

Online Learning Motivation: Can be Recognized?

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Abstract—Online learning became popular during the COVID-19 pandemic. Where the government sets rules that prohibit learning activities carried out formally or informally, meetings and other activities that require people to meet face to face. As a new learning activity, online learning experiences many obstacles, both in terms of the process and the people involved in it. An effort is needed, so that people will be motivated to do learning independently. Motivation is fundamental in determining the basic reasons for someone to do something. Efforts to find out people's motivation in conducting online learning are carried out by distributing surveys with different backgrounds. This survey was distributed to people of productive age in West Java. The findings obtained, that online learning is carried out because it is a fundamental need, even though it is only to abort obligations. However, on the other hand, their intrinsic motivation is positive, online learning makes people willing to be lifelong learners and hopes that their efforts in online learning can be recognized by certain parties.

Keywords—online learning, lifelong learning, motivation, recognition, COVID-19

I. INTRODUCTION

Learning is an ongoing and lifelong process. Not limited to schools and universities [1]. The combination of a lifelong learning process in which the whole body (genetic, physical and biological) and mind (knowledge, skills, attitudes, values, emotions, beliefs and senses) experience a social situation, then changed cognitively, emotionally, or practically (or through any combination) and integrated into the person's biography so that people are constantly changing (or more experienced) [2]. A learning continuum starts from informal, independent, non-formal, and formal learning. Within this continuum, boundaries can be "blurred" but learning is key [3,4]. The community learning process starts with informal education carried out within the family, then moves to independent learning, learning in the community (non-formal), then studying in formal institutions. However, formal schools are not flexible in the face of change, because they are in a complex bureaucratic organization and their tendency to produce conformity to centrally established ideological and behavioral norms, making formal schools far from changes as quickly as the demands are there [5]. As for the development of policies and practices in

lifelong learning and the creation of learning societies in UNESCO Member States, covering formal, non-formal and informal learning, lifelong learning emphasizes the integration of learning and life in lifelong contexts around the world [6].

Many non-formal education students seek only one-time learning, voluntary and unpredictable, with no intention of progressing to formal education, but some may develop such ambitions, non-formal education will only become a dead low status if there is no good system to regulate it [7]. The recognition of non-formal and informal learning outcomes does not in itself create human capital, but recognition makes the human capital stock more visible and more valuable to society at large [8].

The data show that nearly 90% of adult learning initiatives do not lead to qualifications, although depending on the country system, 20-60% of people start doing adult learning [9]. Two surveys conducted on respondents who were employed in terms of what they considered to be the most important source of their informal work / learning knowledge showed that the highest percentages were independent learning outcomes (44%) due to co-workers (29%) through training (16%), and as for the combination of all (12%) [10]. The Australian Bureau of Statistics [11] survey found that nearly one-third (30% or 3.3 million people) participated in non-formal learning and about three-quarters (74% or 8.1 million people) participated in some form of informal learning. Various supporting data show that independent learning is much more carried out by the community and more meaningful for them. Informal learning like that can be done in various ways, one of which is through online learning. Online learning has become popular lately, apart from the rapid technological advances, it is also supported by the sudden outbreak of COVID-19. This makes every sector treat online mode as the only way, it also has an impact on the way people carry out the learning process.

This research will examine people's motivation to do online learning during the COVID-19 pandemic, both online learning which is done informally (unstructured) and informally (structured and scheduled). The target group in this study is the people of productive age in West Java. Then what feedback do they expect in their efforts to do online learning. Do people need appreciation and recognition for online learning efforts?

II. LITERATURE REVIEW

A. Online Learning Motivation

Motivation is an impulse that appears to do something. It is well known that intrinsic motivation refers to engaging in an activity for no reason other than the pleasure and satisfaction of the engagement itself. Meanwhile, extrinsic motivation refers to engagement that provides the means to achieve goals that go beyond the engagement itself. The goal of extrinsically motivated engagement is the desire to achieve tangible rewards such as money, gifts, or other benefits; intangible rewards such as social approval, sense of worth, or even awareness; or avoiding tangible and intangible punishments such as swearing, rejection or feelings of inferiority.

Universal involvement in exploration and play from childhood [12,13]. Engagement is inherently fun and satisfying [14]. Researchers, however, propose a variety of theoretical explanations for intrinsic motivation, including activity characteristics and biological mechanisms such as play instinct, curiosity, and the need for stimulation. White [13] reviews explanations and debates integration in developing motives, which he calls "effectiveness" motivation, or the need for competence. White argues that this motive encourages exploring his environment, manipulating objects, and interacting with others in ways that promote environmental mastery. Maslow [15] argues that physiological and safety needs, which he labels "deficient needs," are distinct from self-actualization needs, such as the need to develop talent, achieve understanding, and fulfill potential, which he labels "growth" needs.

