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INDONESIAN EFL LEARNERS' MOTIVATION: AN INVESTIGATION INTO ONLINE AND OFFLINE LEARNING IN ISLAMIC HIGHER EDUCATION

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Abstract: This study investigated the learning motivation of English as a Foreign Language (EFL) learners at an Islamic Higher Education institution in Indonesia, comparing their motivation in both online and offline platforms. This study employed a survey methodology by using questionnaires to collect the data. The participant of the study were 76 students. The selected students were those who have experiences of attending both online and offline classes in order to compare their perspectives. The current study evaluates students' motives encompass factors such as readiness, interest, interaction, engagement and satisfaction across language skills namely speaking, listening, reading, writing, and grammar class. Responses from 76 students, together with their comments and suggestions, were used for data analysis. This study found that majority students are more motivated in offline classes than online ones for spoken language skills and grammar class. Meanwhile,

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for text-based skill such as reading and writing the students shows a nearly equal distribution between online and offline. One important thing in the teaching and learning process that students feel demotivated in online learning is the interaction aspect. Thus, it is recommended that lecturers improve their interaction competencies for running online classes.

Keywords: *readiness, interest, interaction, engagement, satisfaction, motivation, offline learning, online learning, language skill*

INTRODUCTION

Students must maintain a high level of motivation to be successful language learners. This high motivation is crucial because it significantly enhances their determination and interest in language learning. When students are motivated, they are more likely to engage deeply with the material, persist through challenges, and seek out additional opportunities to practice and improve their skills. The link between motivation and second language (L2) learning is well-documented, highlighting its role as a pivotal element in the language acquisition process (Cocca & Cocca, 2019; Dincer & Yesilyurt, 2017; Halvaei & Ansarin, 2018; Lai, 2013; Pawlak, 2012; Tsai, 2012).

Some research on the motivation of EFL (English as a Foreign Language) students during the pandemic has been conducted in various contexts, using different methods and approaches. This body of research highlights how the unique challenges posed by the pandemic have affected students' motivation across different educational environments (Lim, 2021; Chowdhury et al., 2021; Subakhtiasih & Putri, 2020; Fariyah and Umamah 2021; Yulfi and Aalayina, 2021; Muslim, 2020; Putra, 2021; Purnama, 2019). These studies collectively provide a comprehensive picture of how motivation varies across different age groups and educational settings when there a shift from traditional platform to online learning environments.

As the COVID-19 pandemic has passed, the discussion on students' preferences for online versus offline learning in the post-pandemic has gained significant attention, particularly in contexts like Indonesia's Islamic higher education system. Exploring these preferences is particularly timely as educational institutions work to adapt their strategies to include hybrid and flexible learning models. While previous research has extensively explored students' general views toward online and offline learning, they have primarily focused on broader classroom experiences rather than the specific context of language skills learning (Chisadza et al., 2021; Gupta, 2021; Hanafy et al., 2021; Hilton et al., 2020; Kamalia et al., 2022; Singh et al., 2021; Thai et al., 2020; Thongmak & Ruangwanit, 2021; Valentino et al., 2021).

Exploring students' motivation in this new era of education is a critical concern for researchers and educators. Motivation, a fundamental element of effective learning, involves factors such as learners' readiness, interaction, engagement, and satisfaction within a given mode of instruction between offline and online. Thus, understanding learners' motivation within this context is essential to examine how these two learning platforms align with their readiness, interest, interaction, engagement, and satisfaction in developing specific language skills.

While much has been studied about EFL learners' general experiences in online and offline learning, a notable gap remains in investigating how these two modalities influence motivation across specific language skill classes, such as reading, writing, speaking, and listening. Thus, this study investigates the interplay between Indonesian EFL learners' motivation and their preferences for online versus offline learning in language skill classes post-pandemic. By focusing on the dimensions of readiness, interest, interaction, engagement, and satisfaction, the study fills an important gap in existing research.

Understanding students' readiness, interest, interaction, engagement, and satisfaction in both online and offline settings has become critical for designing effective teaching strategies that cater to various skill types, including speaking, writing, listening, and reading.

The outcomes of this study have the potential to inform the design of more effective and learner-centered language programs, ultimately enhancing the quality of EFL education in Indonesia and similar contexts worldwide.

METHOD

Research Design

This study employs a quantitative research design using survey methodology. This study was conducted after post pandemic era in 2022. This study intended to investigate the learning motivation of English as a Foreign Language (EFL) learners at an Islamic Higher Education institution in Indonesia, comparing their motivation in both online and offline platforms. The current study evaluates students' motives encompass factors such as readiness, interest, interaction, engagement and satisfaction with the teaching and learning of language skills namely speaking, listening, reading, writing, and grammar class.

