A COMPARATIVE SURVEY STUDY OF STUDENTS' MOTIVATION ON THE USE OF GOOGLE CLASSROOM AS BLENDED LEARNING MEDIA

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ABSTRACT

The purpose of this research is designed to identify the motivation of students in using google classroom at English Language Education, Islamic University of Indonesia. The research method used is survey study which is using a questionnaire as the main data. The research instrument is using a single instrument, which is using Instructional Material Motivation Surveys (IMMS) from Keller (2010). The contents of the IMMS survey are: Attention, Relevance, Confidence, and Satisfaction (ARCS). The population of this research is all of students of English Language Education from batch 2014 to batch 2017; there are 316 students in the population. The number of sample in this research is based on Slovin's formula (Sevilla, 1960) is 177 students: 25 students from batch 2014, 40 from batch 2015, 51 from batch 2016, and 61 from batch 2017. The analysis technic in this research is using descriptive analysis. The research result shows that, there is no significant difference of students' motivation on the use of Google Classroom in batch 2014, 2015, 2016, and batch 2017 in English Language Education, Islamic University of Indonesia. there are 70.6% of students "high" motivation, 27.7% of students "moderate" motivation, and 1.7% of students "low" motivation, in positive motivation/ statements in the questionnaire. There are 57.6% of students "high" motivation, 30.5% of students "moderate" motivation, and 11.9% of students "low" motivation, in negative motivation/ statements in the questionnaire. The lecturers use Google Classroom for upload materials 84%, share announcement 60%, posting assignment 74%, giving feedback 7%, upload quiz 2%, and other activity 20%.

Keywords: students' motivation, learning media, google classroom, ARCS

1. INTRODUCTION

It is generally acknowledged that students' motivation in the learning process is the element that determines the success of learning. According to Dörnyei (1998) Individuals with extraordinary abilities cannot achieve long-term goals, even though they have the appropriate curriculum, and good teaching enough, to ensure student achievement without adequate motivation. However, high motivation can overcome considerable deficiencies in both language skills and individual learning conditions. The other word, motivation can be said as a whole of energy activator in the students' selves that leads learning activity that guarantee learning performance and give direction in learning activity, so the desired objective by the learning subject can be reached (Sardiman, 1994). Therefore, students' motivation is recommended to become a concern in any teaching method in order to achieve the success of teaching-learning process.

According to Knowles et al (2005), learning is the process of gaining knowledge and expertise. If learning is a process of gaining knowledge and expertise, students have to be encouraged for being active while studying in order to construct knowledge they will reach and try to find the answer from the problem they face. As the facilitator and motivator in teaching learning, teacher must be active to improve the interactive and meaningful teaching learning method or concept for students in the teaching learning process in order to make students enjoyable and motivated to learn. In otherwise, there are many teachers still using the conventional method or lecturing method in higher education or university.

Lecturing or traditional teaching are now described as being passive teaching method. Kaur (2011) states that in the lecturing process, the learners are more passive than be active in class, and there is no cooperation and interaction between the teacher and students in the lecture process. But now, as the technology era, people have to deal with Information and Communication Technology (ICT). ICT has affected human needs; particularly education also did not escape from the role of sophisticated technology. Education right now will change the progress of learning process.

Islamic University of Indonesia is one of the universities that use some types of learning media in the learning process. The learning media that most often used is online technologies, which is using google classroom. The use of google classroom is as asynchronous method. According to Anderson (2008) in asynchronous online learning, students can access the online materials anytime and anywhere, while synchronous online learning allows for real-time interaction between students and teachers. One of the departments in Islamic University of Indonesia that often use google classroom in the learning process is English Language Education.

This topic is important to be studied because of three reasons: motivation is the critical issue in the learning process, students are more passive in the traditional teaching method (lecturing), and Islamic University of Indonesia is one of the universities that use some types of learning media in the learning process. Therefore, this research is designed to identify the motivation of students in using google classroom at English Language Education, Islamic University of Indonesia.

