

CHAPTER II

THEORITICAL FRAMEWORK

This chapter presents the review of related literature which discusses the ideas and theories underlying the subject of the research as a result of library activities. It consists of theoretical background, previous studies, the conceptual framework of the research, and hypothesis of the study.

A. Motivation

1. Definition of Motivation

Motivation is a process that encourages, directs, and persists in behavior it means that motivated behavior is full of energy, direct, and long lasting (Santrock, 2007). Motivation is a desire in a person that makes someone do something without coercion. This means that motivation is a person's need to show his desire to achieve goals. It makes someone do or not do something (Harmer, 2001)

In learning process, motivation is important roles that affect the success of learning activities. Although important, motivation is not the only factor in the success of learning activities. Intrinsic motivation occurs when a person has a desire that usually comes from within to achieve. For example, a student studies diligently because he wants to be number one. It means he has a motive to be a better student than others.

In learning activities, motivation can be said as the overall driving force within students that gives rise to learning activities, ensures the

continuity of learning activities and provides direction to learning activities, so that the expected goals can be achieved. Encouragement will be a force of energy to enable the learner to work harder to meet the needs or goals achieved.

Learning motivation is a mental force that drives learning. Motivation to learn in students can be weak. Lack of motivation to learn will weaken learning activities. Furthermore, the quality of learning outcomes will be low. Someone who learns with a strong motivation will carry out all his learning activities in earnest, full of passion and enthusiasm.

Based on the description above, the researcher concludes that students' motivation is an encouragement or driving force from within students that provides direction and enthusiasm for learning activities so that they can achieve the desired goals. Learning motivation is one of the main keys to facilitating and encourage to students to learn something while studying.

2. Kinds of Motivation

According to Penny in Paramitha (2017), motivation can be divided into two types, there are intrinsic motivation (motivation that comes from within) and extrinsic motivation (motivation that comes from outside). There are kinds of motivation as following as:

a. Intrinsic motivation

Intrinsic motivation is the motivation that comes from within the individual itself. It means that motivation is a desire that comes from within to do something. Students who have intrinsic motivation will study hard and enjoy the class in the learning process because in them there is a desire to do something. Motivation has more desirable outcomes than extrinsic motivation. Intrinsic motivation involves internal motivation to do something for its own sake (Santrock, 2007). Intrinsic motivation is a natural tendency to seek challenges that pursue personal interests and training abilities.

According to Berliner in Rofiqoh (2021), intrinsic motivation has four components. Namely interests, needs, hobbies, and goals. These components will be described:

1) Interest

Students who feel interested in doing something will have a different way of doing it. They will really in doing something without any coercion. They are also easier to understand about anything and pay more attention when the teacher learns. The learning process will be good if students have an interest in participating in these activities. It will make learning activities because it is a determining factor in attitudes towards the work process. So, if students have a high interest in learning regularly or effectively, they will most likely succeed. In this case, the teacher has an important role, because they have to think about how to

increase students' interest in learning or maybe they have to make students like lessons that make them study harder.

2) Need

Need is a state of tension in an organism resulting from the deprivation of something necessary for the survival, well-being, or personal fulfillment of a substance, state, or other things. It means that a need is a condition where something is necessary. In his book, Harmer (2001) stated the term 'needs' is used to denote some general disturbing characteristics of the motivational basis for individual behavior. That is, in observing individuals in different situations, sometimes notice consistency in their behavior. People usually do whatever they can because of their needs, and the things they do refer to their independence.

3) Hobby

Hobby is an activity or interest that is done for pleasure or relaxation in one's spare time. So, a hobby is an activity that is done for pleasure and is usually something that you enjoy doing. Hobbies are usually done for one's pleasure in spare time. That is, a hobby refers to the pleasure or pleasure of doing something to pass the time.