One comprehensive theoretical framework, Self-determined Theory (SDT) [16] asserts that humans are motivated by three basic psychological needs: for competence, relationships, and autonomy. The need for competence in SDT is what White [13] calls the motivation for effectiveness. The need for connectedness refers to the need for people to belong and feel accepted by others. The need for autonomy refers to the need for people to feel self-determined to be the source of their own actions [17].

According to Harter [18], the "motivational effect" leads to seeking challenges, learning out of curiosity and to experience pleasure, and relying on themselves to experience success. When curiosity, independence, and exploration are generated by experiencing mastery and fulfilling the approval and encouragement of a parent or teacher, children will experience pleasure, feel competent and in control of their environment, and also have stronger intrinsic motivation for the domain or activity. Ryan and Deci [16] suggest that intrinsic and extrinsic motivation can be set on an internal-external continuum according to individual perceptions of relative autonomy. Although most activities may not be intrinsically motivating, Self-determined Theory states that people have a tendency to internalize motivation in activities that are not attractive and enjoyable. However, internalization is most likely to occur only if the three psychological needs for competence, connectedness and autonomy are met.

The rapid development of technology has an impact on the availability of various online resources for informal learning by enabling people to learn on demand and exactly when needed. The growing number of online learning resources continues to have a major impact on the ideas and beliefs that embrace learning. Individuals with internet access have various opportunities to study anywhere their computing devices can access for learning resources [19]. There are several reports showing that there is less academic dishonesty online when compared to traditional learning settings. The reason for this dishonesty is related to extrinsic motivation that encourages students to follow traditional learning [20]. Online students may be more intrinsically motivated because they can learn independently, on the other hand this type of motivation can substantially reduce their desire to be dishonest [21].

B. Online Learning Recognition

An individual who does informal learning is often influenced by assumptions about education and knowledge, often they are not aware of the significance, scope and depth of learning that he or she is doing [22]. Therefore, the quality of online education must be improved and perceived as equal to traditional face-to-face education. This is done to ensure the recognition of online education that is equivalent to conventional education. In the end, earning credentials in any mode of education should not be differentiated from one another [23].

Recognition in education has become a debate, a narrative appears that recognition is something that is obtained through struggle, recognition is not received free of charge [24,25]. This logic seems strange to Honneth, the core idea of recognition is a developmental process by which people learn to find a balance between selfish tendencies and symbiotic mutualism. Honneth explores the possibility of alternative formulations of Habermas' ideas by asserting four thematic domains: 1) moral experience must be defined through the concept of a struggle for recognition; 2) social organization work and experience need clear recognition; 3) The crisis diagnosis of modern society must be sought from a different approach; and 4) the need for subject psychoanalytic concepts that must explain individual moral creativity [26].

Honneth's model is a multi-dimensional approach of recognition that involves three forms, namely love, rights and social respect. Love refers to an attitude of recognition in which a person is recognized as a creature in singular need capable of being happy and miserable. Rights refer to recognition in which a person is recognized as capable of self-determination and moral judgment, as a bearer of rights and obligations. Rights are described as recognition in which a person is recognized as having certain qualities, capacities, and achievements that are worthy of other people [26,27]. The form of recognition of social appreciation, as called Honneth, surpasses all other forms of recognition, where an individual feels himself to be similar to every other individual which refers to a form of reciprocal relationship between subjects [28].

III. METHODS

The sample of this study amounted to 95 respondents who live in West Java. The number of women goes as many as 82.1% and men as many as 17.19%. The age range of the respondents ranged from 17-45 years. The majority of educational backgrounds are Undergraduate by 66.3%, SMA / equivalent by 18.9%, Postgraduate by 7.4%, and Diploma program by 6.3%. Respondents' occupations also varied, with the most number being college students / students by 41.1%, 17.9% private employees, 15.8% are teachers / lecturers, 10.5% housewives and 6.3% freelancers. Respondents from all areas of origin are scattered from all cities / districts in West Java, the majority from Bandung, 42.1%.

Data collection was carried out by distributing online questionnaires which were distributed through social media. The number of questions as many as 25 items, divide into several aspects including, the condition of online learning during a pandemic, intrinsic and extrinsic motivation, and the form of recognition of online learning expected by the community.