2. LITERATURE REVIEW

2.1. Blended Learning

There are many researchers defined blended learning. Blended learning or can be called as the integration of face-to-face and online instruction (Graham, 2013), is broadly adopted across higher education with some researchers referring to it as the new traditional model (Ross and Gage, 2006). The phrase blended learning is regularly with conventional classroom learning to e-Learning activities (Singh, 2003). According to Hartman, et al. (2007) blended learning is a course that combine face-to-face classroom instructions with online learning and reduced classroom contact hours and seat time. Similarly, Osguthorpe & Graham (2003) recommend that blended learning should incorporate the combination of online and face-to-face learning environments. In addition, blended learning makes chances for students to interact with their companions, faculty, and contents in a powerful way both inside and outside of the classroom (Chan, 2008).

Based on the explanation above, it can be concluded that blended learning has face-to-face learning (traditional learning), and also has some meetings that replaced with online learning. In other words, blended learning refers to the combination between face-to-face learning or traditional learning (offline) and online learning, which is having between 30 percent and 79 percent of the course content delivered online (Allen, Seaman, & Garrett, 2007. p. 5).

Islamic University of Indonesia is one of the universities in Indonesia that uses blended learning in the learning process, which is using Google Classroom. One of

the departments in Islamic University of Indonesia that have already used blended learning in the learning process is English Education Department. The type of online learning delivery for blended learning in Islamic University of Indonesia is asynchronous where the platform used is Google Classroom. According to Bersin (2004) asynchronous or can be called as self-study refers to the media and program types where the students work on their own time, unsynchronized with any teachers.

2.2. Learning Media

According to several researcher media can be defined as all the methods and material that can be used to support the learning process (Dugger et al., 2001, Perraton, 2000, Cheek & Walsh, 1996). Learning media can also be said as objects that used by the teacher or objects given to the students to use in order to achieve learning outcomes. According to Jacobs et al. (2002) a teaching-learning medium can be defined as an object the teacher uses, or which is given to the learners to use, to achieve specific teaching and learning outcomes. It is not only apparatus or pictures, but includes many other types of learning experience (Jacobs et al., 2002:240). Learning media can also be said as many different kinds of media to introduce or explain the learning content to the students. According to Vreken (1998) teaching-learning media can be seen as many different kinds of media used to introduce (explain, elucidate, or others.) the learning content to the learners, so that the learning that takes place by the learners can be effective.

Heinich, Molenda, Russell, and Smaldino (2005) propose several types of learning media that can be used by teachers, instructors, and learning programmers. However, if from the several types of learning media proposed is entered into groups, so there are two groups in outline, namely traditional media and digital environment. The traditional media consists of printed materials, displays surfaces, visuals, audio, and video. The digital environment consists of computers, multimedia, distance education, and online learning.

2.3. Motivation

Motivation is important because it has a big power. According to Bolduc (2000) the power of motivation is like an awesome machine that can be used to create or destroy. To be motivated, people have to be moved to do something (Ryan & Deci, 2000). Meanwhile, Maehr and Meyer defined motivation as a theoretical construct that used to explain the initiation, direction, intensity, persistence, and behavior quality, especially goal-directed behavior (cited in Brophy, 2004). Motivation can also mean an effort that can make people moved to do something in order to reach the aims or to get satisfaction by their own efforts. According to Jex and Britt (2008), motivation is like gravitation which cannot be seen visually or felt it, but only the effects can be seen as the result of it. In a daily life, motivation has a strategic role, including in teaching-learning process.

In teaching learning process, motivation is used to explain the extent to which students can engage in learning activities. According to Brophy (2004), the concept

of student motivation is utilized to disclose the degree to which students put consideration and exertion in various pursuits, which could possibly be the ones wanted by their teachers. Student motivation is established in students' subjective encounters, particularly those associated with their eagerness to participate in learning exercises and their purposes behind doing so. Motivation is identified with a standout amongst the most fundamental parts of the human personality, and most teachers and researchers would concur that it has an imperative part in deciding achievement or disappointment in any learning the circumstance (Dörnyei, 2001).