Participants

The participants of this current study are the English department students of Islamic Higher Education in Indonesia. A total of 76 students were involved, selected based on their learning experiences. As this study aims at describing the students' voice about online classes compared to offline ones, the selected students were those who have experiences of attending both online and offline classes. It was students of semester 3 who fulfill these criteria.

Data Collection

The present study employed survey for data collection. A survey through questionnaires were performed among participants. The researchers created a Google-form for the questionnaire and shared the link to the students. They were informed in clear terms about the purpose of the study and are assured of anonymity. They were confirmed that their answer for any of the questions would not be revealed and would only be used for the purpose of research. The researchers also made sure that the findings of the research were made accessible to them.

Table 1.

Blue-print of data collection method

Data collected	Instrument	Participant
Students' motivation in learning	Close questionnaire	EFL students
Suggestion for the improvement	Open-ended questionnaire	EFL students

Research Instruments

Close questionnaire, and open-ended questionnaire were utilized to collect the data. Table 2 presents the blueprint of close-questionnaire on teaching-learning activities, in which the first column contains the aspect of teaching-learning process, the second column is the questions and the third is the options to answer. Each number of the questions is provided 10 options, that include grammar and the four language skills, for each of which online and offline options are offered. For each course of grammar and the four language skills, students were expected to choose whether online or offline classes they like better. The same options were offered to answer all questions.

Open-ended questionnaire was used to elicit students' voice of how to improve their motivation in attending virtual classes. It consists of 7 (seven) incomplete statements, exploring students' suggestion on teaching materials, teaching media, class activities, and evaluation. The first blank space contains the subject names, including grammar, listening, reading, speaking and writing, while the second blank space is devoted for students' suggestion on the given statement. The blueprint of the open-ended questionnaire is presented in Table 3.

Table 2.

Blueprint of Close Questionnaire on Teaching-Learning Activities

Aspects of Teaching-Learning Process	Questions	Answer Options
Readiness	1. Before joining class I feel more ready if it is conducted...	➤ reading; online ➤ reading; offline
	2. It takes a lot of my time to study If the class is	➤ writing; online ➤ writing; offline
Interest	3. I am interested in learning If the class is	➤ listening; online ➤ listening; offline
	4. I pay much attention during the ...class if it is conducted.....	➤ speaking; online
	5. The Class is more enjoyable and fun when it is conducted	

	6. My teacher has dynamic and interesting teaching style when it is conducted	➤ speaking; offline
Interaction	7. When I have a problem with my Class, it is easier for me to get help from my classmates and teacher when the class is	➤ grammar; online ➤ grammar; offline
Engagement	8. I am more encouraged to raise and answer questions when the class conducted	
Satisfaction	9. I think my study skills in are excellent when the class is 10. I am certain it is easier for me to understand the materials given by the teacher during Class	

Table 3.
Blue-print of Open-ended Questionnaire

Aspects	Questions
Materials	The teaching materials of ____ class should ____
Media	The teaching media of ____ class should ____
Activities	The teaching-learning activities of ____ class should ____
	The class interaction in ____ class should ____
	The teaching style of ____ teacher should ____
Evaluation	The assignments given in ____ should ____
	The evaluation in ____ class should ____

Data Analysis

There are two types of data that were collected in this study. First is the data obtained through close questionnaire. Secondly, the data is collected through open-ended questions. In the close questionnaire, the respondents' answer for each question in the questionnaire was summed up to find the total number of each answer option. The result of this calculation is then presented in the form of percentage. The percentage of each answer option is compared to its counterpart option, such as Online listening vs offline listening, online speaking vs. offline. This step of analysis was intended to get the description of respondents' responses on the aspects of motivation.

The data from student's answer to the open-ended questions were used to elicit students' voice on how to make EFL learners keep

motivated during teaching and learning activities. The obtained data were analyzed to find the themes of the suggestion. A set of suggestion for teaching and learning activities to all language skills were obtained through this step.

FINDINGS

The students' responses from close ended questionnaire were broken down into different categories to determine the respondents' readiness, interest, interaction, engagement, and satisfaction with both modes (online and offline) in the teaching and learning of language skills in class.

