

The Correlation between Student Perception and Learning Motivation: Blended Learning Strategy

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ABSTRACT

Different perceptions will affect the success of learning outcomes, namely student perceptions. Thus, it affects student learning motivation. The study aimed to determine the relationship between student perceptions and learning motivation toward blended learning strategy (BLS). The research used is a correlational test between student perceptions and learning outcomes with BLS. The participants in this study were 70 people from two different classes. The BLS research instruments and student learning motivation include 1) Desire to succeed, 2) Encouragement and needs in learning, 3) Expectations and future goals, and 4) Appreciation of learning. 5) Interesting desires in learning, 6) A Conducive learning environment. The results showed no relationship between student perceptions and learning motivation toward BL learning strategies. Thus, other factors influence student perceptions and learning motivation, such as socioeconomic, family environment, and cultural environment. The implications of this research can provide insights for education policymakers in Indonesia and in the regions about how to design policies for mixed learning that is aligned with the preferences of teachers and students in improving the quality of learning and student learning outcomes.

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1. INTRODUCTION

Improvements in education are one area where scientific and technological progress have led to noticeable shifts in society. The future of education is influenced by a number of issues, such as the intensifying rivalry for jobs and the growing use of new forms of information technology like the Internet. (Nancu et al., 2020). It is highly characterized by the development of new technologies that demand increased competence (Roztocki et al., 2019). In this context, renewal in education and learning must be a continuous and never-ending process. Competency-based education and learning are examples of the results of the change to improve the quality of education and learning (Henri et al., 2017). Education development aims to build skills, shape the character and culture of a civilised nation, and teach the nation's life. The goal is to help students develop the skills they need to become good people (Halimah et al., 2020).

The COVID-19 epidemic has prompted a new educational model in which professors and students engage in distance learning at the same time. Using a learning paradigm appropriate for the pandemic time, such as the blended learning technique, is one possible response. Blended learning combines in-person instruction with digital resources (Fenech, 2021). Schools frequently employ Blended Learning strategies during the pandemic. The government is making significant strides to promote competency-based education and expand secondary institutions offering an upper-level education. The government has taken a number of proactive measures, from constructing schools and providing teachers with training and scholarships to constructing schools, providing teachers with tools, and providing realistic instructional materials. Realising oneself as a professional educator is a requirement.

Many educators are experts in their fields, yet they still need to hone their pedagogical chops (Muskitta et al., 2023). Knowledgeable educators may help students realise their full potential by organising their education, making effective use of information and communication technologies in the classroom, and fostering a nurturing learning environment. As a result, educators must have the tools, knowledge, and expertise to help their students make the most of a wide range of available learning resources and methodologies (Coman et al., 2020). Let's assume that learning entails acquiring new information. In that circumstance, it is important to encourage students to take an active role in constructing the knowledge they will acquire and discovering alternative solutions to their difficulties. The role of the instructor is that of facilitator and motivator. The teacher's job is to come up with creative ways for kids to learn that are engaging and relevant to their lives. (Leasa et al., 2018). However, most teachers still use conventional learning models like face-to-face learning. (Singh et al., 2021). Civilization has experienced a shift from the analog world to the digital dimension through the rapid advancement of information technology. At the same time, teachers are challenged to combine traditional learning models and advances in information technology to compensate for students' diverse learning styles (Batlolona & Jamaludin, 2022).

One of the learning strategies developed using information technology is the blended learning strategy. BLS is a learning method that combines the advantages of face-to-face learning with virtual/media or online learning (Hazelkorn & Locke, 2021). The purpose of developing blended learning is to combine the best features of classroom learning (face-to-face) and the best features of online learning with improving active self-learning by students (Herman et al., 2019). Halasa et al. (2020) explained that the level of learner autonomy that BLS fosters is quite high. Control your own learning capacities, which are more important than ever, given the current emphasis on inspiration. The increased freedom and agency afforded today's students have been shown to facilitate the development of higher-order cognitive abilities. Using strategies like these, BLS can promote student motivation, which in turn has been related to improved academic performance. (Grønlien et al., 2021). Blended learning enables collaborative and adaptive learning and changes the roles of teachers from disseminators of knowledge to facilitators. Therefore, combining traditional and online learning in particular or e-learning in general creates integrated approach for teachers and students. BLS is well-suited for practice-based disciplines such as learning sciences. The results of the study reported that BLS learning in the fields of medicine and education consistently showed that students were satisfied

with e-learning (Makhdoom et al., 2013; Xu et al., 2023). BLS will aid educators in effectively communicating course content to students. In addition, it has the potential to promote more efficient and effective learning. Incorporating BLS into the classroom will introduce new methods of instruction. Moreover, it can make the classroom a more enjoyable place to be, which in turn can boost the effectiveness of teaching and learning. Because of the availability of online resources, students can more easily locate and compile data pertinent to their studies. (Romualdi & Sudrajat, 2023).