Current psychology, Keller, make a simple definition of motivation, which refers to the choices students make as to what experiences or goals they will approach or avoid, and the degree to which they will be skilled at it (cited in Crookes & Schmidt, 1991. p. 481). Students can be said to be motivated to learn, especially learning English when fulfilled with four concepts of the basic human characteristics; attention, relevance, confidence, and satisfaction.

There are two types of motivations, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is an internal motivation to do something for its own sake (an end in itself) (Santrock, 2011). Intrinsic motivation is accomplishing something because it is naturally interesting or enjoyable (Ryan & Deci, 2000). Extrinsic motivation refers to accomplishing a remark something different (a means to reach the goals) (Moreno, 2010; Santrock, 2011). This also accordance to Ryan and Deci (2000) state that extrinsic motivation refers to the students' performance in doing activity in order to accomplish some separable goals, such as students complete

their home works in order to get a reward, and also students study hard as a preparation for a test in order to get a good grade or high scores.

3. RESEARCH METHOD

This research uses a survey study. 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. Therefore, this research uses a questionnaire as the instrument to survey on students' motivation.

The populations of this research is all of students of English Education Department, Islamic University of Indonesia from batch 2014 until batch 2017, where the students have experienced learning English by using Google Classroom minimum in one semester. The population of this study, there are 316 students; 45 students in batch 2014, 72 students in batch 2015, 91 students in batch 16, and 108 students in batch 2017. The method sample for this research is using *stratified sampling*. This method is used to select the sample if the population has members or elements that are not homogenous and stratify proportionally. According to Arikunto (2014) Stratified samples are used if the researcher believes that there are differences in characteristics for existing strata, while these differences affect variables.

To calculate the number of sample from the population, this research is using Slovin's formula. Based on Slovin's formula, there are 177 students for the sample. Based on population data taken from batch 2014, batch 2015, batch 2016, and batch

2017, then the sampling must also be calculated every batch strata. The calculation of sampling using stratified sampling technique is presented in the table below:

Table 1 The Calculation Data of Stratified Sampling

Batch	Calculation of Stratified Sampling	Results
2014	45/316 x 177	25
2015	72/316 x 177	40
2016	91/316 x 177	51
2017	108/316 x 177	61
Totals (n)		*177*

The instrument in this research uses non-test instrument which there is no right or wrong answer. The instrument in this research is Instructional Material Motivation Survey (IMMS) developed by John Keller (2010). The IMMS has four subscales, namely attention, relevance, confidence, and satisfaction. Keller (2010) states that these subscales can be used separately and scored independently. The content of the original of IMMS questionnaire consist of 36 questions; Attention 12 questions, Relevance 9 questions, Confidence 9 questions, and Satisfaction 6 questions. However, the researcher omits some questions, because those questions are irrelevant to the focus of this research. So, there are only 15 questions can be used to this research; Attention 7 questions, Relevance 1 question, Confidence 5 questions, and Satisfaction 2 questions.

The technique analysis used in this research is descriptive analysis. Descriptive analysis is analyzing the data in form of sentences, tables, and diagrams (Sugiyono, 2011). The descriptive statistics will help the researcher to summarize the overall

trends and tendencies (mean, median, and mode) in the data (Creswell, 2012). The central tendency is used to filter data that shows the center or the middle of the spread of data. The mean (average) of the data is estimated to represent the entire of the data in the group (Riduwan, 2016). The steps of processing the data are compilation of the data, classify the data, data processing, and then interpretation of the results of data processing Riduwan (2016).

The interpretation of the percentage used in this research is based on Riduwan (2016). The detailed information about the interpretation of percentage as below:

Table 2 The Interpretation of the Percent (%)

| Score of percentage	Interpretation
81% - 100%	Very High
61% - 80%	High
41% - 60%	Moderate
21% - 40%	Low
0% - 20%	Very Low

4. RESULTS AND DISCUSSION

The detailed for the interpretation of percentage (%) for general data (from batch 2014 to batch 2017) in table below:

Table 3 The Interpretation of Percentage

IMMS Dimension	Mean	Median	Mode	(Percent)	Interpretation
Attention	3.50	4	4	70 %	High
Relevance	3.36	3	3	67 %	High
Confidence	3.69	4	4	74 %	High
Satisfaction	3.81	4	4	76 %	High
Total	*3.60*	*4*	*4*	*72 %*	*High*