Figures 1 and 2 show the first group in terms of respondents' readiness with statement bars. Figure 3 through 6 show how interested the respondents were in learning language-skills-teaching exercises. In Figure 7, the respondents' interactions in the language skills class with their classmates and teachers are depicted. The respondents' engagement is depicted in Figure 8, while the final set of data displays the respondents' satisfaction with their capacity to learn and comprehend material from prior classes in Figures 9 and 10.

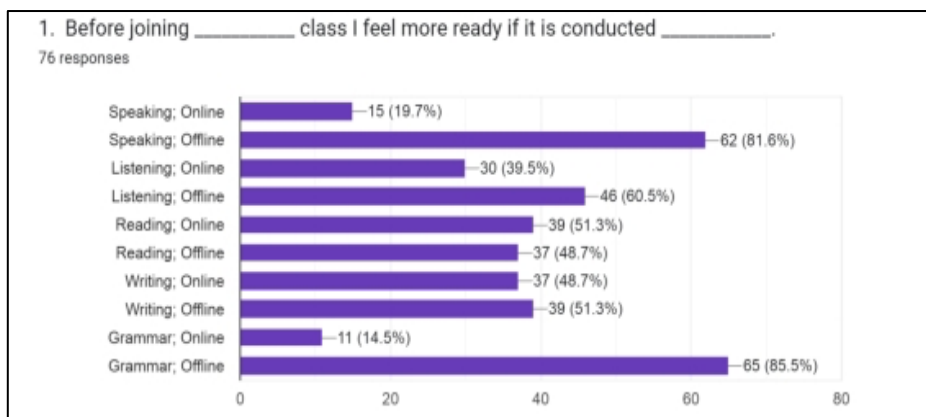


Figure 1.

The respondents' level of readiness in the process of teaching learning

Figure 1 depicts the respondents' level of preparedness prior to taking part in language instruction. 19% of all respondents claim they are prepared to take part in an online language course. The other 81.6

percent make a different decision. The outcome thus demonstrates that the majority of students express their willingness to participate in the online, oral lessons. Listening comprehension exhibits a remarkably similar outcome. In contrast to speaking abilities, which differ significantly between online and offline classes, respondents of listening classes differ only slightly between the two. The remaining respondents (39.5%), who make up nearly 61 percent of the sample, are not yet prepared for an offline listening lesson. With only a 2.6 percent difference, there is much less of a difference between online and offline reading classes. For the interview subjects, the online reading course seems more appropriate. In written lessons, the opposite pattern is seen, with 51.3 percent of those surveyed favoring offline lessons. The majority of respondents chose an offline lesson for grammar. That is almost six times as many online class voters.

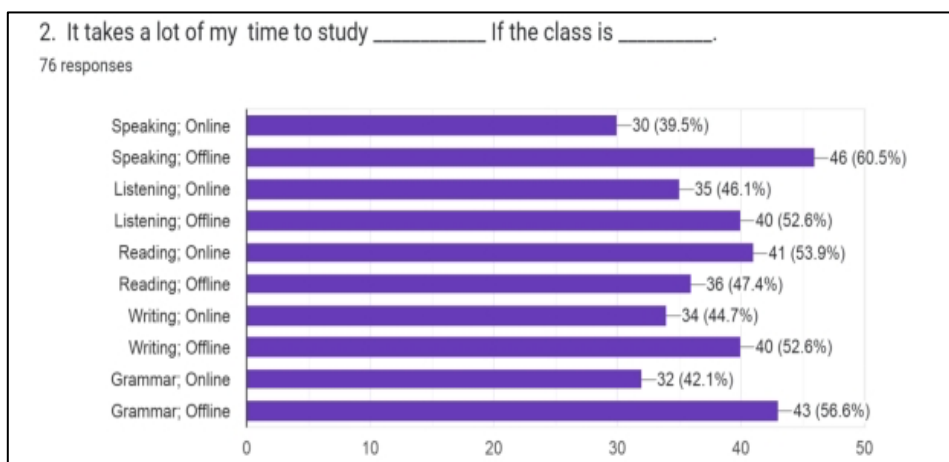


Figure 2.

The respondents' level of readiness in the process of teaching learning

The aforementioned graph in Figure 2 demonstrates that the majority of respondents require a lot of study time to get ready for offline speaking classes. On the other hand, 40% of respondents take longer to prepare for online classes. The same pattern can be observed in the areas of grammar, listening, reading, and writing, with differences in study time ranging from 6 to 14 percent.