4) Goal

Berliner in Paramitha (2021) said motivation is closely related to a person's desire to achieve a goal. Students should be able to realize the goals of learning activities and direct their

efforts to achieve them. Everyone has a purpose in life. Before they do what they want to do, they have decided on a goal first. Almost everyone has a purpose in every activity they want to do in their daily life. Goals can lead someone to do or avoid something related to the goal itself.

b. Extrinsic Motivation

Extrinsic motivation is a type of motivation that comes from outside and also encourages a person to achieve goals. According to Penny in Paramitha (2017), extrinsic motivation is the motivation that comes from the influence of several types of external incentives, which are different from the desire to learn for their own sake or in a task. According to Ryan, and Deci (2000) extrinsic motivation is described as a concept that pertains whenever an activity is done to attain some separable outcome and is influenced by studying condition, social condition, family condition, and supporting facilities. These components will be described:

1) Study Conditions

Study conditions are a condition that can affect the process and student learning outcomes. In other words, learning conditions are conditions in which knowledge and experience activities occur through various mental processing processes. Learning conditions can also be interpreted as a condition that must be experienced by students in carrying out learning activities.

2) Social Conditions

The social condition can interpret as everything is outside the child, everyone or other humans that affect us. Influence directly as in everyday interactions with others, our family, friends, school friends, or work. The social environment is one of the factors that achieve learning success. The place and learning environment is comfortable and makes it easier for students to concentrate.

3) Family Condition

In education, the family has an important meaning as a forum between individuals and groups which is the first and foremost place for children to socialize. Mother, father, brother are the first people for the child to make contact and a place of learning. Basically parents have a strong influence on children's learning interests at school, if parents are guiding and encouraging their children's learning activities, this allows children to be more active in achieving better learning achievements.

4) Supporting Facilities

Supporting facilities can be said as direct or indirect learning equipment that can be used by teachers to facilitate, expedite and support student learning activities to adequate learning facilities. It will affect the creativity of a teacher in the learning process to create a creative and fun learning.

B. Offline Learning

1. Definition of Offline learning

According to Bonk and Graham (2006), offline learning is a conventional learning model that seeks to convey knowledge to students by bringing together teachers and students in a learning room with planned characteristics, which are place-based and social interaction.

In addition, the notion of face-to-face learning is a set of actions designed to support the learning process of students offline by paying attention to external events that play a role in events from outside of students that occur to students that can be predicted or known during the face-to-face process. For the strategic stages of competency achievement, learning activities need to be designed and implemented effectively and efficiently to obtain maximum results.

The offline learning model is a learning model that is still used in the learning process. It is only that the offline learning model has now undergone various changes due to the demands of the times.

2. Characteristics of Offline Learning

The characteristics of offline learning according to Dabbagh and Ritland (2005) are:

- a. Integrated instructional materials
- b. Set learning time / set time
- c. Under the supervision of the lecturer/ instructor
- d. Linear / unidirectional learning
- e. The information source chosen has been edited

- f. A consistent source of information
- g. The technology employed is well-known.

C. Online Learning

1. Definition of Online learning

Online learning is a form of a learning model by utilizes web and internet technology, the concept of learning and teaching is not new, nor is it new ideas or thoughts. It has been developing since several decades ago. Meanwhile, according to Dong in Kamarga (2000), online learning is a learning activity delivered through electronic computer devices that obtain learning materials that suit their needs.

Online learning is a condition where students and educators study remotely using an internet network connection that allows students to have the flexibility of learning time so they can study anytime and anywhere. Online learning is a new way of learning by utilizing electronic devices in the form of laptops, especially on internet access for delivery in the learning process, so online learning is completely dependent on internet network access via electronic devices.

Based above, the definition of online learning or, e-learning is learning whose implementation is supported by electronic services such as telephone, audio, videotape, satellite or computer transmission, the basic concept of online is an educational process that utilizes information and communication technology to bridge learning and learning activities, both directly or indirectly.

2. Characteristics of Online learning

Online learning is a form of learning model that is facilitated and supported by the using information and communication technology. Online learning has characteristics, among others (Clark & Mayer 2008):

- a. Include content that is pertinent to the learning objectives.
- b. Using instructional techniques.
- c. Using media elements such as words and images to convey information.
- d. Supports direct teacher-centered learning (synchronous) or is intended for independent learning (asynchronous)
- e. Improve group learning performance by developing skills and understanding related to learning objectives.

