Motivation and Factors Affecting Pre-Service English Teacher in Joining Webinar Session

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A B S T R A K

Situasi pandemi akibat Covid-19, proses pembelajaran online masif dilakukan di dunia pendidikan. Penelitian ini bertujuan untuk menyelidiki jenis-jenis motivasi dan mengidentifikasi faktor-faktor yang mempengaruhi motivasi di antara guru bahasa Inggris pra-jabatan untuk mengikuti webinar sebagai materi pembelajaran dalam konteks pembelajaran jarak jauh. Penelitian ini merupakan penelitian deskriptif dengan menggunakan desain penelitian metode campuran. Sampel penelitian ini berjumlah 96 guru. Metode yang digunakan dalam mengumpulkan data yaitu kuesioner dan wawancara. Instrument pengumpulan data menggunakan lembar kuesioner dan panduan wawancara. Data ditabulasi dan dianalisis secara kuantitatif dengan menggunakan analisis statistik deskriptif untuk mengkategorikan data dan mengetahui persentase data. Hasil penelitian menunjukkan bahwa motivasi guru bahasa Inggris pra-jabatan didominasi oleh motivasi ekstrinsik. Hal ini berdampak signifikan terhadap motivasi siswa untuk mengikuti webinar. Beberapa poin penting tentang motivasi responden terhadap webinar berguna untuk meningkatkan dan meningkatkan motivasi mereka mengikuti webinar untuk meningkatkan profesionalitas pengembangan sebagai calon guru bahasa Inggris.

A B S T R A C T

In the pandemic due to COVID-19, a massive online learning process is being carried out in education. This study aims to investigate types of motivation and identify factors that influence motivation among pre-service English teachers to participate in webinars as learning material in a distance learning context. This research is descriptive research using a mixed methods research design. The sample for this research consisted of 96 teachers. The methods used to collect data were questionnaires and interviews. The data collection instrument uses a questionnaire sheet and interview guide. The data was tabulated and analyzed quantitatively using descriptive statistical analysis to categorize the data and determine the percentage of data. The research results show that the motivation of pre-service English teachers is dominated by extrinsic motivation. It has a significant impact on student motivation to take part in webinars. Several important points about respondents' motivation for webinars are useful for increasing and enhancing their motivation for participating in webinars to increase professional development as prospective English teachers.

1. INTRODUCTION

Pre-service English teachers, who will educate the students by sharing knowledge thought, skill and experience, need to improve themselves in various aspect. A teacher should be skillful in creating a motivational role among the learner in the learning process (Khotimah et al., 2019; Sulistiyo, 2016). It will fulfill the requirement to be a professional teacher in education context (Agustini et al., 2020; Firestone et al., 2020; Karkouti et al., 2022; Kholis, 2019). Besides, pre-service teachers also need to master important teaching competencies before contributing to the educational field (Elmahdi & Fawzi, 2019; Harrell & Subramaniam, 2015). In another words, professional development is essential for pre-service English teachers to understand. Pre-service English teachers need to improve their knowledge, competencies, and teaching abilities as a result of professional development in order to keep up with the times (Al Sultan et al., 2018; Fakhruddin et al., 2019). As a result, pre-service English teachers need a great motivation to improve professionalism in the teaching and learning environment.

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In improving professionalism, the pre-service English teachers need to fulfill the professional competence. Professional competence relates to competency of developing materials based on content standards to help students attain the required competencies (Anam et al., 2020; Ningrum, 2018). Pre-service teachers need to get ready early in order to improve their cognitive abilities, such as their ability to master and develop learning material, organize learning content, and evaluate the learning process (Anam et al., 2020; List et al., 2020; Tondeur et al., 2016). In order to enhance the comprehension of the subject matter by EFL pre-service teachers, learning materials become an essential component of the sharing of knowledge and content (Loo et al., 2019; Satar & Akcan, 2018). There are three distinctions outlined in learning materials: text, audio, and video, both in print and online formats. Examples of audio-visual materials include a video and a speaker at a seminar who gives the material to the participants directly. Through various learning materials, the learners can manage themselves in improving learning quality independently (Gultom et al., 2019; Liliawati et al., 2018; Sari et al., 2020).