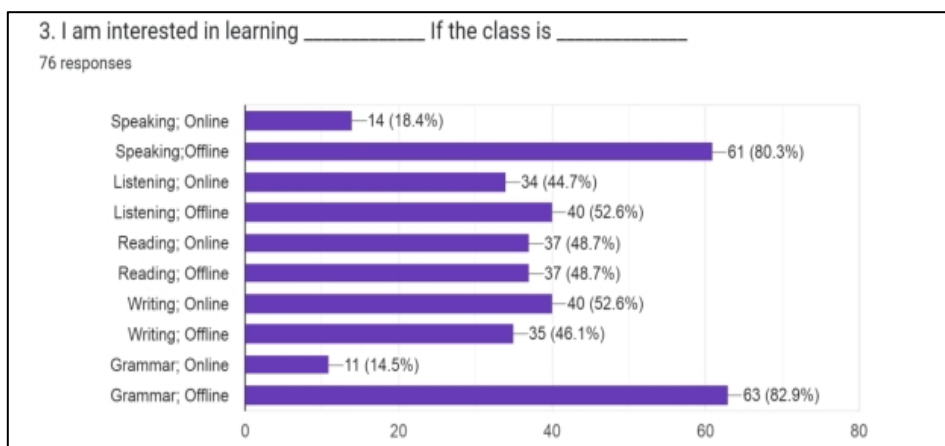


Figure 3.

The respondents' level of interest in the process of teaching learning

The level of interest among respondents in the various skill classes is depicted in Figure 3. Despite requiring the most study and preparation time, it seems that respondents find offline speaking and grammar classes to be the most interesting. It's interesting to note that respondents' interest in speaking classes differs 62 percent from their interest in grammar classes, which differs 68 percent. While there was little difference (8%) in the listening class between the two, the online writing class attracted 61.5 percent more interest than the offline version. Finally, the interest in the online and offline reading classes was equal, with 48.7% of respondents expressing interest in each.

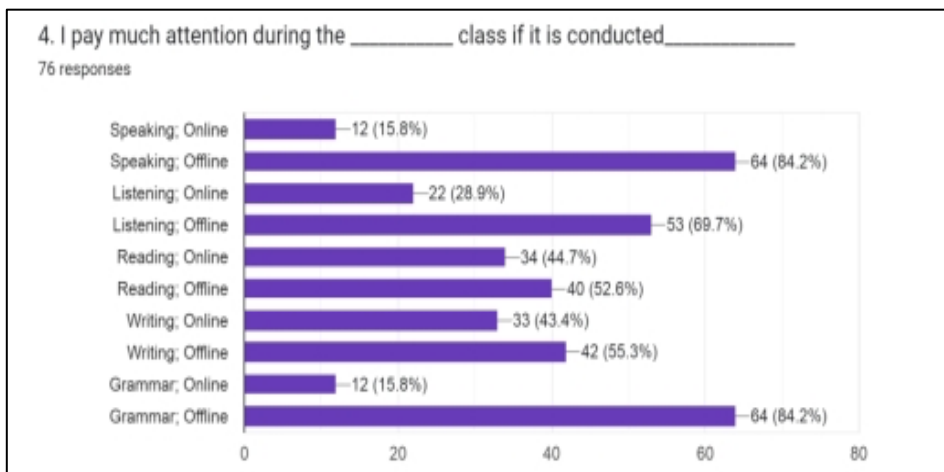


Figure 4.

The respondents' level of interest in the process of teaching learning

The level of interest in something does influence how much attention is paid to it. In Figure 4, respondents expressed a strong interest in offline speaking and grammar lessons. The majority of respondents preferred offline speaking and grammar classes over online ones, 84.2 percent to 16.5 percent, respectively. The offline listening class, which received nearly 70% of respondents, came in second. Then a 55 percent offline writing class and an almost 53 percent offline reading class came after that.

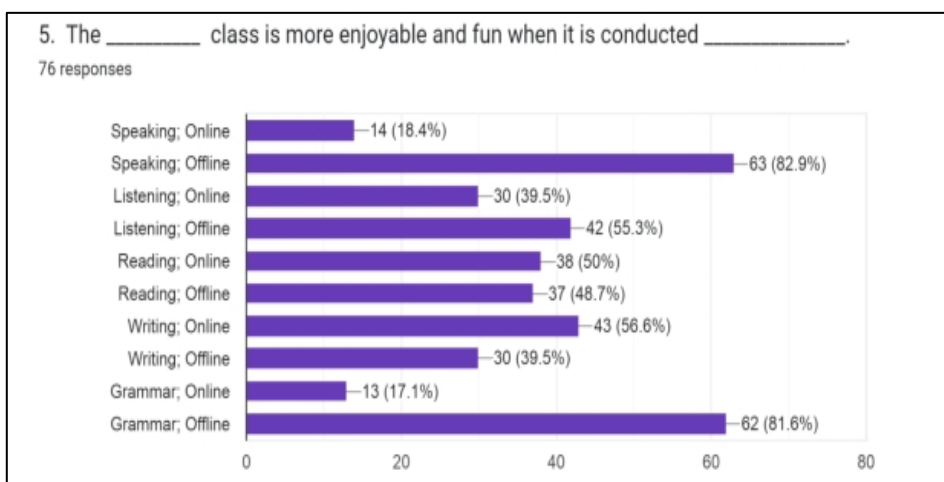


Figure 5.

