kholufahprakoso12@gmail.com

### Abstract

This research was intended to find out the students' intrinsic and extrinsic motivation in online learning amidst pandemic Covid-19. The research design was surveys with the research participant were the eleventh-grade students. The result of the questionnaires showed that the eleventh-grade students have very strong extrinsic motivation rather than intrinsic motivation in online learning. The students need a comfortable atmosphere in teaching and learning process. Besides, the students motivate to learn English because they want to get good score, they want to continuing their study and also to get compliment from their parents..

**Keywords:** keyword; Intrinsic motivation, Extrinsic motivation, Online learning

### Introduction

Early in 2020, the covid-19 virus pandemic swept across around the world. Corona virus diseases 2019 (COVID-19) is a deadly virus that originated in Wuhan, China and emerged about Desember 2019. On March 11, 2020, Coronavirus disease was declared as global pandemic after it was announced by the World Health Organization. The Covid-19 pandemic has affected almost all human activity sectors such as, economic, business, education. As the virus has caused the pandemic global, many regulations have been made to adapt with this situation. From that situation, the covid-19 pandemic requires people around the world to do physical distancing. The physical distance makes all interaction cannot be done face to face. Then, Indonesian government issued a policy about social distancing and physical distancing that should be applied to various fields, including education. It led the Ministry of Education and Culture in Indonesia to instruct some schools to embrace online teaching and learning processes.

Teachers and students are regulated to conduct the teaching and learning processes from face-to-face mode into online one (Ministry of Education and Culture, 2020). It means that learning cannot be carried out to face to face and this condition leads educational institutions, especially teachers to change the learning process to online learning. Online learning is defined as learning that is completely or partially accomplished through the internet (Meylani at al., 2015). Naidu (2006), added that online learning is an intensity of the use of information and communication technology networks in teaching and learning. It can be said that online learning is distance learning which requires the internet network as the main component in teaching and learning process.

The use of online learning in this pandemic covid-19 era, leads to some distractions for the students in learning the target language. In online learning, students are abundantly required to be more independent since direct interaction between teacher and students are limited. They have to be more active to find the materials by themselves from the internet. However, many students lack of motivation when online learning is undertaken by the teacher. As motivation is very important in the learning process, it is strongly affected to reach their

learning goals. Harmer (2001) states that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. It means that students' motivation will drive students to doing something. In fact, the students meet some challenges in using online learning. The students sometimes typically feel bored after a few weeks of online learning. Another problem for students during online learning is that some students find it difficult to understand the materials because the teacher only provides materials and tasks without any explanation. Economically, some of the students' parents find it hard to pay internet fees or credit. Hence, it can be said that there are some problems that appear when using online learning during pandemic covid-19.

In relation to the situation, a number of researchers had some research dealing with motivation in online learning. A research conducted by Kim & Frik (2011) entitled "Changes in Students Motivation during Online Learning" has the finding that online learning was a great and positive factor to change students' motivation in language learning. Gustiani, Ardiansyah, and Simanjuntak (2020) conducted a research entitled "Motivation in Online Learning Amidst Pandemic Era: Student' Intrinsic and Extrinsic Factors". The finding of the research showed the motivation in online learning are positively correlated with the students curiosities to learn new knowledge and enjoy new learning experiences (intrinsic motivation) and are influenced by regulation and environmental condition (extrinsic motivation). Furthermore, Adnan and Anwar (2020) conducted research entitled "Online Learning amid the Covid-19 Pandemic: Students' Perspectives." The result of the study showed that online learning was not successfully applied in the underdeveloped countries like Pakistan, in which the majority of students were unable to access the internet due to technical and monetary issues. Last, a research by Mese & Sevilen (2021) entitled "Factors Influencing EFL Students' Motivation in Online Learning: A Qualitative Case Study." The aim of the research is to explore students' perception of motivation regarding online education.

From some previous studies above, all the previous studies have similarity with the topic about motivation in online learning. However, there are some differences between the previous studies and the present study. Research by Gustiani et al has a similar topic with this research. The similarity is about students' intrinsic and extrinsic motivation in online learning. But, the difference between the previous research is the participant of the study. While the participants of the previous study are university students and the participants of this study are high school students.