Due to the pandemic situation caused by Covid-19, the online learning process massively conducted in education (Dewantara & Dibia, 2021; Iswahyudi, 2021; Saha et al., 2021). The common alternative way for educators to teach and share pre-service English teachers' learning materials is through a webinar session by utilizing electronic devices and internet connections. During online sessions, using webinars as learning materials can result in an interactive learning process and student participation in the learning activity. Face-to-face meetings delivered via a variety of online platforms can assist students in overcoming the challenges of online learning (El-Magboub et al., 2016; Meyer-Beining et al., 2018). Moreover, by using a platform for video conferences, the participants can communicate simultaneously with students in different locations at the same time (Ebner & Gegenfurtner, 2019; Soeoed et al., 2018). Thus, by implementing the webinar, pre-service English teachers can gain a lot of knowledge by comprehending the content from the speaker, having a great opportunity to comprehend the content, and discussing the topic to enhance cognition and perspective with the speaker and other participants.

On the other hand, Pre-service English teachers need strong motivation in the pandemic condition to adjust to the new learning system and prepare for a career as a professional English teacher (Liza & Andriyanti, 2020; Soeoed et al., 2018). Motivation significantly affects teachers' successful learning over a long-term period (Wallace & Leong, 2020). It is essential to have a strong motivation in learning English as a foreign language due to less exposure to communicate using English in a social environment (Pariyanto & Pradipta, 2019; Wallace & Leong, 2020). Motivation generally takes a role in a personal psychological aspect, which involves the cognition and emotion that can influence the students' learning quality. Motivation comes from a student's personality (Fandiino et al., 2019; Iaremenko, 2017; Setiawan & Wiedarti, 2020). It covers a combination between desire, attitudes, and effort, and it becomes an encouragement for students to achieve their learning goals.

Motivation is identified into two kinds according to self-determination theory related to human behavior (Alshenqeeti, 2018; Iaremenko, 2017). Based on the various justifications for achieving the goals, the fundamental difference in motivation can be divided into intrinsic and extrinsic motivation. Intrinsic motivation indicates encouragement from personal within that influenced by internal values (Agustina et al., 2021; Syachtiyani & Trisnawati, 2021). Characteristically motivated people will show a few qualities like they have clear objectives with high concentration, simply participate in physical and mental exercises, and try to make any move without feeling apprehensive during the educational experience (Rizqi & Sumantri, 2019; Wulandari & Renda, 2020). Furthermore, specifies that there are three types of intrinsic motivation, such as to learn, toward achievement, and to experience stimulation (Elizabeth & Ena, 2019).

Meanwhile, Extrinsic motivation indicates as motivational, which encourages people from external factors. The requirements, learning environment, educators, and parents can all have an impact on the external factor (Amdany et al., 2018; Thohir, 2017). Extrinsic factors are influenced by specific objectives that must be met, requiring students to engage in particular activities despite their intentions and curiosity. The basic type of extrinsic motivation, namely introjected regulation containing pressure from within and without imposed on the individual, identified regulation which is controlled by external pressure in the form of products and results that want to be obtained, and integrated regulation containing students towards the identity, needs, and others value (Elizabeth & Ena, 2019; Liu, 2020).

Motivation in language learning has been the subject of numerous studies. The factors influencing students' motivation which cover Attitudes toward English, the reason for studying English, learning activities, social support for learning English, and perception about the learning context (Khotimah et al., 2019; Wallace & Leong, 2020). Furthermore, positive attitude, enjoyment of learning, and external pressure dominates students' motivation for language learning (Alizadeh, 2016). Moreover, other research also conducted a research in the topic of learning motivation which focused on investigating how the students' motivation during the implementation application of ICT in the language learning context

(Alakrash & Razak, 2019). A questionnaire which was distributed to 100 high school students in Arab International school statically found that female students were highly motivated than males. Although there are number of studies have been conducted related to the learning motivation, most of studies took place in the school area with the subject of students. However, study of motivation relating to the pre-service English teacher in improving their professionalism is limited. To fill the gap, this study was conducted to investigate the types of pre-service English teachers' motivation towards webinar session, and to identify the factors influencing EFL pre-service teachers' motivation to participate in webinar sessions.

