

Blended Learning: Analysis of University Student Learning Motivation for Citizenship Learning Courses in Elementary Teacher Education

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ABSTRACT

The COVID-19 pandemic highlighted the need for ongoing education, prompting the education sector to seek alternatives to solely online learning. One of the steps that this university has taken is to combine the benefits of face-to-face and online learning through the use of technology, which is called blended learning. This study aims to assess the extent of student motivation for learning in a mixed learning environment in the Citizenship Learning course within the Elementary School Teacher Education department at UIN Sunan Kalijaga, Yogyakarta. This study employs a mixed method approach, with a sample size of 30 students as participants. Data for the study was acquired via observations, interviews, and questionnaires. The study results showed that the level of university student motivation towards Citizenship Learning through blended learning was 63.72% with a high category. This study showed that students' learning motivation remains strong when using blended learning despite challenges like internet network reliability, device availability, and implementing appropriate learning methodologies.

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1. INTRODUCTION

The worldwide attention has focused on continuing education in the post-pandemic era. The shutdown of schools during the COVID-19 pandemic posed significant difficulties for the education sector in implementing remote learning. Educational institutions need to enhance digital infrastructure, provide training for educators in technology utilization, and guarantee equitable access to online education (UNESCO, 2020). Technology and the latest learning models can provide access to quality education and increase the involvement of students from various social and economic backgrounds (Zhao & Frank, 2003).

Apart from that, post-pandemic education pays attention to students' psychosocial health. Anxiety about environmental conditions has significantly affected students' emotional health. Therefore, it is vital to take appropriate steps to deal with conditions in the world of education, especially regarding strategies and access to resources to strengthen students' psychological conditions (Lee, 2020). It is essential to build

emotional and social skills through learning strategies that support students to overcome psychosocial impacts. The optimal decision to make is to integrate the benefits of online and face-to-face learning, which is often referred to as blended learning (Tong et al., 2022).

Blended learning is a well-established practice in the field of education. Blended learning is often regarded as a more effective and prosperous method of education (Ranjan, 2020). Blended learning is an educational method that integrates the benefits of both in-person and online learning components (Rasheed et al., 2020). Integrating technology into learning makes it easy for teachers to deliver material interactively and dynamically. This integration allows students to learn independently and can optimize the learning speed of each student.

There is an exciting learning opportunity for students in blended learning (Singh et al., 2021). Technology and online tools can be additional learning tools (Hockly, 2018). Blended learning enables students to access educational resources on the Internet while maintaining face-to-face contact between instructors and students in a traditional learning setting. Each student will possess their own learning styles, which will enhance their overall learning experience. By integrating the benefits of blended learning, it is possible to establish a learning environment that is adaptable to the specific requirements of students.

Experience learning in blended learning can be an opportunity that can be utilized, especially in social science-based learning, one of which is citizenship learning, which is a course to form a character that follows the nation's personality (Anatasya & Anggareni, 2021). Besides discussing law and governance, the Citizenship Learning course also discusses public movements, studying bureaucracy and researching community interests (Matto et al., 2017). The rights and obligations that need to be carried out as a digital society are also discussed in it (Vajen et al., 2023). By studying Citizenship Learning courses effectively, the scarcity of citizenship can reduce knowledge in the everyday environment (Campbell, 2019). However, Citizenship Learning course is considered boring and needs to provide more motivation for students to participate in learning. (Sartono et al., 2022).

Motivation is closely related to hope and the willingness to learn. Motivation is the main requirement and becomes the engine of learning tasks (Meşe et al., 2021). Achievement in learning is greatly influenced by motivation, both intrinsic and extrinsic (Abdelrahman, 2020). The determining indicators of motivation are being persistent in tasks, tenacious in difficulties, interested in solving problems, happy to work independently, disliking routine tasks, defending arguments, holding firm beliefs and enjoying solving problems (Sardiman, 2018). Other statements, namely the desire to succeed, the drive and need to learn, hope for the future, appreciation for learning, a conducive environment, and exciting activities, are also indicators of learning motivation (Uno, 2016). Learning motivation include qualities such as perseverance, resilience in overcoming challenges, curiosity and focus, academic success, and self-reliance (Aritonang, 2008). Therefore, it may be classified as a measure of motivation, namely the ability to persevere in learning, demonstrate resilience in the face of challenges, exhibit a genuine desire in learning, and possess self-reliance in the learning process.