The respondents' level of interest in the process of teaching learning

The bar graph in Figure 5 displays the respondents' perceptions of how they feel about the teaching and learning processes in class, including their level of happiness. Offline speaking and grammar classes continue to hold the top two spots, as was the case in the previous chart bar. More than 80% of respondents thought speaking classes and grammar classes were more interesting and enjoyable when they were held in person. The results from the offline listening class (55%) and the offline writing class (39.5%) also support the same conclusion. In the reading course, face-to-face classes outperform online classes by about 2%, which is a very small difference.

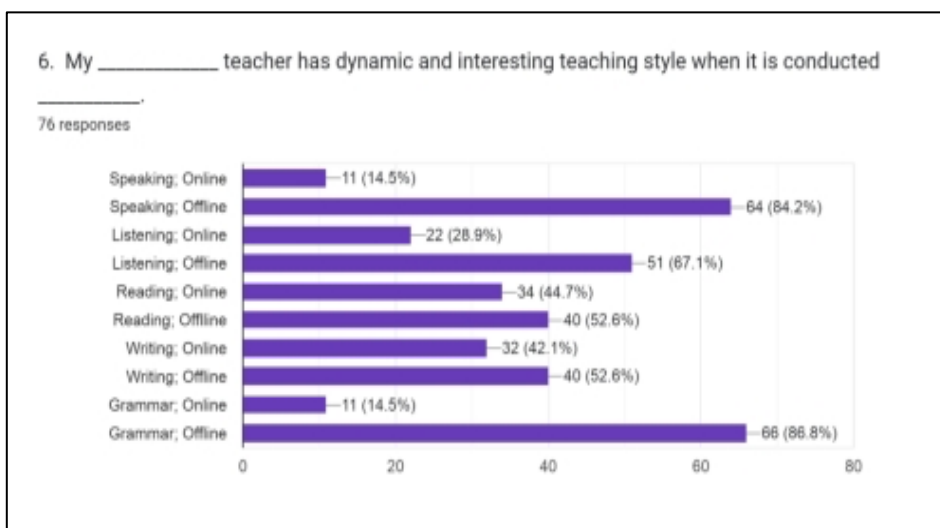


Figure 6.

The respondents' level of interest in the process of teaching learning

Face-to-face speaking and grammar classes continue to occupy the sixth statement regarding the dynamics and teaching style that the teacher possesses. The offline speaking class's dynamics and engaging teaching methods were taken into consideration by more than 80% of the respondents. In offline grammar classes, they experience the same emotions. Only 14% of respondents overall thought that online grammar courses offered dynamics and a desirable teaching method. When conducted in person, offline reading and writing classes are also

thought to have intriguing dynamics and are delivered in a polished teaching style. For reading and writing classes, the difference between in-person and online courses is only about 8% to 10%. To put it another way, nearly 45% of respondents selected online reading courses, and nearly 53% selected online writing courses. The listening class, however, exhibits a noticeable difference. More than 85% of respondents thought that offline listening classes had good dynamics and were presented in an interesting teaching style. In contrast, 14 percent prefer online listening courses for this statement.

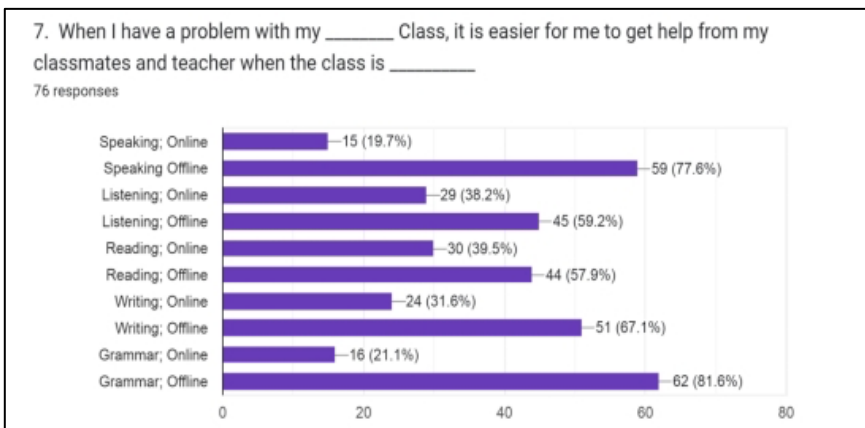


Figure 7.