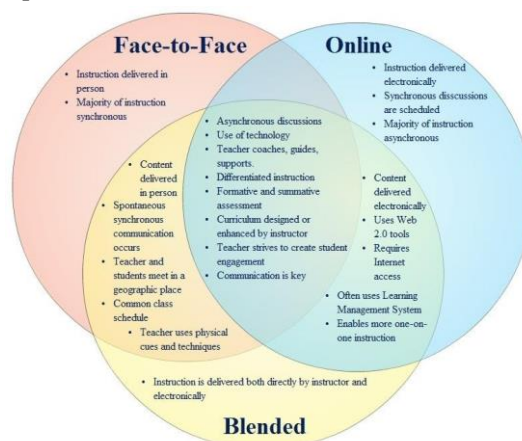


Figure 1. Interactive media among Online Learning, Blended, Face-to-Face (Farrelly, 2023)

Motivation is one of the important determinants of the learning process (Leasa et al., 2019; Kalean & Batlolona, 2023). Motivation in learning plays a role in fostering passion, happiness, and enthusiasm for learning. Students with strong motivation will have much energy to carry out learning activities (Walsh & Magley, 2020). A student with the motivation to learn will be able to carry out learning activities properly. The role of the teacher as a motivator is needed as a driving force and encouraging students to be eager to learn to achieve student success in learning so that student learning outcomes can be achieved well (Appova & Arbaugh, 2018). One factor that influences the success of BLS is student perception, where each student has a different perception. Therefore, the study aimed to determine the relationship between student perceptions and learning motivation toward blended learning strategies.

2. METHODS

Students from Xaverius Senior High School in Ambon, who were all in their eleventh year of high school, made up the 70 participants in this study. The following are the stages or steps of a quantitative research procedure: 1) The ideation phase entails the formulation of problems, the identification of relevant literature, the establishment of theoretical frameworks, and the development of hypotheses. 2) The planning and design stage includes selecting a research design, determining the population to be investigated, developing specialised methods for measuring study variables, creating a sampling strategy, concluding and reviewing the plan, doing the research, and making adjustments. Making instruments and gathering study data. During the fourth and final stage, known as the "empirical phase," researchers actually go out into the field and gather data for analysis. 5) The Analytical Phase, entails processing and analysing study data as well as computing the results of the research. Field data is processed and analysed to draw conclusions based on the outcomes of hypothesis tests. Phase 6: Making the Research Result Public. The final step is to summarise the findings of the research in the form of findings and implications for readers.

The research instrument of BL's learning strategy with Xaverius Senior High School Ambon students' learning motivation includes the following indicators: 1) Desire to succeed, 2) Encouragement and needs in learning, 3) Expectations and future goals, and 4) Appreciation of learning. 5) Interesting desires in learning, 6) a Conducive learning environment.

3. FINDINGS AND DISCUSSION

The results of descriptive data analysis showed that the mean of student perceptions and learning motivation were 70.01 and 75.01, respectively. Thus, the student perception score was 5 points higher than the learning motivation score. The range of student perception scores is 45.00-85.00, while the range of learning motivation scores is 35.85-90.80. The data description of student's learning motivation and perception is shown in Table 1.

Table 1. Description of Data on Student Perceptions and Learning Motivation

Variables	Sample	Score Minimum	Score Maximum	Mean	Std. Deviation
Student perception	35	45.00	85.00	70.01	8.52
Learning Motivation	35	35.85	90.80	75.01	13.43

3.1 Hypothesis Test

Based on the ANOVA results, as shown in Table 2, it is known that the significance value of 0.042. it is more significant than alpha 0.05, meaning there is no correlation between student perceptions and learning motivation.

Table 2. The ANOVA Summary of Correlation between Student Perception and Learning Motivation

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	814.627	1	814.627	4.360	.42 ^a
	Residuals	87.82.149	47	186.854		
	Total	9596.776	48			

a. Dependent Variable: MB

b. Predictors: (Constant), Per_Sis

The contribution of student perception and learning motivation is shown in Table 3.

Table 3. Summary of Linear Regression Between Student Perception and Learning Motivation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.291 ^a	.085	.065	13.66946

a. Predictors: (Constant), PreSis

The R-value in the correlation between student perceptions and learning motivation is 0.291, and the value of R² is 0.085 or 8,5%. Thus, the perception aspect contributes 8.5% to the achievement of student motivation, and other factors contribute 91.5%. Table 3 shows the regression equation resulting from the relationship between emotional intelligence and learning outcomes. The value of a = 41.168 and b = 0.215, so the regression equation $Y = 41.168 + 0.215 X$.

Table 4. Regression Coefficient Between Student Perception and Learning Motivation

Coefficients						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	41.168	6.589		6.240	.000
	Pre.Sis	.215	.103	.291	2.088	.042

a. Dependent Variable: MB

3.2 Discussion

The findings of this study show that student perceptions are not directly proportional to students' motivation to learn, suggesting that perceptions are not a determining element in this construct. This study's findings suggest something unusual about how extraordinarily talented high school students' views and motivations relate to one another. Every learner has their own unique perspective and approach to a problem. When anything is perceived, it is receiving and processing messages and data that have been sent to the brain. Humans constantly connect with their surroundings by means of their senses. All five senses—sight, sound, touch, taste, and smell—participate in this connection. The human mind is built on the messages and information that are received through the senses and processed by the brain during the perceptual process. A mental picture will be formed of an object based on how much one likes or dislikes it, or how happy or sad one is about it.