The function of motivation in the educational process is crucial. Motivation serves as an intrinsic catalyst for students to actively pursue information, surmount diverse challenges, and attain academic objectives. Students tend to have better academic achievements and are more actively involved in the learning process (Gilboy et al., 2015). In addition, learning motivation influences student involvement in extracurricular activities, participation in class discussions, and willingness to take the initiative in completing assignments (Pintrich & Groot, 1990). Therefore, understanding and stimulating student learning motivation is crucial in creating a productive learning environment and spurring higher academic achievement.

Motivation and student learning performance are essential to academic achievement (Law et al., 2019). Analysis of student motivation is an essential step in understanding and managing higher education. Through motivation analysis, lecturers and researchers can identify obstacles that may hinder student motivation and develop strategies to improve the quality of learning. The results of motivation analysis can also be used to measure the impact of educational programs and policies. Therefore,

motivation analysis is an essential tool in efforts to improve higher education and create meaningful learning experiences for students, as well as encouraging improved learning outcomes and student welfare, including learning outcomes in Citizenship Learning subjects (Wati et al., 2023).

Students get elevated assignment grades, experience an increased desire for e-learning, and develop a stronger sense of self-efficacy via blended learning (Keskin & Yurdugül, 2020). Student achievement and learning motivation also increased (Ranjan, 2020). Students are happier in learning, and have the effect of increasing motivation and learning outcomes (Abroto et al., 2021). Similarly, it was discovered that the deployment of blended learning resulted in an improvement in student learning outcomes and learning motivation (Bernard et al., 2014). No less critical, blended learning significantly contributes to developing students' skills in managing information in the digital era.

Several studies examine the relationship of blended learning with various subjects. The research shows that blended learning benefits students' integrated learning outcomes and attitudes towards mathematics subjects (Lin et al., 2017). Students provide positive feedback using the blended learning platform. The blended learning increases students' abilities to use technology and involves motivation and involvement as a prominent role in the English language learning process (Sari et al., 2018). Student access to learning materials and activities has increased significantly. Research on the use of blended learning in scientific disciplines has shown that students gain higher academic performance compared to traditional face-to-face instruction (Akgündüz & Akinoglu, 2017). One form of support comes from social media platforms, which positively impact students.

Current research still needs a specific and in-depth analysis of student learning motivation, especially in Citizenship Learning courses. Considering these courses' vital role in forming character and national values, a motivational analysis is needed. This study seeks to ascertain the level of student motivation in blended learning for the Citizenship Learning course in the Elementary School Teacher Education department at UIN Sunan Kalijaga Yogyakarta.

2. METHODS

This study employs a combination of qualitative and quantitative research approaches. Mixed methods research integrates both quantitative and qualitative data to provide a more precise comprehension of issues in the field of education. This approach is very suitable for this research, as it allows the researcher to understand the phenomenon more comprehensively by exploring qualitative aspects such as depth of understanding and context while collecting quantitative data to measure or generalize findings of student learning motivation. This research uses tables and diagrams to visualize data effectively and make interpretation easier. The subjects of this research were the course lecturer and students concentrating on Citizenship Education in the Citizenship Learning course majoring in Elementary School Teacher Education at UIN Sunan Kalijaga, totaling 30 students 4th-semester students.

