

THE EFFECT OF EDMODO ON STUDENTS' INTRINSIC MOTIVATION

Siti Rahmawati Kahar¹

¹Universitas Pattimura, Jl. Ir. M. Putuhena, Poka, Kec. Tlk. Ambon, Ambon, Maluku, Indonesia

Email: sitirahmawatikahar691@gmail.com

Article History

Received: 06-12-2023

Revision: 17-12-2023

Accepted: 21-12-2023

Published: 25-12-2023

Abstract. The purpose of this study was to determine how using Edmodo as a computer-based learning (Call activity) affected students' intrinsic motivation to learn English. The study focused on this approach. The objective of this research was twofold: on the one hand, it directed to examine the effect of Edmodo on students' intrinsic motivation in learning English; on the other hand, it tried to identify the best learning activities that could positively affect students' intrinsic motivation in learning English. Total participant were 27 students. Sample were using the purposive sampling technique. The study adopted a mixed method. Paired sample t-test was run to reveal the impact of Edmodo on students' intrinsic motivation. Results of the study show that there was no significant effect of Edmodo on students' intrinsic motivation. This discrepancy was possibly caused by a number of factors, including the students' perception toward Edmodo, technology, characteristics of language skills, and design of learning activities.

Keywords: Edmodo, Intrinsic Motivation, Technology

Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penggunaan Edmodo sebagai aktivitas pembelajaran berbasis komputer (CALL activity) mempengaruhi motivasi intrinsik siswa untuk belajar bahasa Inggris. Studi ini berfokus pada pendekatan ini. Tujuan dari penelitian ini ada dua: di satu sisi, diarahkan untuk menguji pengaruh Edmodo terhadap motivasi intrinsik siswa dalam belajar bahasa Inggris; di sisi lain, penelitian ini mencoba mengidentifikasi aktivitas pembelajaran terbaik yang dapat mempengaruhi motivasi intrinsik siswa secara positif dalam belajar bahasa Inggris. Total partisipan adalah 27 siswa. Pengambilan sampel menggunakan teknik purposive sampling. Penelitian ini mengadopsi metode campuran. Uji-t sampel berpasangan dilakukan untuk mengungkap dampak Edmodo terhadap motivasi intrinsik siswa. Hasil penelitian menunjukkan bahwa tidak terdapat pengaruh yang signifikan Edmodo terhadap motivasi intrinsik siswa. Kesenjangan ini kemungkinan disebabkan oleh beberapa faktor, antara lain persepsi siswa terhadap Edmodo, teknologi, karakteristik kemampuan berbahasa, dan desain kegiatan pembelajaran.

Keywords: Edmodo, Motivasi Intrinsik, Teknologi

How to Cite: Kahar, S. R. (2020). The Effect of Edmodo on Students' Intrinsic Motivation. *Indo-MathEdu Intellectuals Journal*, 4 (3), 2780-2789. <http://doi.org/10.54373/imeij.v4i3.517>

INTRODUCTION

The generally accepted view is that modern technologies have been found to no longer perform only communicate and interact with other people, but they have been used also to both assist and enhance language learning and likely to serve as educational tools with the potential to provide students with great learning benefits and meaningful learning experiences. Some technology tools enable teachers to differentiate instruction and adapt classroom activities and

homework assignments. Reinders & White, (2010); Padang et al., (2023) asserted that since the 1960s, technologies have been integrated into language instruction to facilitate language learning and to extend opportunities for making teaching and learning available beyond the language classroom.

Since it comes to language education, particularly in the context of CALL, a number of empirical studies show many positive impacts on using social media holding an important role for language learning. Among them, social media has a positive effect on students' motivation; Ulfa et al., (2022) in their study on "The Impact of Online Platform Edmodo to Enhance Students' Motivation in Learning Writing at Tertiary Education" showed that that most students were willing to use Edmodo and felt that this online platform was proper to post their writing and freely receive feedback privately without being exposed to their friends. In spite of the fact, these mean that social media has brought a great influence to our educational system, exactly in language teaching and learning.