The respondents' level of interaction in the process of teaching learning

The opinions of respondents are covered in the bar chart in Figure 7 when it comes to situations where they need assistance in a language skills class. This bar chart displays uniform results, where all in-person courses are chosen and deemed qualified to offer solutions to the respondents' problems. They can easily and directly ask their friends or teachers for help if they are having trouble. Nearly 78 percent of respondents picked offline speaking classes, with offline grammar classes coming in first place. Classes receive a percentage of 58 and 78 respectively for offline reading and listening. In contrast, 67 percent believed that offline writing classes would enable them to more quickly resolve issues that arose during teaching and learning activities.

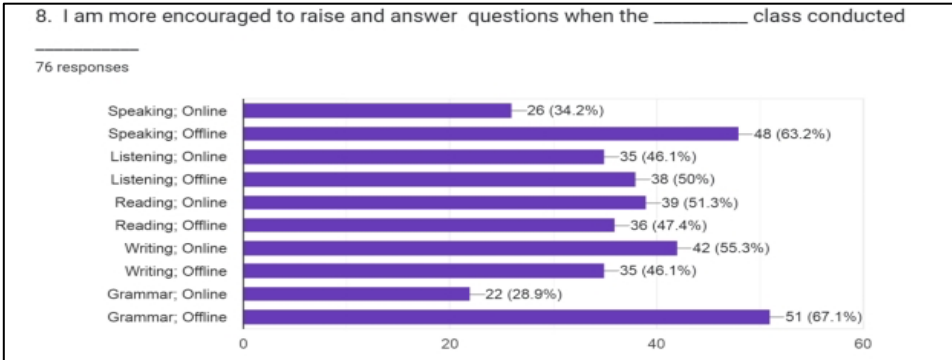


Figure 8.

The respondents' level of engagement in the process of teaching learning

The eighth bar graph shows the respondents' engagement in the language skills class. Over 65% of respondents said they feel more encouraged to raise and answer questions during offline grammar lessons. This was followed by an offline speaking class with over 60% votes. The listening lesson shows almost the same results as the online and offline lessons. Respondents seemed to have no problem raising and answering questions in lessons taught online or offline. The contrast sees in the reading and writing lessons. If the other three language skills classes had previously received the most votes in the offline class, then the writing and reading classes weren't the same. The two classes received a higher percentage in the online class. As many as 46% find it more enjoyable to raise and answer questions in online writing lessons and 51% in online reading lessons.

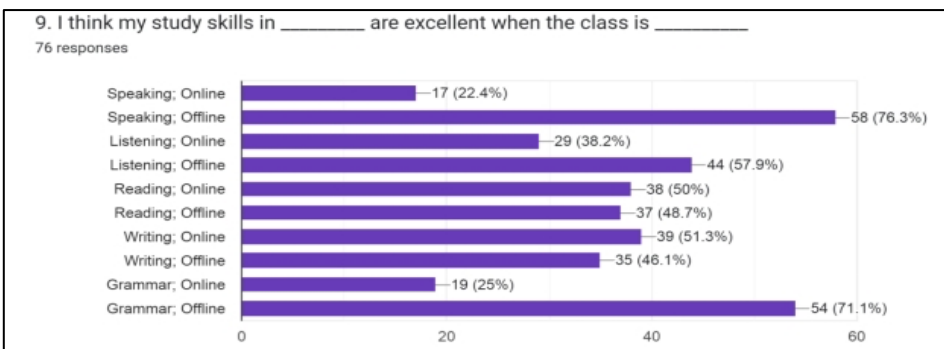


Figure 9.

The respondents' level of satisfaction in the process of teaching learning

The statements in bar graphs 9 and 10 are related to respondents' satisfaction with the language skills class. Over 75% of respondents, as shown in Bar Graph 9, say they are satisfied with their speaking abilities in offline lessons, followed by satisfaction with performance abilities in offline grammar lessons (71%). There are two opposing views on the reading course. Both in offline and online reading classes, respondents thought they had strong learning abilities. The difference in votes between the online class and the traditional class was only 2%. Additionally, a narrow margin of 5% of respondents said they preferred online writing courses. The majority of respondents reported that they were satisfied with their ability to learn in offline listening lessons, whereas there is a significant difference of almost 20% in the listening class.

