

Motivation to Learn Independently through Blended Learning

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Abstract—Blended learning combined with mobile learning is an effort to facilitate the limited space and time of study for students in seminar courses. This course has the purpose of learning achievement in the form of students able to identify problems, build a frame of mind, and design research methods that fit the problem. There are 37 students who attend this class for the duration of each meeting 4 JS (equivalent to 200 minutes). This course is presented in the 6th semester to prepare a research proposal for students in the 7th semester, so each of them must make a research proposal that suits their interests. The impact is every week there are 37 texts that must be read and commented by lecturers. To streamline the manuscript process, google spreadsheet used as an online communication medium. The methodology design used was experimental with the subject of 37 students for 14 meetings. Data collection using observation techniques and questionnaires. Single tabulation analysis is used to see the effectiveness pattern of learning. The results show that google spreadsheet facilitates learners in preparing research proposals. 97% rated this media as effective as measured from, 1) saving paper in the preparation of the proposal, 2) knowing friends who have the same theme so that can compose the discussion group, 3) open to comments so as to instill mutual respect, 4) responsibility to self alone for his work.

Keywords— *learning, motivation, learn independently*

I. INTRODUCTION

In the information age, it can be seen that our conventional educational methods are not sufficient to meet the educational needs [1] that continue to increase from graduate users. The pattern of learning and the characteristics of learners are not the same as before so it demands the educational world to adjust it. Distance learning environments can be a solution to facilitate all learners (extend learning zones) in achieving their learning achievements [2]. Because what the learner conveys in the classroom will not be accepted entirely by the learner. There need to be other ways to guide them through email, radio, and online learning. The distance learning environment is the media, where there is no need for space and time limits for learners and educators to learn, and they are responsible for self-learning in the learning process [2].

Online learning is possible in formal education [3]. But informal education is still required for face-to-face activities directly in the classroom. Design of learning online is meant is a blend of learning face to face (offline) and indirect (online) [3] [4] [5]. Blended learning combines the best features of teaching and e-learning in the classroom, encouraging active and independent learning. [6]. Blended learning in one aspect of this learning is the mixing of online

and offline learning [7]. In this place, online means education through the internet; offline means education in a traditional classroom. In an integrated learning process, a flexible and broad education field is provided by materials, which are included in both learning environments and applied together. The general use of the face-to-face environment with technologies such as computers, the Internet and the web as long distance integrated learning combined with traditional education and teaching [8] [9].

An integrated learning environment can be designed as a basis for synchronic and diachronic learning [1]. Documents, websites, web and computer-based modules, tests and surveys, online learning groups and discussion groups can be counted as a widely used diachronic education medium. Synchronous learning activities offer real-time educational processes to learners as in a face-to-face environment. In other words, the base of synchronous learning requires participants to go online simultaneously [6] [10] [11].

The mixed learning approaches and designs enhance the learning experience at a significant level and that more effective learning is gained in the use of face-to-face and online learning [8] [12] [13] [14] [15]. It can be argued that in blended learning the primary role of the learner is to realize learning and that the primary task is to manage his own learning process [1]. In this context, it can be said that blended learning contributes to providing a student-centred learning environment and supporting the progress of autonomous student skills.

Motivation holds a lot of information about the life of learning. It supports educators as an encouragement to direct learners' behaviour and achieve learning goals [16]. Motivation is considered a force that enables individuals to increase energy and maintain their active state of learning. In terms of pedagogy, the learner develops an individual attitude relevant to his own learning behaviour in the learning environment and decides whether to participate in the learning process or not [17].

In learning, courses Seminars have a high complexity because learners are asked to identify problems, build a frame of mind, and design research designs to discuss them. The number of students in one class reaches 37 so that the limited time to conduct the discussion of each research proposal becomes very limited if only done in class. Therefore learning is designed to be more flexible by adding facilities to online classes in google classes, docs, and spreadsheets.

The purpose of this article is to analyse and describe how the implementation of blended learning in the course seminar

and its impact on learning motivation. It is expected that the results can provide insights and insights for managing to learn with the same complexity.

The rest of this paper is organized as follow: Section II describes proposed research method. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this work.

II. PROPOSED METHODS

Basically, the main focus of the study of this article is to discuss the extent to which blended learning can build learning motivation of students in the course seminar. The design used in discussing these findings is true experimental analyzed descriptively using a single tabulation. Subject observation is the force in 2015 at the course seminar consisted of 37 students. For that, data collection using observation technique using an observation sheet instrument (see Table I) and assisted by at least 8 observers to get the maximum result.