Social media refers to web-based and mobile applications that enable individuals to participate in, comment on, and share various media such as texts, images, videos and audio recordings as means of communicating with other users and the public online. The development of the networking system and electronic today, may give some possibilities for students in learning a foreign language through web-based. In teaching process, it can be more flexible to share practices, promote information and educational material, share opinions, views and comments, and embody them in training programs and individual courses. It indicates that social media can be used as an instructional tool to increase language teaching and learning in different ways.

Teachers have been trying to adjust their teaching methods throughout this time, especially in the form of CLT, to reflect the focus on helping students who are learning a second language strengthen their communication abilities. They believe it could result in students who are willing and able to communicate in English. As a matter of fact, most of the time, some students' communication behaviors during class time do not involve using English, even though they may choose to and do so freely. In the process of teaching and learning activities, many teachers feel disappointed because they have tried hard to teach the students but the students still cannot use the language actively in real communication. This phenomenon commonly happens in countries where English is taught as a foreign language like in Indonesia, even the students are afraid to use English. They feel worried about making mistakes in English class.

Owning to these conditions, a new media tool in language learning process to improving students' communication and increasing students' motivation are needed. Placing social media

in process of teaching and learning activities with the positive affective impact such as increased motivation, improved self-confidence or reduced anxiety may be a solution to make students more willing to use English for communication and participating in language classroom activities with more interesting. Social media giving the students chance to create, to share knowledge, and to produce ideas easier and more efficiently with some activities that teacher have created in it. According to Al-Haq & Al-Sobh (2010) explained that using information and technology help students to create, to analyze, and to produce ideas more efficiently. By applying social media as a new media tool in language classroom, students may develop their communication competence and their motivation in using and learning English.

The most favorite of SNS today is edmodo. Edmodo is regarded as SNS for teacher and students. It was created by Yolida et al., (2023) in Chicago, when two school district employess set out to bridge the gap between how students live their lives and how they learn in school, edmodo was created to bring education into a 21st century environment. Edmodo as the largest networking sites is one of the important social networking that can play a important role in education. It is so-called as the facebook of education. Edmodo, unlike facebook though is highly structured for teaching and is controlled by the teacher. In edmodo, students can contact teachers and teachers can contact students by sharing ideas, problems, assignments, videos, and helpful tips. Students can ask the teacher or other students for help. A teacher can assign and grade work through edmodo. Codes are generated for each class, students have to use the codes to get admitted in an edmodo class. Parents can also join a class with limited use such as send a message to the teacher and view what is going on in their children's performance in a subject.

Al-Kathiri, (2015) explains that “the chat features of edmodo allow students to broaden both the type and amount of their communication effering them opportunities to increase their confidence and motivation”. Additionally, Restuati et al., (2021) noted that Edmodo can improve students' motivation and learning outcomes. Siddiqui et al., (2020) suggest that there is significant and positive relationship between blended learning program (technology), intrinsic motivation, self-efficacy, and academic achievements. It shows that features in edmodo (technology) give a positive impact on increase students' intrinsic motivation.

By using features of edmodo teacher may improve students' communication competence, increase intrinsic motivation and build students' confidence in language teaching and learning. Parents also can easily see the progress of their children online. Students who have high motivation is directly feels confidence to engage in communication. Conducting a research to see how social media, edmodo particularly with positive features in it to improve students' communication competence, motivation and self - confidence is really needed to do. In the

following discussing, the theoretical background for the study will be discussed in further detail.

Some students seek to communicate in the target language, while others avoid communicating in the second language. Among the variables that often influence students' performance in second language communication is motivation. The term motivation is frequently mentioned and discussed in the field of second language and teaching as one of key factors that determine students' success in language learning. Yashima, (2002) showed that affective factor such as motivation and willingness to communicate play an important role in language achievement. Then Noels et al., (2000) explained that "researchers in social psychology and education have recognized the importance of motivation for successful second language learning". As one of the affective variables that can influence language learning, motivation appears as a crucial predictor to measure students' performance and success in second language learning.