Overall, the number or score that most often exists on the result of the questionnaire is 4, the median score of questionnaire is 4, and the average of score is 3.60. This indicates that the result of the questionnaire is centered on score 4, it means that most of students are "agree" about the statements in the questionnaire. In general, students are motivated in using learning media, which is using blended learning, where the mean score is 3.60 and the percentage is 72 % where the interpretation for that percentage score is high. Students are motivated in four constructs of ARCS (Attention, Relevance, Confidence, and Satisfaction), where the interpretations of students' motivation are high in four construct of ARCS.

The detailed comparison of ARCS (Attention, Relevance, Confidence, and Satisfaction) as the chart below:
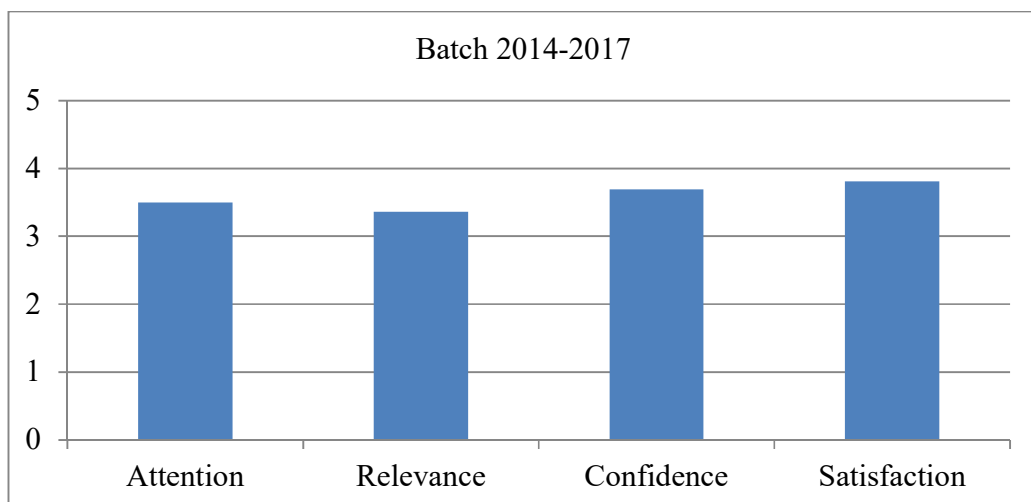
Based on the diagram above, the order of means scores for ARCS from the highest score to the lowest score is Satisfaction (S), Confidence (C), Attention (A),

and then Relevance (R). The highest score is Satisfaction (S) with the mean score is 3.81. It indicates that students agree that blended learning gives them a satisfaction.

After discussing about the general data, then the discussion is for each batch. The first is for the batch 2014.

Table 4 The Interpretation of Percentage for batch 2014

IMMS Dimension	Mean	Median	Mode	(Percent)	Interpretation
Attention	3.23	3	3	65 %	High
Relevance	3.28	3	3	66 %	High
Confidence	3.37	4	4	67 %	High
Satisfaction	3.60	4	4	72 %	High
Total	*3.33*	*3*	*4*	*67 %*	*High*

From the table above, the score of students' motivations are high in four of construct of ARCS. The overall mean of students' motivation in batch 2014 is 3.33, and the overall percentage is 67 or can be interpret as "high" motivation in four construct of ARCS. The number or score that most often exists on the result of the questionnaire is 4, the median score of questionnaire is 3, and the average of score is 3.33. This indicates that the center of the questionnaire results is around the number 3. It indicates that most of students are "neutral" about the statements in the questionnaire.