TABLE I. FORMAT OF THE OBSERVATION SHEET

Learners	Willingness to be involved			Willingness to withstand		
	0-5 m	5-10 m	>10 m*	0-5 m*	5-10 m*	>10 m
A						
B						
C						
D						
Description						

Information
*: Describe in detail

III. RESULT AND DISCUSSION

The observation for 14 weeks at the course seminar using blended learning by using the Google classes, docs, and the spreadsheet is very useful for the learners. The hour for face-to-face in a week is limited to 4 session which equals 200 minutes. The duration of time is very unlikely to serve the entire discussion of proposed research proposals that they develop. The features available on Google also make it easier for them to discuss anywhere because they can be accessed using their own smartphones (Figures 1 and 2).

Through the existing facilities, they can hold discussions every time they have ideas without the need to meet directly with educators. This makes learning more efficient and when meeting the classroom only needs reinforcement on some of the lesser aspects of their proposal. they feel that this learning is very efficient because, in addition to saving paper, they can also see the comments given to colleagues with the same theme so that they are able to arrange independent discussion groups in their development.:

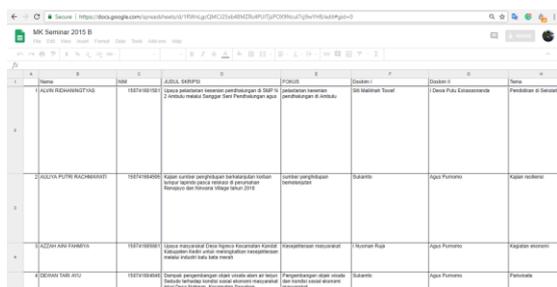


Fig. 1. Online discussion class using google spreadsheet

The learning motivation that is built through the online class is carried over to the face-to-face classes. This can be observed from the observation sheets conducted by 3 meetings (see Table II). More than 70% of learners want to get involved early in the learning activities and maintain their involvement. This leads to the conclusion that seminar courses with the complexity of identifying problems, building a frame of mind, and designing research can be maximized using blended learning.

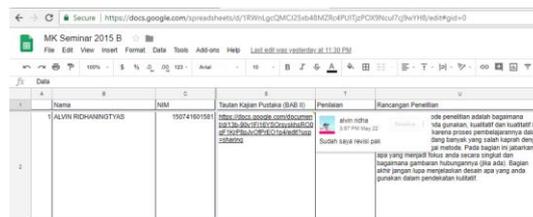


Fig. 2. Communication that can be done anytime and anywhere between learners and educator

TABLE II. OBSERVATION RESULT

Week	Indicators of motivation	Measurement (minute)	The result (%) *
1	Willingness to be involved	0-5	81
		6-10	14
		>10	5
	Willingness to withstand	0-5	35
		6-10	61
		>10	4
2	Willingness to be involved	0-5	80
		6-10	17
		>10	3
	Willingness to withstand	0-5	10
		6-10	13
		>10	77
3	Willingness to be involved	0-5	79
		6-10	17
		>10	4
	Willingness to withstand	0-5	11
		6-10	80
		>10	9

Motivation has been defined as "an internal state that activates, guides, and maintains behaviour" [18]. To give impetus to one's behavioural actions at least need to identify three needs, namely the need for achievement, affiliation, and power [19] [20]. The impetus for the needs of attainment more inclined preferably by the participant students. Achievement of this form of the result value of academic (GPA) are high and the achievements more. The goal is quite clear, namely to improve one's competence or master certain demands [21]. From an educational point of view, the term "motivation" can apply to any process that activates and maintains learning behaviour. Much of the research in this field has been done either from a behaviourist perspective or social cognitive perspective. Most recent research has adopted a social cognitive view. Unlike the old model in which motivation is assumed to be a relatively stable personality trait, the social cognitive view holds the belief that motivation can be significantly influenced by the class context aspect [22].

First, motivation has been described in the form of "extrinsic" and "intrinsic". Intrinsic motivation... refers to doing something because of interest or pleasure, and extrinsic motivation... refers to doing something because it has a separated outcome [23]. Extrinsic motivation, therefore, focuses on the external factors of individuals and tasks, such as appreciation, praise, privilege, or attention. For example, educators can give learners stickers for work done. On the other hand, intrinsic motivation is directly related to the task being performed. According to the theory of intrinsic motivation, one feels instinctively happy when learning something new or successful in a challenging task. This creates a feeling of self-confidence and mastery so that learners will be more inclined to engage in future learning activities. Intrinsic motivation is generally considered to be more effective in promoting learning and achievement [23].

