LEARNING MOTIVATION: OFFLINE VS ONLINE

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Abstract. Learning motivation is often correlated with academic achievement, but with inconsistent results. Some research supports this hypothesis, but not a few who reject it. Some other factors that also affect academic achievement include interest and continued motivation. This paper discusses the controversy as well as other alleged hidden factors, namely the use of information technology in learning which allegedly also plays an important role in academic achievement in the digital age. In addition, the dimension of classical learning motivation seems to indeed ignore the use of information technology, especially in today's digital generation.

Keyword: learning motivation, academic achievement, millennial.

"The time has come for some far reaching changes to the university, our model of pedagogy, how we operate, and our relationship to the rest of the world. But we need to listen to these Net Generation students to see the way forward."

(Luis M. Proenza)

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Introduction

Learning motivation according to Pintrich and Schunck (1996) is defined as an activity involving both physical and mental, such as writing, memorization, and reading. While Winkel (2005) defines learning motivation as the overall psychic driving force in the participants which gives rise to learning activities, ensures the continuity of learning activities and gives direction to the learning activities in order to achieve a goal.

Reynolds and Miller (2003) explain that there are several aspects that can reflect individuals who have learning motivation, namely: 1) setting goals, individuals are able to set goals according to their abilities; 2) involvement, individuals have a number of attempts at tasks such as asking questions when, giving opinions, conducting discussions, looking for additional information about the subject matter, 3) perseverance, individuals will be diligent in completing tasks even though the tasks being done are difficult, boring and tiring. According to Pintrich and Schunk (1996), motivational aspects of individuals who have motivation, namely: 1) selection of tasks, individuals have the opportunity to choose tasks and complete them; 2) effort, expending a lot of effort especially to do difficult tasks; 3) perseverance, working for long periods of time especially when facing obstacles; 4) achievements.

Learning motivation is generally associated with academic achievement. Like Knollmann and Wild (2007) who examined the expectations that exist in students, attitudes, motivation and effort. The results are positively related to the achievements of students, both those from urban and rural areas. Other results show that male participants who have low ideals in education, lack of parental support, have an effect on academic achievement and lower motivation than female students. Research conducted by Broussard (2002) shows the results that mo tivated learners are reported to have high academic achievement (such as interest in new subjects) when compared to students who have low achievement. The results of other studies also indicate that motivated participants will get high achievements (Pintrich & Schunck, 1996). Broussard (2002) explains that there is a relationship of motivation with academic achievement. Individuals who have motivation turn out to have high academic achievement, where motivation increases, high academic achievement.

Not all studies prove that learning motivation correlates with academic achievement. Täht and Must (2010) made a study of the relationship between learning motivation and student academic achievement in five neighbouring countries (Finland, Estonia, Sweden, Latvia, and Russia). The results show that there are large differences between cultures regarding student motivation and academic achievement, where the correlation coefficient ranges from 0.05 to 0.42 in the lowest to highest order, namely Russia, Latvia, Estonia, Sweden and Finland. The low correlation is caused by not taking into account the interest in science chosen for college. Täht and Must (2010) found that Swedish and Finnish students' interests were above average for enrolling courses in science in Europe.

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The results of the Imhof and Spaeth-Hilbert (2013) research show the same results that there is no relationship between motivation, cognition and academic achievement in students. While Bergin (1992) found that adolescent experiences at school can create an interest in free time through continued motivation, for example when adolescents have an interest in topics in the classroom, teens will look for discussion of these topics outside the classroom to deepen their understanding. Adolescents who experience continued motivation also have higher intrinsic motivation and more leisure activity, but their academic achievement is not higher than other teenagers.

From the pros and cons of the above research, there seems to be a transitional era from the generation before digital to digital generation. The correlation between learning motivation is shown in research conducted in the late 1990s to early 2000s, on the contrary there was no correlation between learning motivation carried out in the decade of the 2010s.

Millennials' Learning Motivation

Millennials are one of the largest community served by academic libraries today. Raised in what is traditionally defined as the digital age, millennials are highly dependent on technology for their social and educational needs. Consequently, they exhibit many character traits, competencies, information needs, and expectations that are not typical of any other generation (Trembach & Deng, 2018). Beside information-seeking Behaviours (Becker, 2012), Price (2009) sees that millennials' innate ability to engage in multiple activities (multi-tasking) extends to their intellectual pursuits as well, so that simply sitting at their desks and enduring a lengthy lecture is not engaging enough for them. Millenial student is led to b elieve that learning is much more about meaning-making than it is about mechanically memorizing and regurgitating disjointed chunks of information. So, Barr and Tagg (1995) encouraged a paradigm shift from emphasizing teaching to emphasizing learning.

Today's education will certainly not be separated from the use of information technology, especially the internet as a medium that can help the learning process. The growth of the internet has dramatically changed the way individuals use media, and young people are now at the forefront of these changes. The digital generation of about 60 million individuals born after 1979, represents the largest generation of young people in the history of the United States (Montgomery, & Gottlieb-Robles, 2004). Buckingham (2008) defines digital generation as the generation involved in use with computer technology. While the Pew Internet and American Life Project (cited in Harwood & Origin, 2007) illustrates that 94% of individuals aged 12-17, have used the internet for research in schools, and 78% to help with school work.