D. Pandemic Era

In general, a pandemic can be defined as an event with a high incidence or prevalence rate, mainly related to time and wide and fast distribution coverage. Meanwhile, Morens et al. (2020) defined a pandemic as an epidemic that occurs globally. Furthermore, pandemics are usually associated with the spread of infectious diseases, such as the Spanish Flu pandemic, the HIV pandemic, and the Ebola pandemic. Furthermore, based on the scope of occurrence, pandemics are divided into three categories, namely transregional (occurring in one continent or between regions), interregional (involving two or more regions), and global (occurring in almost all/all regions). COVID-19 is caused by the SARSCov-2 virus which is a member of the Corona Virus family that also caused the SARS and MERS pandemics

(Liu et al., 2020). However, SARS-Cov-2 tends to be more infectious than SARS and MERS (Sun et al., 2020). COVID-19 is a respiratory disease with a mild to severe spectrum.

The direct impact of the COVID-19 pandemic occurs in the health aspect. In the health aspect, the impact of the COVID-19 pandemic is the high number of positive cases and deaths due to COVID-19. WHO states that for approximately 17 months since the first infection case in Wuhan, China, COVID-19 has become an epidemic in more than 220 countries with 160 million positive cases and 31 million deaths (WHO, 2021).

E. Relevant of Study

Based on the literature of the researcher, several studies that are relevant to the journal that the author discussed were found as follows:

First, according to Afandi & Asari (2022) journal article entitled "Learning Writing Experience: A Comparative Study between Offline and Online Writing Learning in Junior High School" The results indicated that there were valid differences between offline and online students' writing learning satisfaction. From the independent sample T-Test, it is stated that the value of sig. tailed 2 is $0.000 < 0.05$, which means that the results were proved to be valid and showed a satisfaction score difference between learning writing in offline and online classes.

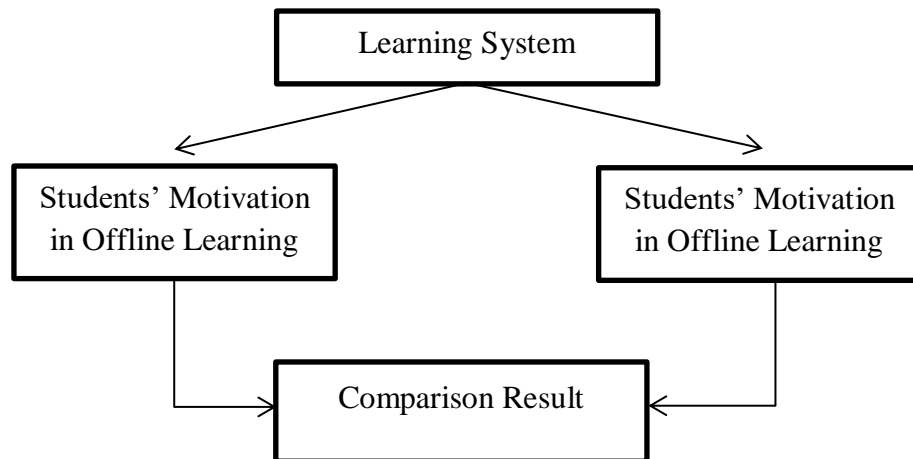
The second, the journal article "Comparing Student Performance Online vs Blended vs Face-to-face" by Larson & Sung (2009) concludes that there is no significant difference in students' performance in the class whether it is taught using offline learning, online, or blended learning more of delivery.

It can be concluded that other factors, such as course design, section content, instructor, and student motivation, may be more important than delivery mode.

The third is a journal article titled “A Comparative Study on the Effectiveness of Online and Offline Learning in Higher Education” by Singh et al (2021). The purpose of this study is to look into the effectiveness of online and offline education in higher education. Based on the findings of this study, online learning is considered less effective because students have difficulty adjusting to online learning.

F. Conceptual Framework

Conceptual framework of this research:



G. Hypothesis of Research

H_0 = there is no difference between students' motivation in offline learning and online learning during pandemic era at SMKN 2 Kota Kediri.

H_a = there is a difference between students' motivation in offline learning and online learning during pandemic era at SMKN 2 Kota Kediri