Data gathering approaches use the methods of observation, interviews, and questionnaires for 2 months research. Observation is carried out through observation, accompanied by a recording of the condition or behaviour of the target object (observation not only with the eyes but also with numbers). Interviews were conducted by asking lecturers and students descriptive questions. The interview was done to obtain descriptive data about student learning motivation. Then, a questionnaire was distributed to determine student motivation in the Citizenship Learning course. This research instrument uses learning motivation questionnaire data and interview notes. The questionnaire contained reporting items related to motivational indicators in blended learning. The questionnaire includes four indicators (diligence in learning, tenacious in facing difficulties, interest to learn and learning independence) with 30 statements about learning motivation. The survey was disseminated via the use of Google Forms. Triangulation techniques are used to analyze qualitative data, while quantitative data is used through descriptive data using a learning motivation scale and Likert scales.

Table 1. Likert Scale

Category	Scale
Always	4
Often	3
Sometimes	2
Never	1

(Sugiyono, 2012: 153)

Table 2. Learning Motivation Scale

Percentage	Motivation Scale
< 20 %	Very low
21 %– 40 %	Low
41 %– 60 %	Medium
61 %– 80 %	High
81 %–100 %	Very high

(Riduwan, 2013: 73)

Table 3. Aspects and Indicator of Learning Motivation

Aspects	Indicator
Diligence in learning	Orderly enforce the rules
	Follow learning process
	Finish studying on time
	Study outside school time
	Complete tasks optimally
Tenacious in facing difficulties	Resilient in facing difficulties
	Never give up spirit
	Business overcome difficulties
	Optimistic in learning
	Not afraid to fail in trying
Interest to learn	Like towards learning
	Focusing attention and thought
	Deep active tendencies study
	Deep active will learning
	Realizing the desire to learn
Learning independence	Understand the learning module
	Problem-solving ability
	Interact in learning
	Take responsibility for independent tasks
	Knowing what to do

(Aritonang, 2008; Sardiman, 2018; Uno, 2016)

3. FINDINGS AND DISCUSSION

3.1 Findings

The results of measuring learning motivation for 30 Elementary School Teacher Education students at UIN Sunan Kalijaga show that the overall level of student motivation in Citizenship Learning is divided into 13 students (43.33%) who have sufficient motivation, 19 students (63.33%) have high motivation, one student (3.33) has very high motivation, and no students have low motivation. This statement can be seen in Figure 1 below.

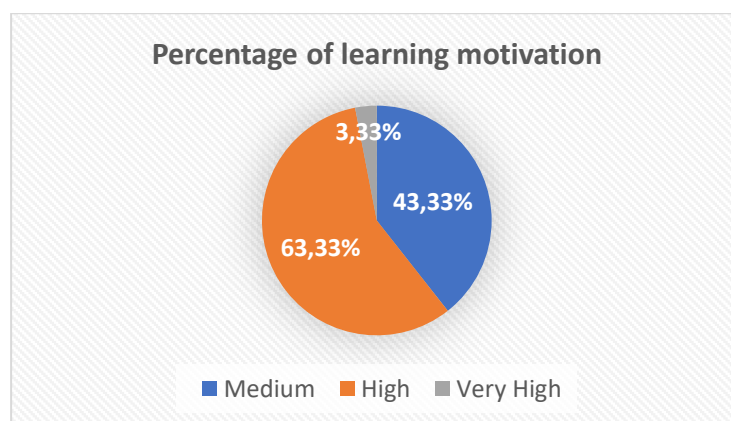


Figure 1. Student Learning Motivation Based Population

The findings indicate that students enrolled in the Elementary School Teacher Education program at UIN Sunan Kalijaga who are taking the Citizenship studying course are strongly inclined to study in a blended learning environment. If we analyze according to motivational aspects, the following table can be created:

Table 4. Student Learning Motivation-Based Aspects

Aspects	Percentage	Category
Diligence in learning	68.85%	High
Tenacious in facing difficulties	60.10%	Medium
Interest to learn	62.92%	High
Learning independence	63.02%	High
Average	63.72 %	High

Based on the calculations in Table 4 show the measurement results for each aspect of learning motivation, percentage levels and categories of learning motivation. The analysis results show that the highest motivation to learn is found in the indicator of study persistence, with a percentage level of 68.85% in the high motivation category. Meanwhile, the lowest learning motivation is found in the tenacity indicator in facing difficulties, with a percentage level of 60.10% in the sufficient motivation category.