Teenagers have used many internet-related facilities such as using short messages, visiting chat rooms. Being at the forefront of technological innovation, teenagers have quickly adopted cell phones and gadgets that offer unprecedented communication and information using only their fingers. The properties of this interactive media are uniquely suited to the

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development needs of adolescents. Online communication tools encourage instant and constant contact with peers; Personal web pages offer opportunities for self-expression and identity search; and portable devices that facilitate mobility and freedom in communication. The vast reach of the internet, promises to create an environment that encourages the search for information on a variety of topics that were not accessible or taboo in previous generations. Chat rooms and forums allow teens to encourage discussion and debate without fear. Digital media has become the challenge of institutions today to be able to adapt to the advancement of information.

According to Hill and Hannafin (2001) in the digital age, changes have not only occurred in resources and information but have also changed several social and economic settings. A contemporary society or setting where individuals live, work and study; has changed dramatically. Especially in learning, the role of educational resources has undergone a change. Changes occur not only in the media but also in the distribution of production and access to digital resources, which also fundamentally change how, when, and the purpose of resources are created and used. Changes in the digital age are driven by growth in information systems such as the internet and the World Wide Web and the presence of technology in the classroom, library, home, and business.

Method

This study uses literature studies, where data is obtained from articles, journals, books, and websites; all of which are mostly obtained online.

Result and Discussion

In Indonesia, internet users in big cities reached 55 million in 2011 and experienced an increase compared to 2010 with 42 million people. The growth rate of internet users in Indonesia was also dominated by young people from the age group of 15-30 years, which is around 50% - 80% (Wahono, 2011). While in 2012, the number of internet users has increased to 61.08 million people. Based on the number of internet users, 58 million people or 95% are in the 15-30 age group (Baskoro, 2012). In 2018 the number of internet users will reach 171.18 million or 64.8% of the total population of 264.16 million (APJII, 2019). Furthermore, Montgomery (2007) considers that teenagers can be referred to as users of digital media culture. The internet has played an important role in the lives of teenagers, as well as influencing relationships in family and social settings.

Students today as part of the digital generation are certainly inseparable from the use of the internet and the use of other technologies. Higher education now also follows the development of this information technology. According to Wardiana (2002) that with the influx of globalization, future education will be more open and two-way, diverse, multidisciplinary and competitive. Wardiana (2002) predicted four trends in the world of education in Indonesia in the future. First, the development of open education with distance learning mode. Second, sharing resources (sharing resources) between educational / training institutions in a network. Third, libraries and other educational instruments (such as

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teachers, laboratories) change functions into sources of information. Fourth, the use of interactive information technology devices, such as CD-ROM or DVD-ROM Multimedia, in education is gradually replacing TV and Video.

In Indonesia, Ruangguru.com is one of the most popular online tutorial for student, teacher and teacher. Ruangguru.com presents as one of alternative online tutoring media can be easily accessed via smartphone, laptop or tablet. Ruangguru provides some excellent features such as RuangUji, RuangLatihan, RuangVideo, RuangLes, RuangLesOnline, DigitalBootCamp dan Edumail allow students to upgrade their learning abilities so that they are expected to achieve the desired results (Gideon 2019). Pangesti (2019) found that informants showed their Behaviour and motivation in using ruangguru.com because their motivation for wanting grades in school was higher and for exam preparation, learning became easy because the features were very helpful. Learning media at Ruangguru.com can help students, teachers and parents to carry out their activities more effectively and efficiently.

Hasanah, Wati, & Riana. (2019) also found the relationship of Perceived Ease of Use to Perceived Usefulness is the most significant influence where the ease in using Ruangguru application makes users feel that Ruangguru application is useful. And, the results of Syamsurijal (2019) showed that students who were satisfied after subscribing to Ruang Guru online tutoring were 95%, while students who were dissatisfied were 5%. According to Harwood and Origin (2007) the challenge of education in the digital generation is integrating everyday technology with the time spent in school every day. However, the results of Wardiana's research (2002) regarding the use of the internet as information technology for the learning process tend to be inconsistent, whether the use of information technology can improve academic achievement or vice versa actually reduce academic achievement. This is in line with Chen and Fu (2009) who find that using an internet search engine helps improve test scores. However, the use of the internet for socialization and playing games affects the poor performance of the exam, as does going to internet cafes. Chen and Fu (2009) also found that information seeking among male and female adolescents helped academic achievement, while socialization weakened female adolescent academic achievement and internet cafes weakened male academic achievement.

Conclucions and suggestions

If we look back that learning motivation is an activity involving both physical and mental (writing, memorizing, and reading) to achieve a goal (Pintrich & Schunck, 1996; Winkel, 2005), then this construct of learning motivation may become irrelevant to millennials. In Indonesia, the use of online learning has begun to develop with the presence of the Ruangguru application, which facilitates millennial students in learning as well as to increase learning motivation. However, the results of this study recommend empirical research that links the increase in online learning with the decrease in socialization.

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