To fill in the gap, the researcher focuses on the intrinsic and extrinsic motivation in online learning with the participants from SMAN 1 Rogojampi. So, the researcher will conduct the study with the title "Identifying Students' Intrinsic and Extrinsic Motivation in Online Learning amidst Pandemic Covid-19."

## Literature Review

### Motivation

Motivation is an important thing in the teaching and learning process. Motivation appears when someone has a desire to achieve goals and usually comes from the inside. Lumsden (1994) defines motivation as learners' willingness to take part in the language learning process. It means that motivation is a person's desire to make the necessary effort to achieve a goal. Motivation is defined as 'a theorical construct to explain the initiation, direction, persistence, and quality of behavior, especially goal-directed behavior' (Brophy, 2010:3). Furthermore, motivation which is described as an 'engine of learning' (Paris & Turner, 1994) affects the *what, how, and when* of learners' learning (Schunk & Usher, 2012).

#### Types of Motivation

Motivation can be divided into various categories. In Self-Determination Theory (SDT; Deci and Ryan, 1985), they distinguish between different types of motivation based on the different reasons or goals that give rise to an action. Then, they divided types of motivation into two categories, intrinsic motivation and extrinsic motivation.

a) Intrinsic Motivation

Intrinsic motivation which refers to doing something because it is interesting or enjoyable. The intrinsic motivation influenced by interest, ambition, aspiration, awareness, competency, physical or psychological condition. Intrinsic motivation suggests that for learners who are motivated, their learning motivation will be high. It can be said that intrinsic motivation comes from inside of learners without influence from outside. According to Berliner (1984, p. 374), intrinsic motivation can be found in four components; interest, needs, hobby, and goal. Those four components will be described as follows:

a. Interest

Students with an interest on a subject tend to pay attention on it. Interest is the factor which determiners an attitude in working or studying actively. Learning process will run well if the students have an interest.

b. Needs

Needs is a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing. It means that needs is circumstances in which something is necessary.

c. Hobby

Hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby usually did for pleasure during someone's free time. So, Hobby refers to like or pleasure doing something for wasting time.

d. Goal

Almost all people have goal in every activity that they want to do in their daily life. Goal can lead someone to do or avoid something related to the goal itself. In teaching and learning activity, the students have to know and decide their purposes in learning, because it can be a great motivation for them.

b) Extrinsic Motivation

Extrinsic motivation refers to doing something because it leads to separable outcomes. Extrinsic motivation influenced by studying condition, social condition, family condition, and supporting facilities. Extrinsic motivation leads learners to doing the goal by desire for reward from the outside. On the other hand, motivation comes because there is an external stimulant. Gage and Berliner (1984, p. 441) stated that the extrinsic motivation comes from three basic elements, those are teacher, parents, and environments. The concepts of the three basic elements would be described as follows:

a. Teacher

Teacher have an important role in learning activity because they will be the students' parents as long as they stay at school. Teachers should not only give the knowledge to the students but they should also increase the students' interest in learning in order to make the students study harder and have a higher motivation in learning.

b. Parents

Students who are encouraged by their parents will try new things and try to give high performance to get reward from their parents. The attitude of parents and older siblings will be crucial. The role of parents, especially learning activity is really crucial, because they are the main role model for their children.

c. Environments

A students who has higher motivation in learning and though by a qualifier teacher is not always guaranteed to study or get success well. Environment is one of the some factors that can motivate students in order to study hard.

**Online Learning**

The term of online learning is learning without meeting face to face between teacher and students, but it is done using applications requiring the internet to communicate. This type of learning needs technological devices consisting of smartphone, computer, laptop, and internet connection to deliver the content of the learning. According to Naidu (2006), online learning is an intensity of the use of information and communication technology networks in teaching and learning. Online learning also refers to the use of advanced technologies which facilitate the access to online resources. Allen & Seamen (2007) stated that online learning is a learning system without directly face to face between teacher and students. The teacher and students carry out learning together, at the same time, but in different places. Rusman (2011) argued that online learning is all learning activities that use the help of electronic technology. Through online learning, students' understanding of the material does not depend on the teacher, but can be obtained from electronic media.