2. METHOD

This current study was a descriptive study using a mixed-method research design. A mixed method is a research design that combines two methods, quantitative and qualitative, to collect the data (Creswell & Pioano Clark, 2007). By using this research design, it can provide detailed and comprehensive data to achieve the objective of the study. Explanatory mix-method design was employed in this study. The use of explanatory design was aimed at investigating the types of pre-service English teachers' motivation in webinar session from the quantitative data and identifying the factors influencing pre-service English teachers' motivation to participate in the webinar from the qualitative data. Therefore, the qualitative data was used to explain the quantitative data. The subject of this study was pre-service English teachers at Ganesha University of Education, Singaraja. Stratified random sampling technique was employed in selecting the samples of the population. This sampling techniques was applied by dividing the population into sub-groups (strata) and selecting samples randomly from the sub-groups. Thus, the selected samples can reflect and represent each of the sub-groups. According to data collection, the total number of students in the current population is 936. A table containing general guidelines for determining the appropriate sample size for a research study is provided by Yount (Yount, 2006). The population's size of EFL pre-service teachers was around 101-1.000 with sampling percent was 10% of the total population. The 10% of 936 are 93.6. It was rounded up to 93 and 94 samples were the minimum number that should be taken as sample of this study. The number of samples taken from each sub-group was averaged because the different populations in each sub-group were not overlapped. Thus, the sample taken was 96 from the 2nd, 4th, 6th, and 8th semesters of pre-service English teachers at Ganesha University of Education.

Questionnaire of motivation was administered to the sample in order to gain the quantitative data of pre-service English teachers' motivation in the webinar session. The questionnaire was given to the sample through Google form by sharing the link. Each type has specific aspects as a basis for developing statements for the questionnaire. The statements of questionnaire then created reflecting the concept of the theory. Each instrument item that used Likert scale has a gradient from very positive to very negative. The respondents were rated from 5 to 1 that indicated strongly agree to strongly disagree. The instrument for questionnaire was contained around 30 statements for identifying the types of motivation among pre-service English teachers. Since instruments is an important tool to collect data (Yount, 2006), the accuracy of the instrument was the key that reflects the result of the study. Meanwhile, the data of factor influencing pre-service teachers' motivation was obtained through interview. A semi-structured interview was conducted to gain the qualitative data and strengthen the quantitative data from the questionnaire. The interview guided was developed based on the concept proposed by Nasution related to Internal and external factors influencing people's motivation.

The data which is collected from questionnaire and interview were analyzed quantitatively and qualitatively. Data obtained from questionnaire was analyzed quantitatively using descriptive statistical analysis to identify the types of motivation among the samples. In the statistical analysis data, the numbers convert into meaningful findings based on the objectives of the study (Yount, 2006). Analyzing nominal data can use techniques like identifying the mean, frequency, mode, and percentage. Furthermore, graphs, charts, and tables can be used to report the questionnaire's data (Yount, 2006). The main processes of analyzing quantitative data from the questionnaire were: collecting data from samples, tabulating data in tables, and analyzing data.

3. RESULT AND DISCUSSION

Result

Two research instrument testing were used in this study, such as validity and internal consistency were used to check its validity and reliability. The research of each testing was presented as follows. Content validity of instrument was tested by using Gregory Formula. It was aimed to minimize each item's deviation in instrument based on its objectives in the study. Two experts were employed to evaluate the

instrument. The experts have assessed the extent to which each item was able to describe the objectives of each indicator in the instrument. The instrument with a low level of validity was not recommended for use and should be excluded from instrument indicators. Therefore, an appropriate instrument is an instrument with high validity level (> 0.60). The results of experts' judgments were tabulated into the table, and the content validity was calculated using Gregory formula. Based on calculation of Gregory formula, it can be seen that the score of content validity is 0.833 which is more than 0.66. It can be deduced that the instrument belongs to excellent instrument and fulfill the criteria of content validity testing.