Then in 1985, Deci & Ryan created a motivation theory that they called Self-Determination Theory. This theory can be categorized as extrinsic motivation, intrinsic motivation and amotivation. Students who have extrinsic motivation will engage in an activity to earn a reward or avoid punishment. According to Ryan & Deci, (2000) identified four level of extrinsic motivation; external regulation, introjected regulation, identified regulation and integrated regulation. External regulation means students shows the attitude to learn only to get the prize. The second, introjected regulation occurs when students undertake an activity due to some kind of pleasure of beliefs that they assimilated into their self-concept such as they make themselves perform the activity. Next identified regulation happens when students want to know how the important attitudes and it will become the plus values for her/him. The four, integrated regulation is a form of motivation that arises when a person has fully integrated a motivation within himself. In contrast to students who have intrinsic motivation will engage in an activity because that activity is enjoyable and satisfying to do. Students who have intrinsic motivation in learning tend to be happy in learning process because learning is necessity. The elements of intrinsic motivation such as enjoyment, curiosity, happy, etc give big impact for students in learning second language.

The last type of self-determination theory is amotivation. Amotivation means that there is no relationship between students' action and the consequences of their action. Noels et al., (2000) said that "amotivation refers to the situation in which people see no relation between their actions and the consequences of those actions". In short, amotivation is situation which people have no reason, intrinsically or extrinsically for performing the activity and they would be

expected to quit the activity as soon as possible. Classroom environment is a crucial factor that may be affecting students' intrinsic motivation in learning process. If teacher create a learning environment that make students feel comfortable and interest to participating, it may increase student' intrinsic motivation in learning. Lai, (2011) argued that “another method for improving students' motivation is through the classroom environment”. Social media could be one of some recommendations in creating classroom environment that more pleasure to students. In teaching by using social media make students more feel enjoy and happy because social media provided features that able build positive feeling in improving students' intrinsic motivation. The more students feel have high positive motivation the more they will to communicate and learn.

METHOD

The type of this study combines qualitative and quantitative approaches data (mixed method). The participant of the study consists of 27 students. The samples of the study were chosen using purposive sampling technique. The instruments which were used in this study include 10 items which were used to measure students' motivation. This study used Language Learning Orientation Scale – Intrinsic Motivation, Extrinsic Motivation and Amotivation subscales (LLOS-IEA) are created by Noels et al., (2000). was adapted it from the Academic Motivation Scale (AMS) by (Vallerand et al., 1993).

In this study, the questionnaire consisted of two types of data, ordinal and textual. The ordinal data was resulted from questionnaires that analyzed by using an inferential statistic called paired sample t-test to determine the effects of participation in social media on students' intrinsic motivation as first research question in this study. while the textual data is result of responses to open-ended questions.

RESULTS

The Result of Students' Intrinsic Motivation of Pre-Test and Post-Test

Result of the pre-test and post test scores is compared to describe clearly the significant differences of students' intrinsic motivation before and after taught under Edmodo class. The data was discussed as follows; minimum score, maximum score, mean score, standard deviation, and variance both pre and post-test. Table 1 displays the statistical data showing the comparison between the pre-test and post-test on students' intrinsic motivation.

Table 1. Descriptive statistics of students' intrinsic motivation of pre and post-test

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre_Test	27	12.00	33.00	45.00	40.5185	3.56662	12.721
Post_Test	27	13.00	32.00	45.00	39.5556	3.61975	13.103
Valid N (listwise)	27						

Both pre-test and post-test are examined to measure the students' intrinsic motivation before and after teaching process under treatment. The test are used to check and find out whether social media work or not to improve students' intrinsic motivation. Table 1 showed that there is not a significant different score after applying the treatment through teaching learning process by using edmodo class to students' intrinsic motivation. It became obvious that students' intrinsic motivation in learning English in classroom and edmodo class is similar. As shown in table above, the maximum score in pre-test and post-test are similar, 45.00 while in minimum score in pre-test is 33.00 and in post-test is 32.00. Then, the mean score in pre-test 40.51 while there are 0.96 points decreasing of mean score in post-test is 39.55. It is clear that there is no any improvement on students' intrinsic motivation after being given treatment by using edmodo class.