**The Advantages and Disadvantages of Online Learning**

According to Hameed, Badii, & Cullen (2008), the main benefit or advantage of online learning is its flexibility and accessibility. Now, students are able to learn anytime and anywhere using an internet connection. They can also control the pace of their progress in understanding materials. Online learning has proven to be an effective way to improve learning outcomes. Besides, online learning also has some disadvantages. Aini, Budiarto, Putra, and Raharja (2020) state that online learning has a lot of disadvantages. Online learning requires students to learn independently, they lack of motivation and ineffective communication with other students. The most notable disadvantage of online learning is its lack of social interaction. Many students need social interaction in order to perform well in the teaching and learning process. Sometimes, students have a lack of confidence because they used to interact with other students and teachers face to face.  It should also be noted that online learning must have internet connection. Poor internet coverage or limited internet data packages are also obstacles felt by students in online learning.

**Motivation in Online Learning**

Motivation affects the success of online learning. According to Isaksen and Ramberg (2005), there are six different motivational factors that are significantly in relation with online learning: objectives/goals, involvement, feedback, emotions, socialization and belonging, and self-efficacy. Those six motivational factors by Isaksen and Ramberg (2005) are explained below:

a. Objectives

Students need to know the learning goals clearly because it may give motivated the students.

    b. Involvement

Students should be activated during online learning.

    c. Feedback

Students should receive feedback of their learning progress from the teacher.

    d. Emotions

Students should have a good frame of mind during their learning process.

    e. Socialization and belonging

Students should bond well with the teachers during online learning.

    f. Self-efficacy

Students need to be confident of their own ability to learn the materials by themselves during online learning.

Further, the success of the students' learning is also by self-determination (Chen & Jang, 2010). Self-Determined Theory suggests that intrinsic motivation as self-determined type of motivation can give positive results while extrinsic motivation as non-self-determined type of motivation can give negative outcomes.

## Method

This research used survey research as the research design. Survey research is defined as the process of conducting research using surveys that researchers send to survey respondents. According to Creswell (2012) survey research design is methodology in quantitative research where the researchers manage a survey to the sample or to the whole population to describe the attitudes, opinions, behaviors, or characteristics of the population. Creswell continues, "Surveys help identify important beliefs and attitudes of individuals". Therefore, survey design considered the most appropriate design for this research because the aim of this research is to identify.

### Research Context

The research was conducted at SMAN 1 Rogojampi. The reason for choosing SMAN 1 Rogojampi as the research context was because the headmaster of SMAN 1 Rogojampi agreed and gave the permission to the researcher to conduct this research.

### Research Participants

The researcher used 20% of the eleventh-grade students as the sample of the research. So, the sample of the research is 70 students.

### Data Collection Method

The data collection method of this research is questionnaire. The questionnaire consists of ten statements in which the statements number 1-5 are the intrinsic motivation and statements number 6-10 are the extrinsic motivation. The researcher adapted the questionnaire from Gadner's Attitude and Motivation cited in Jefiza (2012). The questionnaire in this research used the Likert-Scales questionnaire. The questionnaire was given as a close-ended question that can be answered by strongly agree, agree, neutral, disagree, or strongly disagree. The language used in the questionnaire is Bahasa Indonesia to make easier for the participants to understand the statements and to provide the answer in accordance with their opinions.

$$\% = \frac{\sum SRS}{SRS\ maximum} \times 100$$

**Data Analysis Method**

The researcher analyzed the questionnaire using quantitative measurement (percentage) and enter the data to quantitative findings. First, the researcher analyzed the research data. Then, the researcher classified the data into quantitative data. It helped the researcher to conclude, made some decisions, and answered the research problem. The data analysis procedure defined as below:

After the researcher got the result of questionnaire, the researcher calculated the percentage and counted the students' answer through the total of each item multiplied with a hundred percent then the result divided by the number of the students. Therefore, to measure students' factors of motivation, the researcher uses a Likert scale. The researcher used the percentage result using Likert scale. Students' response questionnaire arranged based on the Liker scale. This is Likert scale for students' response of intrinsic motivation and extrinsic motivation.