The detailed comparison of ARCS (Attention, Relevance, Confidence, and Satisfaction) as follow:
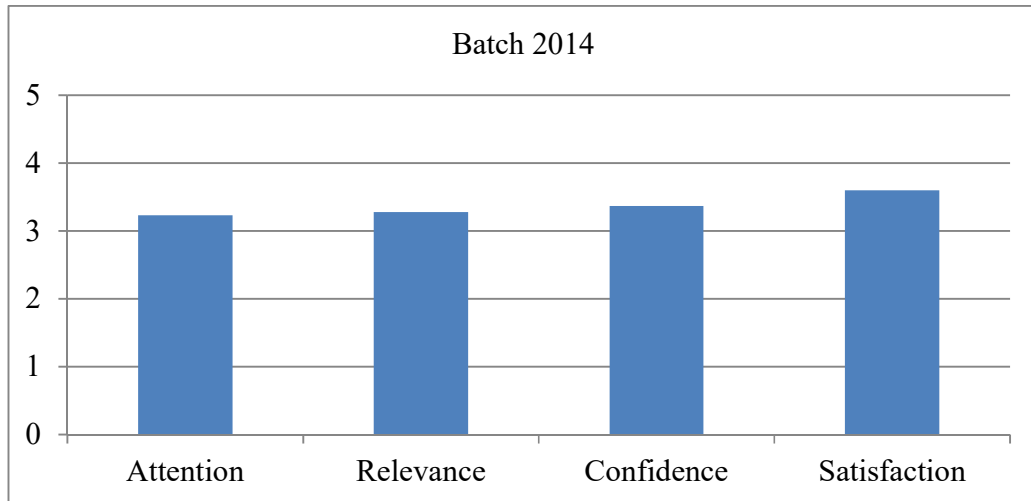
The order of mean scores from the highest score to the lowest score for ARCS in batch 2014 is Satisfaction (S), Relevance (R) with, Confidence (C), and then Attention (A). This shows that, blended learning gives satisfaction to students of batch 2014.

The next is for batch 2015, the overall mean scores of students' motivation in batch 2015 is 3.52, and the percent is 70% or can be interpret as "high" motivation in four construct of ARCS. The interpretation for all of ARCS in batch 2015 is "high". The detailed information in the table below:

Table 5 The Interpretation of Percentage for batch 2015

IMMS Dimension	Mean	Median	Mode	(Percent)	Interpretation
Attention	3.45	3	3	69 %	High
Relevance	3.50	3.5	4	70 %	High
Confidence	3.50	4	4	70 %	High
Satisfaction	3.79	4	4	76 %	High
Total	*3.52*	*4*	*4*	*70 %*	*High*

Based on the table above, in overall, the number or score that most often exists on the result of the questionnaire is 4, the median score of questionnaire is 4, and the average of score is 3.52. This indicates that the result of the questionnaire is centered on score 4, it means that most of students are "agree" about the statements in the questionnaire. The detailed comparison of ARCS as follows:
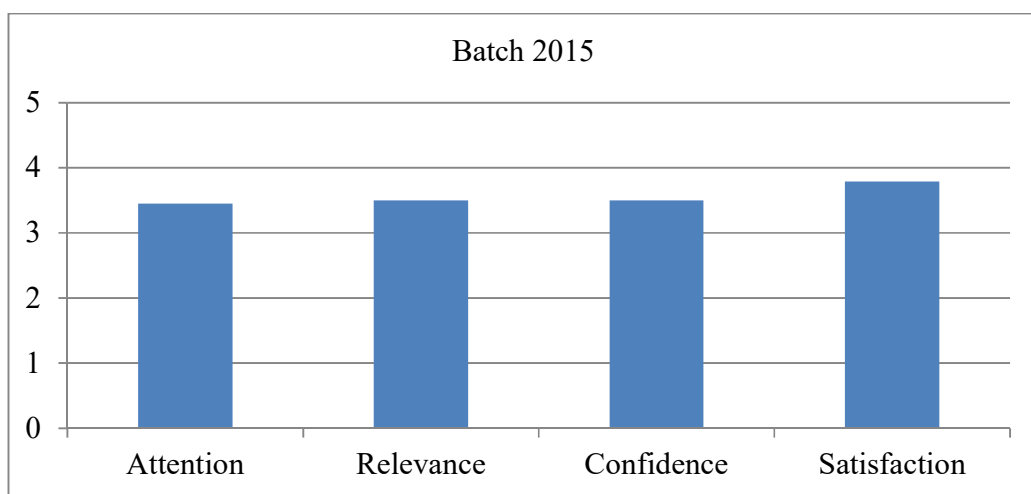
As seen in the diagram above, the highest and the lowest mean score for batch 2015 are still the same or consistent as before, which are Satisfaction (S) as the highest score, and Attention (A) as the lowest score. Relevance (R) and Confidence (C) have the same mean score. This shows that, students of batch 2015 feel satisfaction using learning media, which is using blended learning.