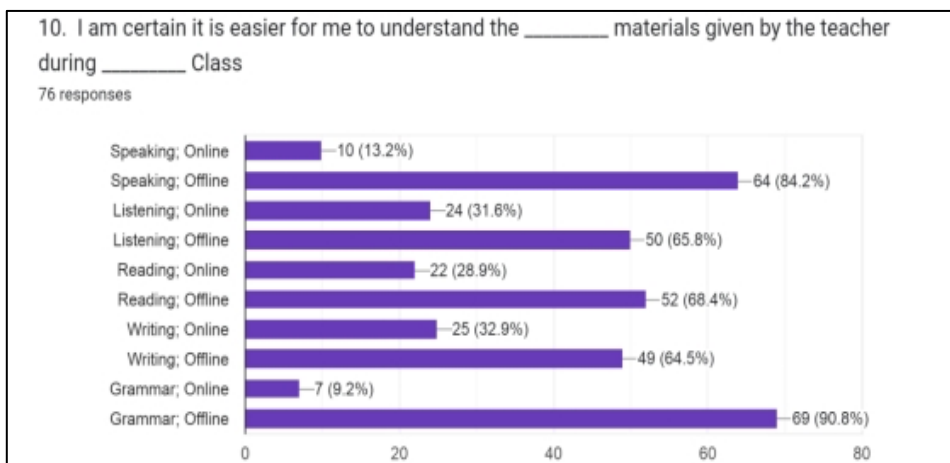


Figure 10.

The respondents' level of satisfaction in the process of teaching learning

Participants were asked to indicate whether they found it easier to understand the information presented in traditional classroom settings or the online ones in this final bar chart. The finding shows the same result for all language skills. Respondents thought that being in class and participating in face-to-face meetings made it simpler for them to understand the material, with 91% of respondents voting in favor. The other 9.2 percent find that the grammar lessons in online

classes are easier to understand. Similar to how only 13% of voters selected the online speaking course. Respectively, the offline listening, reading, and writing classes received 66 percent, 68 percent, and 65 percent of the votes. There wasn't a big difference between the online and offline listening, reading, and writing classes compared to the variation in speaking and grammar classes, where the two differ significantly, with a 71 and 82 percent difference.

DISCUSSION

The article examines the motivation of English Department students at Islamic higher education institutions in Indonesia regarding online and offline learning. It specifically explores their readiness, interest, interaction, engagement, and satisfaction with both modes in all language skill and grammar class.

The readiness of students to engage in either online or offline learning is crucial for effective educational outcomes. Students who feel prepared are more likely to produce satisfactory learning outcomes compared to those who are less ready (Sriwichai, 2020; Tang et al., 2021; Thongmak & Ruangwanit, 2021; Yüksel, & Yüksel, 2012; Wijaya et al., 2023). The findings of this study highlight that students see a clear preference for offline setting for all language skill, except for reading skill. Reading readiness shows a nearly equal distribution between online and offline preferences, with a slight inclination for online reading. This suggest that reading may be perceived as adaptable to both modes of learning.

Another crucial factor in the effectiveness of teaching and learning activities is students' interest. Interest not only fosters engagement but also cultivates a positive attitude towards learning (Alifyanti & Kamal, 2023; Idami, 2022; Sari, 2023; Sriklaub & Wongwanich, 2013). Students who enjoy their learning experiences are more likely to view education favorably, which can lead to lifelong learning habits. In terms of interest, this study revealed that students show a marked preference for offline learning in oral language skills (speaking and listening) and grammar classes. Skills such as speaking and listening benefit significantly from the real-time dynamics of

offline learning, including pronunciation practice, tone adjustments, and exposure to natural speech patterns. Reading shows equal interest in online and offline modes, reflecting its adaptability to independent, self-paced formats. Interestingly, online writing attracts more interest than offline writing. It is possibly due to the self-paced nature and flexibility online platforms provide for written tasks such as flexibility in drafting and revision processes, where students can access digital tools that aid organization and feedback. However, many students still appreciate the structure and support provided in offline writing sessions, where in-depth discussions and guidance can help refine their skills.