The Result of Testing Hypotheses of Students' Intrinsic Motivation Pre-Test and Post-Test

Based on the result of the normality of distribution both pre-test and post-test scores of students' intrinsic motivation, the computation using paired sample t-test could be employed to find out whether there was a significant effect of teaching by using edmodo class on students' intrinsic motivation. The result of testing hypotheses by using SPSS Windows versi 16.00 can be seen in the following table:

Table 2. Result of testing hypotheses of students' intrinsic motivation

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre_Intrinsic_Motivation	40.5185	27	3.56662	.68640
Post_Intrinsic_Motivation	39.5556	27	3.61975	.69662

The mean average of students' perception about their intrinsic motivation in communicating in English before using edmodo class is 40.51 and decreased after using edmodo 0.96 point namely the mean average is 39.55.

Table 3. Paired samples test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre_Intrinsic_Motiv.	.96296	5.18490	.99783	-1.08812	3.01404	.965	26	.343
	Post_Intrinsic_Motiv.								

A paired samples t-test was performed to determine the difference between students' perception of their intrinsic motivation in English in the classroom and edmodo class. An alpha level of 0.05 was used as a significance criterion for all statistical tests, as is standard practice. The hypotheses of students' intrinsic motivation can be seen from the following description; based on the table above, the result of t count is 0.965 with significance is 0.343 > 0.05. It can be concluded that H0 is accepted and H1 is rejected. It means that there is no significant effect of using edmodo on students' intrinsic motivation.

The Result of Opened Ended Questionnaire

There is strong evidence to suggest that learning activities may give impact for students 'intrinsic motivation in learning English. There are some students who more motivate in participating in some activities than others in teaching learning process. In the following graph 1 showed some learning activities are the best learning activities that affected students' intrinsic motivation.

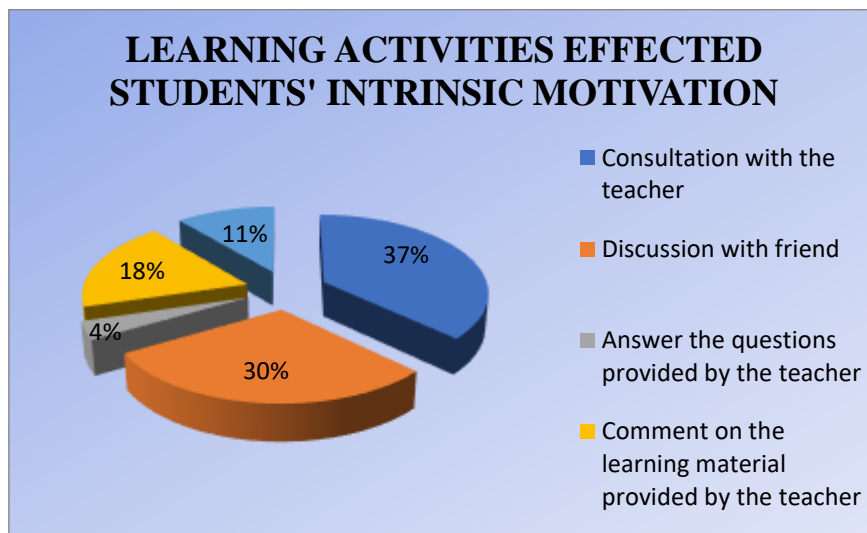


Figure 1. Learning activities affected students' intrinsic motivation

As shown in Table 3 and the Graph 1 the majority of the students (37.04%, 10 students) favor that the best of learning activities which affected their intrinsic motivation in participating in learning English is consultation with the teacher, while 8 of 27 students argued that discussion with friend make them motivate in learning English (29.63%) that followed by 5 students (18.52%) who considered that comment on the learning material posted by the teacher . Additionally, assignment submission got 11.11% (3 students) and answering the questions given by the teacher only 3.70% or just 1 student who choose to effect their intrinsic motivation in learning English.

DISCUSSION

Motivation, as a major individual factor plays a key role in second/foreign language learning, and has therefore become a popular subject pool for scholarly research worldwide (Crookes & Schmidt, 1991; Dörnyei, 1998, 2014; Gardner & MacIntyre, 1993). One problem that always teacher face in teaching English is students does not have motivation in learning. As one of the affective variables that can influence language learning, motivation appears as a crucial predictor to measure students' performance and success in second language learning. One way to improve students' intrinsic motivation is by changing classroom environment. If teacher create a learning environment that make students feel comfortable and interest to participating, it may increase student' motivation in learning. Lai, (2011) argued that "another method for improving students' motivation is through the classroom environment".