The next is for batch 2016. The overall mean scores of students' motivation in batch 2016 are 3.71, and the percent is 74% or can be interpreted as "high" motivation in terms of ARCS. The interpretation or degree of judge for all of ARCS in batch 2016 is "high". In the table below, it can be seen that all of ARCS has high

mean score, which is Attention 3.63 or 73%, Relevance 3.39 or 68%, Confidence 3.87 or 77%, and Satisfaction 3.75 or 75%. The detailed information for the interpretation of ARCS as follows:

Table 6 The Interpretation of Percentage for batch 2016

IMMS Dimension	Mean	Median	Mode	(Percent)	Interpretation
Attention	3.63	4	4	73 %	High
Relevance	3.39	4	4	68 %	High
Confidence	3.87	4	4	77 %	High
Satisfaction	3.75	4	4	75 %	High
Total	*3.71*	*4*	*4*	*74 %*	*High*

In overall, the number or score that most often exists on the result of the questionnaire from batch 2016 is 4, the median score of questionnaire is 4, and the average of score of the questionnaire is 3.71. This indicates that the result of the questionnaire for batch 2016 is centered on score 4, it means that most of students of batch 2016 are "agree" about the statements in the questionnaire. The illustration of comparison for the mean score in four constructs of ARCS as follows:
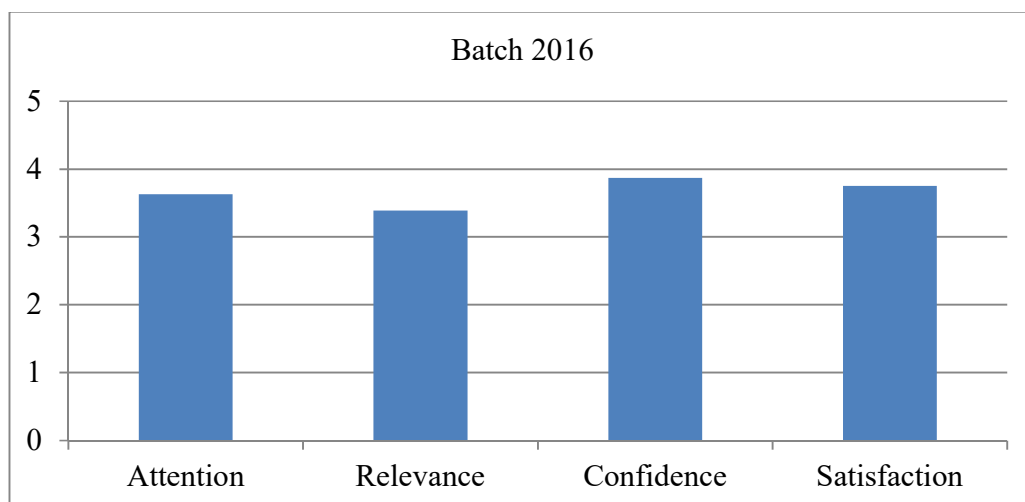
The diagram above shows that, the highest mean score for batch 2016 is Confidence (C). This is different from the previous analysis, which the Satisfaction (S) always occupies the highest mean score. The lowest mean score is Relevance (R). So, the order of mean scores from the highest score to the lowest score for ARCS in batch 2016 based on the diagram above is Confidence (C), Satisfaction (S), Attention (A), and then Relevance (R).