3.2 Discussion

3.2.1 Diligence in Learning

The first motivation indicator shows a percentage level of 68.85%, so persistence in learning is included in the high motivation category. From the responses provided by participants to the statements in the survey, it can be inferred that students who possess a strong motivation are capable of effectively adhering to regulations, following the learning process, meeting deadlines for their studies, engaging in additional study outside of school hours, and achieving optimal performance in completing assignments in blended learning environments. This persistence is because students have more free time to improve their assignments if learning is carried out using blended learning (Fadillah et al., 2020). Consistent home learning also demonstrates pupils' commitment regardless of the circumstances (Ratnasari et al., 2020). Despite the many assignments assigned by professors, as well as tasks from other classes, students may nonetheless carefully and proficiently accomplish them.

This statement was strengthened by the results of closed interviews with three students as sources. Students stated that they got better test scores when studying with blended learning. In line with that, research results from Deschacht & Goeman (2015) show that students get better test scores when blended learning. Perseverance in learning has a powerful impact on student learning outcomes by

strengthening the relationship between motivation and the learning process (Daniela, 2015). Perseverance also has a significant role in helping students achieve their goals (Comings, 2023). Persistence in learning in blended learning will likely train students to use technology as a learning resource.

3.2.2 Tenacious in facing difficulties

The second motivation indicator shows a percentage score of 60.10%, so tenacity in facing difficulties is included in the medium motivation category. Resilience in facing difficulties is an uncompromising attitude, a spirit of never giving up, efforts to overcome difficulties, optimism in learning, and not being afraid of failure in trying. The statement above follows the interviewee's answer during a closed interview. Students try to find a way out of the problems that arise when learning with blended learning. Students can overcome learning difficulties such as network problems and device errors. Supported by the lecturer's explanations, students can work on difficult questions.

This statement aligns with the findings of the study Furqon et al. (2022) that there is high tenacity in doing assignments because it can be done at home, saved automatically, and you can find out the value of the assignment directly. An individual who is determined and persistent in the face of challenges have a strong intrinsic drive to solve any issues that emerge and has a strong aspiration to achieve success. Intrinsic motivation is a crucial factor in attaining high performance (Noviani, 2021). Internal and external motivation will help students overcome academic difficulties and achieve better learning performance.

3.2.3 Interest in Learning

The third motivation indication shows a score percentage of 62.92%, indicating a strong degree of desire to study. The attainment of this indication may be seen by the pleasure derived from learning, the ability to focus one's attention and thoughts, a proactive inclination towards learning, a strong eagerness to learn, and the recognition of the need to acquire knowledge. Interest is a powerful and dynamic motivating process that fuels learning, directs academic and professional pursuits, and plays a crucial role in achieving academic success (Harackiewicz et al., 2016). So, students need to have a high interest in learning to support their performance in learning.

Students in blended learning feel happy because they can study the material and submit assignments directly even though they are hampered by internet networks when managing devices to start learning (Kurniasari et al., 2021). When learning is blended, student activity becomes high, followed by self-confidence and appreciation (Jowsey et al., 2020). This statement shows that blended learning allows students to take a central role in learning. There is emerging student interest and satisfaction in blended learning with multimedia-based assignments (Stockwell et al., 2015). Blended learning offers a stimulating and engaging educational experience for students, which has the potential to enhance their motivation and active participation in the learning process.

3.2.4 Independence in Learning

The final indication of learning motivation has a percentage score of 63.02%, placing it in the strong motivation group. According to the students' feedback on the questionnaire statement, pupils are capable of completing tasks on their own. Students possess a comprehensive grasp of the learning approach. Students are independent and do not rely on their buddies to do their assignments. Students may display problem-solving skills via both solo and group work.