IV. FINDINGS AND DISCUSSION

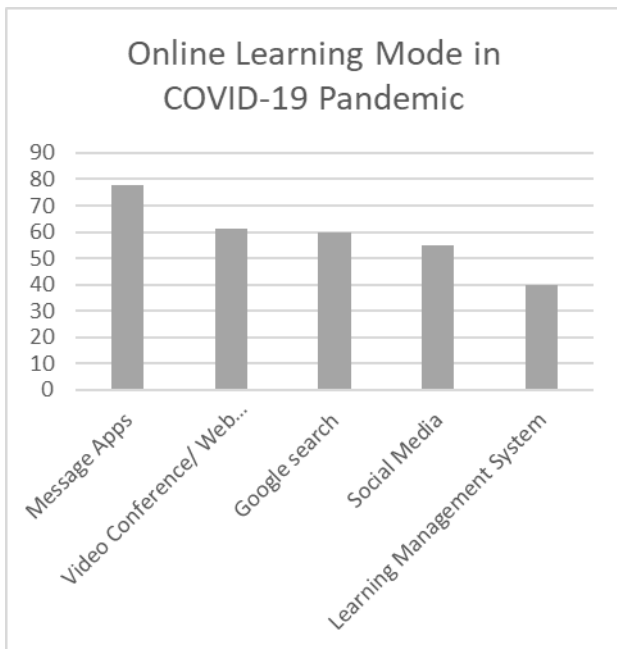


Fig. 1. Online learning mode in COVID-19 pandemic.

The data obtained in Figure 1 shows that people do online learning using messaging applications such as WhatsApp, Telegram, Line, etc. This is done by 77.9% of the community. Video conference media such as zoom meetings, Google Meet, etc. are used by 61.1%, search engines like Google, Yahoo, etc. are 60%, social media by 54.7%, and the least use of Learning Management Systems such as Google Classroom, Edmodo, etc. only goes as much as 40%. The reasons for people learning online during the COVID-19 pandemic are to get 70% knowledge, because of the obligations and regulations as a

student or employee are as much as 60%, to fill spare time is as much as 45.3%, and to obtain certificates is 23% (Figure 2).

The findings of the community's online learning conditions from these data indicate many people use simple applications to carry out the learning process, messaging and user-friendly video conferencing application when compared to the Learning Management System which has several features that are quite difficult for people whom are unfamiliar with technology. The reasons for obtaining new knowledge as their basis for online learning indicate that there is a high willingness to learn even though this condition is not much proportional to the reason for a duty and obligation either as a student or an employee. This shows that intrinsic and extrinsic motivations in society are not much different. This will be discussed in Figure 3.

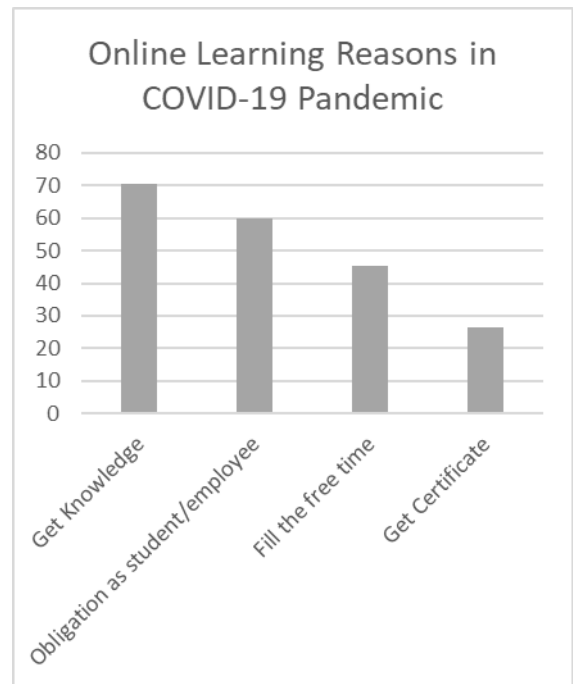


Fig. 2. Online learning reasons in COVID-19 pandemic.

A. Online Learning Motivation

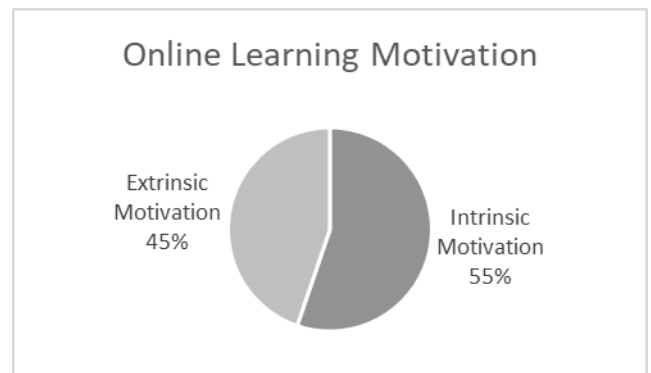


Fig. 3. Online learning motivation.