| | | | | |
|---|---|---|---|---|
| SA | : | Strongly Agree | = | 5 point |
| A | : | Agree | = | 4 point |
| N | : | Neutral | = | 3 point |
| D | : | Disagree | = | 2 point |
| SD | : | Strongly Disagree | = | 1 point |

The score of the students' response was calculated with the every question by using formula as follow:

Information

% : Percentage

$\sum SRS$ : Total students' response score

SRS max: The best score choice

Table Criteria of Students' Response

| Percentage | Criterion |
|---|---|
| 0% - 20% | Very Weak |
| 21% - 40% | Weak |
| 41% - 60% | Average |
| 61% - 80% | Strong |
| 81 – 100% | Very Strong |

(Adopted by Sugiyono, 2010)

.

**Findings**

The researcher distributed the questionnaire to the students in SMAN 1 Rogojampi. The questionnaire was distributed to 70 students to know the students intrinsic and extrinsic motivation in online learning amidst pandemic Covid-19. The questionnaire consist of ten statements in which the statements number 1-5 are the intrinsic motivation and statements number 6-10 are the extrinsic motivation. This is the result of the students' response in the table below:

Table 1. The Result from the questionnaire of students' intrinsic and extrinsic motivation

| NUMBER OF STATEMENTS | SA | A | N | D | SDS | CRITERIA OF STUDENTS' RESPONSE |
|---|---|---|---|---|---|---|
| 1 | 42.9% | 55.7% | 1.4% | | | Very Strong |
| 2 | 21.4% | 18.6% | 51.4% | 8.6% | | Strong |
| 3 | 18.6% | 18.6% | 41.4% | 21.4% | | Strong |
| 4 | 31.4% | 31.4% | 37.2% | | | Strong |
| 5 | 25.7% | 21.4% | 37.2% | 15.7% | | Strong |
| 6 | 48.6% | 30% | 17.1% | 4.3% | | Very Strong |
| 7 | 54.3% | 32.9% | 12.8% | | | Very Strong |
| 8 | 32.9% | 40% | 27.1% | | | Very Strong |
| 9 | 12.8% | 35.8% | 30% | 21.4% | | Strong |
| 10 | 47.1% | 22.9% | 24.3% | 5.7% | | Very Strong |

Based on the table above, the researcher will explain about the students' responses as follows:

a. Intrinsic Motivation

From the statements 1-5, one item of questionnaire is strong and four items are strong. It means that the students have the students intrinsically indicated to have strong motivation in online learning. From the all questionnaire about intrinsic motivation, the students still have low intrinsic motivation.

b. Extrinsic Motivation

From the statements 6-10, four items of questionnaire are very strong and one item is strong. It means that the students' motivation very influenced from the outside of the students such as studying condition, social condition, family condition, and supporting facilities.

**Discussion**

This research was aim to identify the intrinsic and extrinsic motivation in online learning amidst pandemic Covid-19. Based on the result of the questionnaires distributed to the 70 eleventh-grade students, it can be said that there are some intrinsic and extrinsic motivation that students have in online learning.
In this research, the researcher adapted the questionnaire from Gadner's Attitude and Motivation cited in Jefiza (2012) to collect the data. The data were collected by distributing questionnaires for the students to collect information about their intrinsic and extrinsic motivation.

**Student Intrinsic Motivation**
Based on the presentation data above, the students have strong intrinsic shown by one item of questionnaire is strong and four items are strong. In this study, most of students driven by their internal factors in online learning. There are some reasons why the students have intrinsic motivation in learning English such as students want to learn English because they interested and want to improved their English skills. Besides, the students want to be active in teaching and learning process to learn new things. From those reasons, the student will drive to make an effort to achieve their goals in learning English.