Blended learning may help individuals attain independence in their learning, which is a significant attribute. Independence is a notable outcome of blended learning, demonstrating that students are able to express themselves in alignment with their skills and educational objectives (Yulianti & Sulistiyawati, 2020). Based on context, this independence includes managing resources and time and taking the initiative in learning. They can optimize the use of available resources. Students have a strong drive to engage in tasks autonomously and attain academic excellence autonomously.

The high category was reached with a percentage score level of 63.72% based on the cumulative findings of 4 indicators of learning desire. The students in the Department of Elementary School Teacher Education at UIN Sunan Kalijaga demonstrate a high level of learning motivation in Citizenship Learning. This is evident through four indicators of learning motivation: a) diligence in learning, b) tenacity in facing difficulties, c) interest to learn, and 4) learning independence.

Of the four variables measured in the questionnaire, tenacity in facing difficulties is the lowest indicator of learning motivation among other factor measurements. The main contributing factor is that most students need help managing and repairing technological devices optimally. This device is the primary resource so that blended learning can be applied in learning. Meanwhile, the indicator of persistence in learning has the highest measurement results. The reason is that most students can continue attending lectures and completing academic assignments.

The finding of a high percentage score on student learning motivation variables during blended learning is supported by several factors. These characteristics provided assistance for the implementation of blended learning in order to accomplish the desired goal. This assistance includes structured initiatives offered by the university, extensive cooperation between professors and students, and effective communication among students to successfully fulfill academic tasks. The study findings indicate that student attributes, technological standards, virtual resources, and in-person educational assistance are important factors that may accurately predict the academic achievements of students in blended learning environments (Kintu et al., 2017). According to two students interviewed, the use of blended learning has led to an increased familiarity with and use of many types of technology media among students. Students may also use technology to discover educational materials that enhance the learning process. Moreover, blended learning fosters a versatile learning milieu.

Despite the various advantages of blended learning, there are still several challenges. One of the main challenges is the availability of technology to provide adequate access for all students. Limitations on internet connections and devices limit students from learning online. Lecturers need intensive support and instruction in order to establish and create efficient techniques for providing course content online. Implementing blended learning requires meticulous preparation and additional exertion from the teaching team to seamlessly incorporate online and in-person learning.

The highest percentage of diligence in learning (68.85%) is caused by the average student statement factor on the scale of "always (4)", namely; orderly enforcing the rules, following learning process, and study outside school time. Tenacious in learning got the lowest percentage (60.10%) is caused by the average student statement factor on the scale of "sometimes (2) and never (1), namely; not afraid to fail in trying, resilient in facing difficulties. Of the four variables measured in the questionnaire, tenacity in facing difficulties is the lowest indicator of learning motivation among other factor measurements. Tenacious in learning got the lowest percentage (60.10%) is caused by the average student statement factor on the scale of "sometimes (2) and never (1), namely; not afraid to fail in trying, resilient in facing difficulties. Another contributing factor is that most students need help managing and repairing technological devices optimally. This device is the primary resource so that blended learning can be applied in learning. Meanwhile, the indicator of persistence in learning has the highest measurement results. The reason is that most students can continue attending lectures and completing academic assignments.

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4. CONCLUSION

The Citizenship Learning course, utilizing blended learning, achieved a high motivation score of 63.72%. The findings were obtained based on a learning motivation questionnaire in blended learning, which was distributed to students. The observations and interviews also strengthen the findings that learning using blended learning can motivate students to learn. This assertion is evident from the feedback received for each measure of learning motivation. Despite encountering many barriers such as technological impediments and difficulty in teaching materials, students in blended learning remain highly motivated. This research implies that lecturers get a view of students' learning motivation scores, which can be used as material for improving the implementation of future learning and as a reference for authorities to provide the facilities students need in blended learning. The limitation of this study is that it has yet to explicitly explore the factors and practical steps to improve students' learning motivation in citizenship learning in blended learning. It is hoped that further research can explore the discovery of appropriate strategies to instill students' learning motivation in citizenship learning.

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