Figure 3 shows that people's intrinsic motivation is greater than their extrinsic motivation. Intrinsic motivation which includes the basic reasons that arise in society for doing online learning gets a result of 55% with 4 indicators that variation search, newest preferential, engagement, challenge, while extrinsic motivation which indicates that there is a trigger factor from outside the individual in doing online learning by 45% with 4 indicators that are external regulation, introjection, identification, and interrogation. Self-determined Theory (SDT) [16] asserts that humans are motivated by three basic psychological needs: for competence, relationships, and autonomy. The item in question is related to these three things, the highest is due to gaining knowledge and looking for current information, this means that the urge to learn online is due to competence and autonomy as an individual so that it continues to be updated on developing information.

Extrinsic motivation that encourages people to do online learning is because they are required to do it to carry out the role of a student in order to fill attendance and get grades, or as employees who do it because of job demands that will affect the assessment of their superiors and wages. They feel forced but also feel that they really need to do it. This means that there is a significant role for self-regulated learning and the desire to be recognized in carrying out the online learning process. This is in line with the opinion of Ryan and Deci [16] that people have a tendency to internalize motivation in activities that are not interesting and fun, internalization is most likely to occur only if the three psychological needs for competence, connection, and autonomy are met. The need for these three aspects encourages people to do online learning even though they are forced.

B. Expectations of Online Learning Recognition

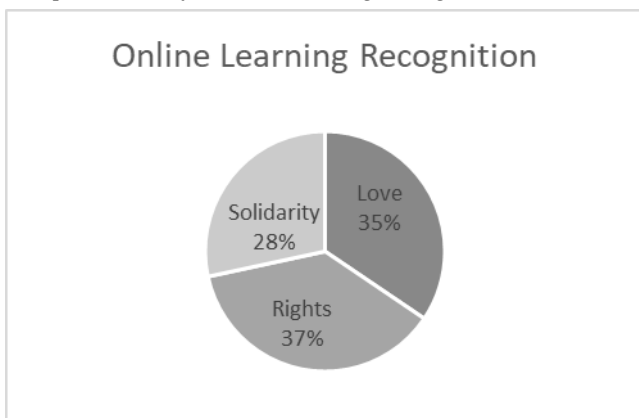


Fig. 4. Online learning recognition.

Online learning recognition shown in Figure 4 refers to Honneth's theory by dividing recognition into the aspects of love, right, and solidarity. The results show that recognition from the rights aspect is 37% greater than love at 35% and solidarity at 28%. The larger aspect of Rights shows a desire to be recognized with the label "equal status" or a cognitive respect and self-respect as an individual who wants to continue

to grow. Based on the Honneth theory, rights are described as where a person deserves to be recognized by others in having certain qualities, capacities, and achievements [26,27]. These results indicate that online learning carried out by the community hopes to be recognized as a qualified individual with the capacity having proper respect from others. From the survey filled out by respondents, the forms of appreciation that they want to get are in the form of grades for students, and portfolio recognition for employees (for promotion / wages) or portfolios for job seekers. The Love aspect which refers to the emotional acceptance of the people around and the emergence of self-confidence is an aspect of recognition that the community wants to get in an effort to learn online, is ranked 2nd compared to other aspects. The Solidarity aspect in 3rd place, which contains aspects of wanting to get social appreciation and the emergence of one's self-esteem, is a recognition that is also quite desired by the community in doing online learning. Social recognition that makes an individual feels equal to every other individual which refers to a form of reciprocal relationship between subjects [28]. People want to get social recognition by appreciating their efforts in learning even though they are online.

V. CONCLUSION

The desire to learn to get current knowledge and information is the biggest motivation for people to do online learning. A high willingness to learn is a characteristic of lifelong learning, although extrinsic motivation is also quite dominant for reasons to only perform obligations, but the internalization of society, rather than simply performing obligations, implies a need for learning.

The desire for recognition from online learning efforts carried out by the community which is driven by intrinsic and extrinsic motivation is a significant supporting factor. The desire to be recognized through respect and acceptance of people around them as learners and the willingness to develop themselves need to be appreciated in various forms of appreciation from related parties.

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