The reliability instrument was tested by using Cronbach Alpha method. After the respondents answered the questionnaire, the data were tabulated in Microsoft Excel and analyzed by using SPSS Program. Then, the instrument's reliability can be interpreted. The score of Cronbach's Alpha is 0.946 which is more 0.60. As the criteria of checking reliability, it can be concluded that the instrument was considered have very high reliability level. In order words, all instrument items were reliable and consistently had high reliability and can be used repeatedly for collecting data from the respondents. Meanwhile, in checking each item's reliability in the questionnaire was done by comparing r-table with r-count (Cronbach Alpha's score). Based on data analysis, each item's score of Cronbach Alpha is higher than r-table (0.202), which is found from df = 94 with a significance of 5%. It means that each item has high reliability and was considered reliable to be used to collect data.

Based on the data obtained from administering the questionnaire to the sample, it was found that the selected sample was dominantly has extrinsic motivation rather than intrinsic motivation to participate in webinar. Moreover, it was found several respondents who have a balance score for both intrinsic and extrinsic motivation statements. The data showed in Figure 1.
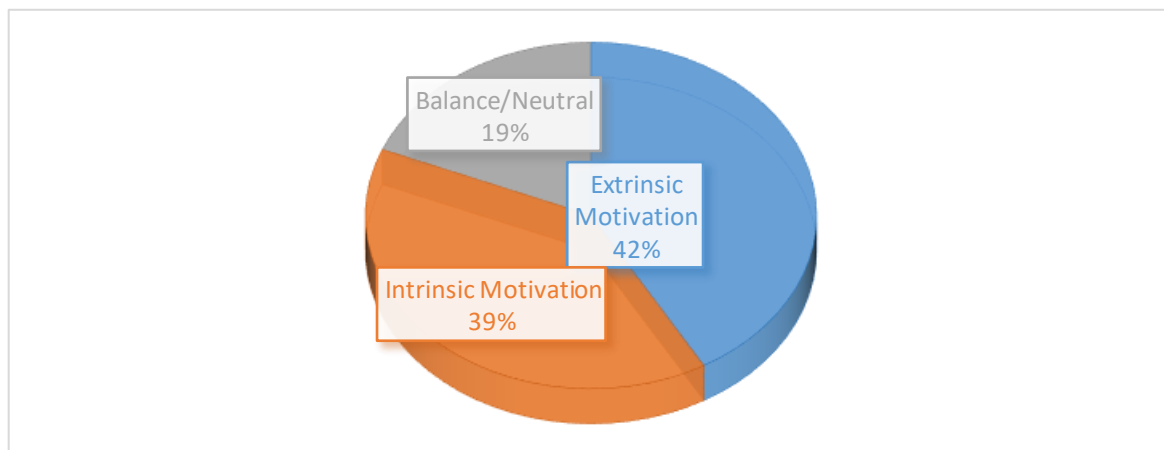
Figure 1. Types of Motivation Among Pre-Service English Teacher in the Webinar Session

The Figure 1 showed that there were 40 out of 96 respondents (41.70%) categorized to have extrinsic motivation, while there were 38 out of 96 respondents (39.6%) categorized to have intrinsic motivation. However, there was a unique finding in which there were 18 respondents (18.8% of total samples) who have a balance score for both types between intrinsic and extrinsic motivation from the questionnaire. Thus, it can be concluded that the respondents were dominantly have extrinsic motivation. Furthermore, from each item of the questionnaire, it was found that several statements have got the high score from the respondent. In the part of extrinsic motivation, one statement of integrated regulation type got a total score of 396 (82.5%) from 96 respondents and became the highest score among the rest statements of extrinsic motivation. Fourteen respondents (14.6%) rated for three, which indicated neutral. Around 56 respondents (58.3%) rated agree and rated for strongly agree were 26 respondents (27.1%).

It was supported with the statement below: Integrated Regulation, Item No. 22. "I'm responsible to learn diligently through various learning media a student". It showed most of the respondents realized their responsibility for learning out of the class independently with various sources as learning material to improve their competence as a prospective teacher. Moreover, in the part of intrinsic motivation, three statements have got high score, such statement number 1 and number 3 that belong to items in the to learn aspect. To Learn, Item No. 1"I join webinar as learning material to improve and explore my understanding about a topic". The score of this statement was 405 (85.20%) which was the highest score. It is responded agree by 50.0%, and strongly agree by 38.5%. To Learn, Item No. 3 "Information from

webinar can answer my curiosity and ambiguity about topic which never taught in the class". The score of this statement was 397 (82.7%), where there are 51.0% respondents who rated agree with it and 31.3% rated for strongly disagree for statement number three. It means that both statements of intrinsic motivation got attention from the respondents, and they realized how important the webinar as their additional learning material. Another statement from accomplishing thing type, number eight also got a high score from respondents. It has 397 scores, with 56.3% who showed agree and 29.2% who rated strongly disagree. Accomplish Things, Item No. 8 "I join webinar to improve my content comprehension skills".