Interaction in teaching and learning activities is a fundamental component that significantly influences student academic performance, and overall educational outcomes (Nuryana et al., 2024). Interaction among students helps develop essential social skills such as communication, teamwork, and conflict resolution. These skills are crucial for personal development and future professional success (Hurst et al., 2013). This study revealed that interaction plays a critical role in students' preferences for offline learning in all language skill classes. This findings in line with the study conducted by Yusni et al. (2021) that working in offline learning mode was still the common preferences among the students due to the prominent element of interaction between instructors and students. Face-to-face settings provide direct support from instructors, which is especially valuable for active engagement and nuanced feedback (Young & Duncan, 2014; Julien and Dookwah, 2020; Adnan and Anwar, 2020; Nieuwoudt, 2020).

Not less important factor for effective teaching and learning activities is student engagement (Hiver et al., 2021; Lei et al., 2018; Li, 2022). It enhances academic performance (Li, 2022), fosters critical thinking, increases motivation, promotes social interaction, facilitates feedback, and encourages lifelong learning habits. From this study, engagement levels differ significantly based on the skill type and learning mode. Students revealed that spoken language skill and grammar are more engaging in offline environments due to the

dynamic, real-time exchanges they enable. Students enjoy in environment where they can ask questions, seek clarification, and participate in discussions that mirror real-life communication (Dewaele & Li, 2020; Guo, 2021; Li, 2020; MacIntyre et al., 2019; Zhang et al., 2020). Conversely, in language text-based skills such as reading and writing, students align well with online learning. The students are feeling more comfortable raising and answering questions in online than offline environment. This preference possibly due to the nature of online platforms which allows students to delve into digital resources, utilize editing tools, and formulate responses more comfortably.

Students' satisfaction similarly reflects the patterns in interaction section in which offline classes is outperformed online classes. Across all language skills, students feel more satisfied with offline classes due to the enhanced clarity and comprehension of the material given. This finding is in line with the study conducted by Dewanto (2021) that the majority of students prefer to have face-to-face setting classroom than online due to the comfortability in understanding the materials. Moreover, this finding is aligned with the study of Nuryana et al. (2024) that teacher-students interaction had a great impact on students' overall satisfaction. It is worth noting that, while the majority of students agree that reading and writing in an offline situation provides for higher comprehension, however, in terms of performance satisfaction, they prefer to do so online. Students are most satisfied with their performance in online reading and writing sessions, presumably because of the freedom that online learning provides. This shows that these two text-based abilities enable students to profit from exploring digital resources, using editing tools, and formulating more correct responses when it comes to assessing or evaluating their performance.

The findings suggest that a blended learning approach would address students' varying needs and preferences effectively (Cahyani et al., 2021; Fuller, 2021; Gozali et al., 2022; Li, 2022; Mulyadi et al., 2020). Offline environments can be prioritized for skills requiring active participation and immediate feedback, such as listening, speaking and grammar, while online formats can complement

reflective tasks like reading and writing. This combination allows educators to leverage the strengths of both modes, ensuring a comprehensive and adaptable learning experience (Aji et al., 2020; Ardinengtyas & Himawan, 2021; Chaeruman et al., 2018; Jamilah & Fahyuni, 2022; Li, 2022; Warman, 2018).

The study underscores the importance of fostering strong interaction competencies among lecturers to enhance both online and offline learning experiences. Students perceive a decrease in interaction quality during online learning, which can undermine motivation and engagement. By improving interaction strategies and incorporating interactive digital tools, educators can create a more engaging online learning environment (Muhria & Wandari, 2022; Rianto, 2020; Riwayatningsih & Sulistyani, 2020; Suriaman et al., 2022; Wardana et al., 2022., Widiarti et al., 2020; Yulian, 2021). The recommendations emphasize collaboration among lecturers, institutions, and students to ensure that both modes are optimized for effective teaching and learning, meeting students' evolving needs and maintaining high levels of motivation.

CONCLUSION

The present study has revealed the motivation of students of English Department students in Islamic higher education in Indonesia. A survey using close and open-ended questionnaires has been conducted to elicit 5 (five) aspects of motivation in teaching and learning activities. The aspects in teaching and learning activities include readiness, interest, interaction, engagement and satisfaction.

Overall findings on Islamic university students' motivation indicate that they have positive attitude toward Indonesian EFL instructions. Online classes can still be conducted in the future at certain situations when needed. Suggestions for the betterment of online classes that have been formulated and presented previously are the main recommendation of this research. The recommendation should be considered not by the lecturers but also by the institutions and the students as well.

One important thing in the teaching and learning process that students feel demotivated in online learning is interaction. Thus, it is recommended that lecturers improve their interaction competencies such that can maintain good and effective interaction with their students and other lecturers, which is required for running online classes.

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