The last is the analysis of students' motivation for batch 2017. The interpretation for students' in batch 2017 is high, both in general, and based on each construct of ARCS. The mean score for Attention (A) is 3.53 or 71%, Relevance (R) is 3.28 or 66%, Confidence (C) is 3.79 or 76%, Satisfaction is 3.95 or 79%, and the total of mean score is 3.66 or 73% from 61 respondents in batch 2017. The detailed information on students' motivation in term of ARCS in batch 2017 as follows:

Table 7 The Interpretation of Percentage for batch 2017

IMMS Dimension	Mean	Median	Mode	(Percent)	Interpretation
Attention	3.53	4	4	71 %	High
Relevance	3.28	3	3	66 %	High
Confidence	3.79	4	4	76 %	High
Satisfaction	3.95	4	4	79 %	High
Total	*3.66*	*4*	*4*	*73 %*	*High*

In overall, the number or score that most often exists on the result of the questionnaire from batch 2017 is 4, the median score is 4, and the average of score is 3.66. This indicates that the result of the questionnaire is centered on score 4, it means that most of students of batch 2017 are "agree" about the statements in the

questionnaire. It also shows that all the interpretation is "high" to all of ARCS, and also for the total of ARCS. The illustration of comparison for the mean score in of ARCS as follows:

Batch 2017

	Attention	Relevance	Confidence	Satisfaction
5				
4				
3				
2				
1				
0				
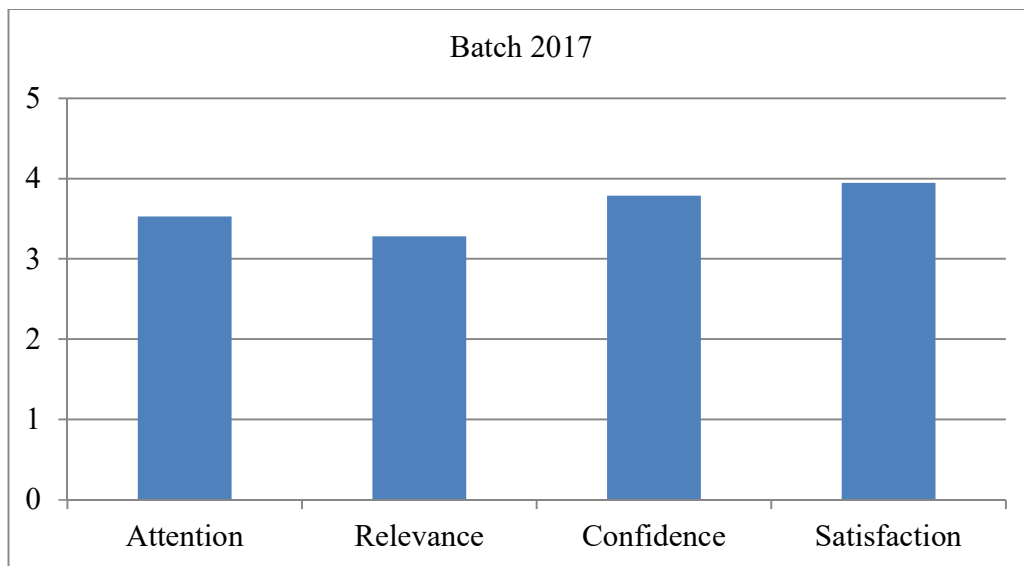
As seen in the diagram above, the highest mean score for batch 2017 is Satisfaction (S), Relevance (R) and Confidence (C) have the same mean score, and the lowest score is Attention (A). If refers to the result of the questionnaire, the questions with the highest mean score is the question number 13 from Satisfaction (S).
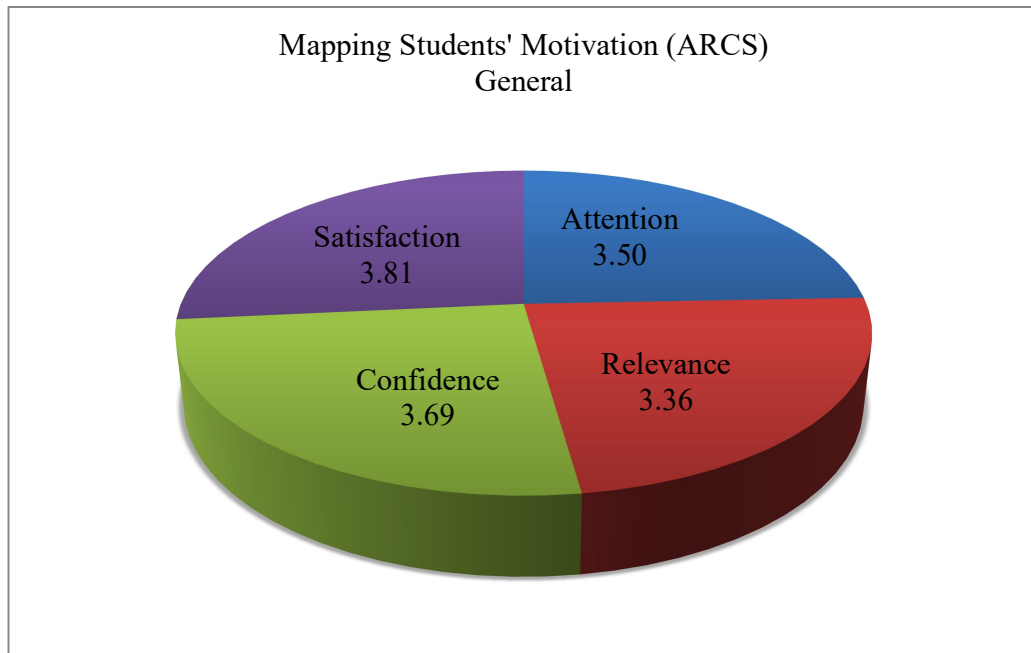
In addition, as explained before that the interpretation of percentage "high" for all constructs of ARCS and also "high" in the total or the cumulative of students' motivation in using blended learning. The ANOVA test for analyzing the difference of mean score for each batch as follows:

Table 4.16 ANOVA Test

Batch	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36.256	28	1.295	1.198	.243
Within Groups	159.993	148	1.081		
Total	196.246	176			

Based on the ANOVA test above, using a confidence level of 95% of the data available. The Sig. score is .243; therefore it can be conclude that there is no significant difference between students' motivation in each batch.

In conclusion, the results of the students' motivation in using learning media, which is using blended learning will be mapping based on the mean score for ARCS.

Based on the mapping of students' motivation above, if it is assumed that students' motivation is like a full circle, which there is four constructs of ARCS in it. So, in the illustration of students' motivation above, it can be seen that there is no significant difference between Attention (A), Relevance (R), Confidence (C), and Satisfaction (S). In addition, as explained before that the interpretation of percentage "high" for all constructs of ARCS and also "high" in the total or the cumulative of students' motivation in using blended learning.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

Based on the discussion before, it can be conclude into three parts. The first, there is no significant difference of students' motivation on the use of Google Classroom in batch 2014, 2015, 2016, and batch 2017 in English Language Education, Islamic University of Indonesia. In addition, the interpretations of percentage (%) based on Riduwan (2016) students' motivations in terms of ARCS (Attention, Relevance, Confidence, and Satisfaction) are "high" interpretations, both in general and based on each batch.

This might happen because all of the teachers in English language education, Islamic University of Indonesia, use Google Classroom in the same ways. They use Google Classroom for upload materials, share announcement, and posting assignment. All of these activities are "asynchronous" method, and there is no "synchronous" method. So, it can be conclude that the teachers have already used

Google Classroom well. It can be seen from the stable students' motivation in terms of ARCS, both in general and based on each batch, which is all of them having "high" interpretation in all of the components of ARCS (attention, relevance, confidence, and satisfaction).

5.2. Recommendation

In general, recommendations provided in this research are divided into two parts; suggestion for improvement of blended learning in the future, and suggestion for further research. The first part is suggestion for improvement of blended learning. The researcher would like to suggest that students' motivation become a concern any teaching method, especially in blended learning. The researcher also would like to suggest the development on the quality of blended learning that can influence students' motivation to learn, such as the quality of instructional materials, instructional design, facilities, and also learning environment. Even though the results show that students' motivation is high, it will be even better if students' motivation reaches the highest score. Then, researcher would like to suggest for further research on blended learning implemented in English language education. So that students' motivation can be identified more deeply. Like able to identify the differences between students' motivation in class of theory and in the class of practice.

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