**Students Extrinsic Motivation**
From the presentation of data, it provides the information that there are external factors that motivate the students in online learning. The students have very strong motivation shown by four items of questionnaire are very strong and one item is strong. The students need a comfortable atmosphere in teaching process. Besides, the students motivated to learn English because they want to get good score, they want to continue their study and also to get compliment from their parents.

## Conclusion

Based on the result of the questionnaires showed that the eleventh-grade students have very strong extrinsic motivation rather than intrinsic motivation in online learning. The students need a comfortable atmosphere in teaching and learning process. Besides, the students motivated to learn English because they want to get good score, they want to continue their study and also to get compliment from their parents.

## References

Adnan, M., & Anwar, K. (2020). Online Learning amid The Covid-19 Pandemic: Students' Perspectives. *Journal of Pedagogical Sociology and Psychology. 2*(1)

Aini, Q., Budiarto, M., Putra, P.O.H., & Raharja, U. (2020). Exploring E-Learning Challenges during the Global Covid-19 Pandemic: A Review. *Journal of Information System, 16*(2), 57-65

Arikunto,Suharsimi. (2010). Prosedur Penilitian Suatu Pendekatan Praktik. Jakarta. Rhineka Cipta

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

Chen, K., & Jang, S. (2010). Motivation in online learning: Testing a model of self-determination theory. *Computers in Human Behavior,* 26, 741-752

Cousin, G. (2005). Case study research. *Journal of Geography in Higher Education, 29*(3). DOI: 10.1080/03098260500290967

Creswell, J. W. (2012). *Educational Research: Planning, conducting, and evaluating, Quantitative and Qualitative research.* (4th  ed.). Pearson Education, Inc

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Gage, N. L., & Berliner, D. C. (1984). *Educational Psychology.* Boston Houghton Mifflin Company

Gustiani, et al (2020). Motivation in Online Learning Amidst Covid-19 Pandemic Era: Students' Intrinsic and Extrinsic Factors. *Advanced in Social, Science, Education and Humanities Research,* Vol. *641*

Harmer, Jeremy. (2001). *The Practice of English Language Teaching.* England: Longman

Isaksen, L. G., & Ramberg, P.A. (2005). Motivation and Online Learning. *Interservice/ Industry Training, Simulation, and Education Conference (I/ITSEC)*, 1-12

Jefiza, (2012). *Students Motivation and Attitudes towards Learning English Course in Bandung.* Indonesia University of Education.

Kim, K. J., & Frick, T.W. (2011). Changes in Student Motivation during Online Learning. *Journal of Educational Computing Research, 44*(1), 1-23

Lumsden, L. S. (1994). Students Motivation. *Research Roundup*, *10(3)*

Matthew, B., & Ross, L. (2010) *Research Method: A Practical Guide for The Social Science.* Essex, England: Pearson Education.

Mese, E., & Sevilen, C. (2021). Factors Influencing EFL Students' Motivation in Online Learning: A Qualitative Case Study. *Journal of Educational Technology and Online Learning, 4*(1), 11-22

Meylani, R., Bitter, G., Legacy, J., (2015). Desirable Characteristics of an Ideal Online Learning Environment. Journal of Educational and Social Research. Vol. 5, No.1: January 2015.

Naidu, Som. (2006). Online Learning: a guidebook of principles, procedures, and practices, New Delhi: Aishi Creative Workshop

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.

Rusman. (2011). *Pembelajaran Berbasis Teknologi dan Komunikasi*. Jakarta: Raja Grafindo Persada

Safitri, M. (2020). *Students' Perception of the Use of Social Media for Learning English (A case study at the Eleventh Grade Students of SMA Al-Hasra in Academic Year 2020-2021).*

Schunk, D. H., & Usher, E. L. (2012). Social cognitive theory and motivation. In R. M. Ryan (Ed.), *The Oxford handbook of human motivation* (pp. 13–27). Oxford, UK:Oxford University Press.

Subakthiasih, P., & Putri, I. G. (2020). An Analysis of Students' Motivation in Studying English during Covid-19 Pandemic. *Linguistic, English Education and Art (LEEA) Journal, 4*(1), 126-141

Sugiyono. (2010). Statistika untuk Penelitian. Bandung. Penerbit Alfabeta,