The statements above were developed based on intrinsic motivation theory. The three statements that got high score among the rest statements showed that the respondents were agreed and realized that joining webinar can improve their understanding and skills, not only for joining without any improvement for themselves. Furthermore, webinar also provided a chance for respondents to learn about a topic never taught in the class. It was concluded that the respondents have various overviews about their motivation to join a webinar based on several reasons.

From identifying the types of motivation among EFL pre-service teachers, it was concluded that the respondents have different overviews about a webinar that can influence their motivation to participate in a webinar event. Thus, it was required to conduct interview session in order to identify the factors influencing pre-service teachers' motivation. Two respondents for each type of motivation which got the highest and lowest score were selected. The total number of respondents interviewed was 12 students. The interview was done online due to the protocol during pandemic of Covid-19.

The interview result was found various findings of the respondents' motivation in joining webinar during remote learning context. The results are presented as follow. Internal factors are purely come from within of respondents who want to learn from various learning media. Regarding this aspect, respondents stated that their motivation to join the webinar was due to their interest in understanding and knowing a new thing about various topics presented in a webinar. Another internal factor was the intention of having the experience to join a webinar. It referred to how they intend to have a positive experience through joining the webinar. Some respondents felt that participating in a webinar can have a good impact due to it provides a chance for respondents to learn new things specifically. Hence, some of them wanted to join the webinar was for having an experience.

In regard to the external factors, there are five factors including, namely productivity, feedback, speaker of webinar, topic of webinar, and relation/partner. During the pandemic, all learning was done online and from home. To increase productivity in their daily activities, several respondents agreed that they could do productive activity by participating in various webinars held by the various institutions. Feedback is a crucial factor for students that often encourage participants to take part in webinars. The feedback was given by webinar organizing committee usually varies. The most common are e-certificates, internet quota, or e-money. It is a solid incentive to get students to participate in the webinar due to the feedback given. Several respondents in the interview explained that an e-certificate is crucial because it can be used in CV for applying for jobs, as evidence of activeness in participating in the educational event, and others.

Another factor that influences students' motivation to take the webinar is the speakers from the webinar itself. Speakers in the webinar are expected to be able to convey and develop material in an interesting and directed manner. Thus, they are able to attract students' interest and create curiosity that can make students feel enjoy during the webinar. Several respondents explained how the speakers greatly influenced their motivation to take part in the webinar. Apart from the speaker, another essential aspect is the webinar topic. It was often a reason to attract students to join webinars. Each student has a specific interest and goal with the webinar topic being presented. Therefore, the influence of topics presented becomes a significant reason whether students can be highly motivated or not. The last factor motivating students to participate in the webinar is to increase relationships with other participants who participate in the same webinar. For example, making a friend with indifferent institutions and different places, the webinar can be used as a forum to bring together students from different places that have the same goals and views.

Discussion

Based on the finding about result of questionnaire, it can be seen that the types of motivation among pre-service English teachers at Ganesha University of Education dominantly referred to extrinsic motivation. Extrinsic motivation refers to other things, such as academic interests, punishments and rewards, that motivate students to learn English (Amdany et al., 2018; Thohir, 2017). Any expectations that arise refer to extrinsic motivations, such as other people's expectations, values, and things to be obtained (Adamma et al., 2018; Edu et al., 2021). This current study got the same result with previous

research, investigated students' motivation to learn English as foreign language by administering questionnaires with a five-likert scale (Husna & Murtini, 2019). The result showed extrinsic motivation was dominant rather than intrinsic motivation. The study about students' motivation to learn English also showed a similar finding, in which the extrinsic has a higher score than the rest types of motivation (Budiana & Djuwari, 2018).