These results show that when students do not desire to carry out learning activities, it dramatically affects student learning outcomes, so understanding of the material is also lacking and impacts student learning outcomes which tend to be not good. Learning motivation is carried out to overcome students' declining learning outcomes, who tend to be reluctant to learn since the pandemic period. Continuous BL learning impacts student learning outcomes, and student guardians have approved the implementation of this face-to-face learning. Learning motivation provided by teachers and parents in online learning runs well. Factors that influence student learning motivation are socioeconomic, family environment, and cultural environment. (Bektas-Cetinkaya & Oruc, 2011; Xiao & Song, 2022). Thus, this study also proves that many students have difficulty understanding the material and interacting with teachers and other friends during blended learning. It makes students reluctant to learn and have no enthusiasm for learning, so they only remember other activities at home (Wong et al., 2020).

There is a relationship between student perceptions of the BL learning model and student learning motivation, so this is one of the pieces of information that social interactions, such as interactions between teachers and students and students with their peers, have a good impact on their learning progress (Kintu et al., 2017). Teachers and peers are a source of motivation for students to study harder. Every child must desire to look like their friends, for example, smarter or more adept at understanding material and solving problems. Therefore, interacting with teachers and peers is one of the sources of students' cognitive development factors (Ibrahim & Nat, 2019). This can be seen from most developing countries, including Ghana, which have started integrating blended learning platforms in teaching to achieve quality education. Most teachers in Ghana don't have the technical expertise is required to successfully apply blended learning or not to practice it (Barfi et al., 2023). This makes students independent learners who must have a more active role and shift their focus toward a more student-centered education (Nasr El-Din et al., 2022).

Blended learning is only as effective as the students' expectations and enthusiasm for it (Naaj et al., 2012). A study by Akkoyunlu and Yilmaz (2006) indicated that student engagement in online discussion forums was significantly associated with positive attitudes. Student satisfaction with blended learning has been linked to its adaptability, ease of use, lack of required travel, and emphasis on a personal connection, as shown in a number of studies (e.g. (Licorish et al., 2018; Salleh, 2021). Blended learning has been shown to improve students' enthusiasm to learn and their overall performance in the classroom, according to a study conducted over two semesters at Ghana's University of Education, Winneba-Kumasi Campus (Adu & Ohemeng, 2015). One of the leading universities in England conducted a study that confirmed that blended learning increased student motivation to learn. This can be fostered through the use of engaging and challenging online learning materials and a teaching approach that inspires students to study (Zavyalova, 2020). On the other hand, educators' views on how knowledge is transferred may be influenced by the rapid pace at which online education is being adopted. During the COVID 19 pandemic in China, teachers had trouble teaching

online due to a lack of expertise with digital tools. In addition, both students and teachers had trouble determining the most effective approach to online learning.

According to the study done by Osaili et al. in 2023, students prefer online learning (38.2%) and on-campus learning (36.7%) over hybrid learning (25.1%). The biggest problems people had with hybrid learning were not being motivated (60.6%), being uncomfortable on campus (67.2%), and being distracted by the different ways of learning (52.3%). Students prefer to learn online because of this. This is because Hill et al. (2017) and Wang et al. (2019) say that blended learning improves teaching, access, flexibility, student involvement, and participation. When students feel like their school environment promotes deep learning, their learning quality can improve. Lizzio et al. (2002) confirmed that how students feel about the learning environment greatly impacts how well they learn. They suggest that teachers keep control of the learning environment because it can change how students approach their studies, which in turn changes how well they learn. Vandewaetere et al. (2012) said that the learning setting affects learning outcomes in a computer-based learning environment and how the learner sees his or her own behaviour. The level of social presence predicts student satisfaction with collaborative learning processes, and high perceptions of social presence lead to high perceptions of learning (Richardson, 2003).

4. CONCLUSION

Thus, this study also proves that many students need help understanding the material and interacting with teachers and other friends during blended learning. Therefore, it makes students reluctant to learn and have no enthusiasm for learning, so they only remember other activities at home. Data of tests given to students sometimes do not represent the actual learning outcomes because students still depend on or are assisted by parents in completing the assignments given in the application of BL learning. As a suggestion, teachers need to provide learning motivation every time before learning takes place to make students enthusiastic about following their learning and can maintain good communication with parents. Students must be more active in learning and try to nurture themselves to be more motivated internally and externally. The implications of this research can provide insights for education policymakers in Indonesia and in the regions about how to design policies for mixed learning that is aligned with the preferences of teachers and students in improving the quality of learning and student learning outcomes.

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