Intrinsic motivation can be enhanced in the classroom by providing a challenge, curiosity, fantasy, and control [24]. Challenges refer to the degree of difficulty that will allow learners to experience a sense of mastery and competence when they succeed. The level of challenge presented may vary in the form of the tasks of the learners to the learners according to their abilities, but that this difference can be compensated by allowing them to work at their own pace some of the time, or who finished earlier [25]. Intrinsic motivation can also be enhanced if activities utilize imagination and fantasy, as this allows them to step out of real life and make comparisons with real life. So far this motivation intrinsic not only become a factor in learning but also has been developing as a factor to determine the performance [21] [26]. This means that educators must evaluate the performance of participant learners to assess motivation in the process of learning. The performance they in completing the task in maximum will be the indicator of achievement motivation that is emitted by educators. Thus, the participant students were able to show seriousness in learning is ideal.

Class assignments should be meaningful and relevant to the lives of learners [27], so there is a perceived benefit in understanding the content. The end of learning, they should be given regular feedback on assessment tasks, and praise should be given for improvement in mastering new jobs not just for high performance [28]. social comparisons of outcomes and feedback should also be avoided, and, conversely, there must be personal recognition for their efforts [29].

The value of expectations is related to the learner's assessment of their expectations of the success and usefulness of the content [30]. Hope is the belief of learners about the ability and chances of success in performing their particular task, while the value of the task refers to the perceived value of the material to be studied. Three types of values have been identified. "Top Value" is the extent to which the task is related to self-image. For example, learners who consider themselves clever in the field of social studies want to confirm by learning social studies well. " Utility Value" in terms of task use, for example, social studies study can help to enter social science programs at universities." Intrinsic Value "refers to the inherent enjoyment of the task and is closely related to the construction of intrinsic motivation.

If motivation is a prerequisite for knowledge building, then educators should try to promote as much positive motivation as possible, and to do this they should ideally utilize various motivational strategies. The following is a summary strategy for the construction of motivation described in the previous section.

In order to increase the motivation of learners, the educator must do:

- Challenge learners by assigning tasks at a gradual difficulty level from very easy to very difficult;
- Using the students' own personal experiences to arouse curiosity;
- Using fantasy/imagination as a strategy to stimulate the thinking power of learners beyond the current conditions;
- Improving the meaningfulness of content and task by linking it with daily life;
- Using various types of activities and tasks;
- Involving learners to become active participants in learning;
- Allow learners to choose co-workers, activities and task formats independently to create a democratic atmosphere;
- Allowing learners to work individually or together in situations that do not encourage competition, the goal is for mutual learning
- Provide feedback assessment, and use praise that rewards effort and improvement (this should be given in private, to avoid social comparison);
- Support, convince and be attentive to learners.

Of course, some learners are still motivated even if educators do not take advantage of this strategy. they may already have high individual interests or well-developed learning objectives. However, research shows that, during high school and high education, those who like it very little. This generally has a strong decrease in motivation during high school [31], particularly in the social sciences [32] [33].

This also happens because of too much learning load. After they spent all day and attention in the classroom. After school still, have to do additional tasks that sometimes forget the essence of linking content to their daily lives. Our curriculum puts a little more emphasis on a lot of things than knowing a lot about a few things. This means that learners can't focus on one area of interest. Apart from that fact, it can be concluded that there are various motivational strategies that can be integrated into the classroom.

IV. CONCLUSION

Motivation is a prerequisite that is needed to facilitate students to stay focused on learning goals. Blended learning provides a new learning experience for them. The expansion of the learning environment that they can use provides its own advantages to be able to put yourself in a comfortable learning style. Blended learning conditions can trigger the desire for self-study including (1) selection of concepts that represent challenges according to their level; (2) the use of dual purpose techniques; and (3) class climate that encourages positive motivation. Blended learning describes opportunities for students to bring the class into their lives, meaning, giving an opportunity to build the character of openness, honesty, and responsibility. Basically, the findings in this article are, it is important to expand the learning

environment provided for students. Learning must not only be fixed in class, lab, or book. Their daily lives are valuable for learning if they can be brought into learning. Because learning in class is not to prepare them for life, their lives are learning itself.

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