As stated in the background of this study, the researcher stated since the pandemic, the learning system was changed drastically online, and it could influence students' motivation in learning. This current study aimed to determine whether the students are more motivated in the online or offline learning system. Questionnaire number two about digital literacy showed that respondents rated with a high score, 395 (82.3%). It indicated the pre-service English teachers also have good motivation in online learning system, especially in improving their competence in digital literacy (Curran & Chern, 2017; Liza & Andriyanti, 2020; Loo et al., 2019). Through participating in a webinar, EFL pre-service teachers can learn about operating the video conference application (i.e. Zoom & Google Meet) with various features in doing simultaneous online meeting and taking advantage of other features as needed. This finding, supported by the past study found a high motivation among Arab EFL students in learning English by utilizing ICT to access the internet and operate a computer (Alakrash & Razak, 2019; Hakim, 2021; Suputra, 2021). The students intensively used technology for English learning purposes as they characterized as generation Z in this era.

Motivation becomes the most significant aspect that highly determines the students' desire to participate in the learning process (Ratminingsih et al., 2018; Setiawan & Wiedarti, 2020). Motivation will be created due to the basic needs to be achieved (Awan et al., 2011; Iaremenko, 2017). In the learning context, students are expected to have ability to motivate themselves to gain achievements in the learning process. Pre-service English teachers at Ganesha University of Education are expected to be a future English teacher. Thus, they have to improve their competence due to the basic competencies of a good teacher, one of which is professional competence. Professional competence is a set of competencies that are necessary for carrying out tasks in the educational field (Irmawati et al., 2017; Wene & Muljani, 2020). Therefore, EFL pre-service teachers need to improve their professional competence through various learning activities and sources.

A webinar can be an alternative way for students to learn another topic which never taught in class. Webinar commonly presents exciting topic with the experienced speaker of a specific field (Ebner & Gegenfurtner, 2019; Gegenfurtner et al., 2020). The format of a webinar session, one of which is a presenter with participants from multiple sites (Ahrens et al., 2017; Ebner & Gegenfurtner, 2019). It means participants from a different geographical area can participate in a webinar to share and discuss information with the speaker and other participants through an online meeting during the webinar session. Due to this case, participating in a webinar is an essential thing for pre-service English teachers to develop their professional competence before taking a chance to practice in real educational institutions. From a previous study, webinars allowed the participants to improve professional competence, communication ability, and practice for improvement (Ahrens et al., 2017; Baety & Munandar, 2021). Through joining the webinar, students were directly taught how to operate technology for learning. As stated about digital knowledge, it was essential for a prospective teacher to know about technology and knows how to operate it well. Webinar defined technology as essential aspect to help students improve skills in language learning. Therefore, the students were not only learning about the topic but also improve their digital knowledge (Ebner & Gegenfurtner, 2019; Gegenfurtner et al., 2020).

In line with the result of interview, most respondents agreed that participating in webinar can provide various benefit for participants to learn, one of which is about the use of technology in teaching during remote learning context. They can improve communicative skills, content management & development, understanding new topic, which was also valuable for the teaching field and learnt with other participants about the theory or practice during the webinar session. The quality of motivation among students can be influenced by their perception of the importance of webinar. Perception can significantly impact students' learning. It concerns how a person interprets information obtained from the environment. It has a significant impact on the learning context, especially students' motivation in learning through webinars. If students perceive learning from activities outside the class as applicable, their interests and actions will be motivated. Based on the results of the interviews, it found the majority of respondents perceived materials from webinar and certificates obtained through webinars would help apply for a job in the future. It created motivation which influences students' desire to join a webinar for specific purposes as needed.

4. CONCLUSION

From the results study that have been presented in the finding and discussion section, it can be concluded that dominant type of motivation among pre-service English teachers in participating in webinars as learning materials during remote learning context was extrinsic motivation. There were also quite a lot of respondents belonging to the intrinsic type. The result showed important points that refer to how students' perceptions toward webinars can significantly affect their motivation to attend the webinar. Different perceptions emerged among students about the importance of it and why pre-service English teachers need to participate in a webinar for professional development. The awareness of benefits from participating in webinars was a big boost for students to participate in webinar sessions that existing institutions were increasingly holding. This perception has an impact on the high frequency of students participating in webinars.

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