In this study, researcher used social media, edmodo class to know whether it may improve students' motivation, exactly intrinsic motivation in learning English or not. Similar with students' WTC, after having been exposed with a online course during the treatment, the result shows that students have same perception of their intrinsic motivation before and after using edmodo. In general, the data gathered from the questionnaires revealed that there is no significant differences in students' intrinsic motivation in two conditions (classroom versus social media). From the result of gathered data, the current study reseacher prove that the hypothesis " there is no significant effects social media on students' intrinsic motivation " is accepted. It is proved by using paired sample t-test shows the mean score in pre-test 40.51 while there are 0.96 points decreasing of mean score in post-test is 39.55. The result of t count is 0.965 with significance is $0.343 > 0.05$. It can be concluded that H0 is accepted and H1 is rejected. It means that there is no significant effect of using edmodo on students' intrinsic motivation. In short, social media, edmodo class, does not give a greater intrinsic motivation for students to learn English.

It is closely different in the result of open ended questionnaire, students give a positive perception that social media, edmodo class may improve their intrinsic motivation in some learning activities. The majority of the students (37.04%, 10 students) favor that the best of learning activities that affected their intrinsic motivation in participating in learning English is consultation with the teacher, while 8 of 27 students argued that discussion with friend make them motivate in learning English (29.63%) that followed by 5 students (18.52%) who considered that comment on the learning material posted by the teacher. Additionally, assignment submission got 11.11% (3 students) and answering the questions given by the teacher only 3.70% or just 1 student who choose to effect their intrinsic motivation in learning English.

CONCLUSION

The findings of the study revealed that there is no significant effect of social media on students' intrinsic motivation that in the context of students X TKJ B. It means that there is no significant effect of using edmodo on students' intrinsic motivation. In short, social media, edmodo class, does not give a greater intrinsic motivation for students to learn English. There are several factors influencing students' WTC obtained from the study are: 1) students' perception of Edmodo, 2) technology, 3) language skill characteristic, and 4) design of learning activity.

RECOMMENDATIONS

There are several limitations to this study that should be noted, that is about we examined students in one class at one school with small participants. Therefore, the implication of the study is that the teacher as a facilitator, a motivator and a manager in the classroom should provide large of classroom discussion to increase students' talk and WTC.

REFERENCES

- Al-Haq, F. A.-A., & Al-Sobh, M. A. (2010). The effect of a web-based writing instructional EFL program on enhancing the performance of Jordanian secondary students. *The JALT CALL Journal*, 6(3). <https://doi.org/10.29140/jaltcall.v6n3.101>
- Al-Kathiri, F. (2015). Beyond the classroom walls: Edmodo in Saudi secondary school EFL instruction, Attitudes and challenges. *English Language Teaching*, 8(1). <https://doi.org/10.5539/elt.v8n1p189>
- Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the Research Agenda. *Language Learning*, 41(4). <https://doi.org/10.1111/j.1467-1770.1991.tb00690.x>

- Dörnyei, Z. (1998). Motivation in second and foreign language learning. In *Language Teaching* (Vol. 31, Issue 3). <https://doi.org/10.1017/S026144480001315X>
- Dörnyei, Z. (2014). The psychology of the language learner: Individual differences in second language acquisition. In *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. <https://doi.org/10.4324/9781410613349>
- Gardner, R. C., & MacIntyre, P. D. (1993). On the Measurement of Affective Variables in Second Language Learning. *Language Learning*, 43(2). <https://doi.org/10.1111/j.1467-1770.1992.tb00714.x>
- Lai, E. R. (2011). Motivation: A Literature Review Research. *Research Reports*, April. <https://doi.org/10.2307/3069464>
- Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50(1). <https://doi.org/10.1111/0023-8333.00111>
- Padang, Abdullah, S., Sagaf, Cakrawati, S. W., & Harmoko. (2023). Effect of Durian By-Product on Nutrition Intake, Productivity, and Physiological Conditions of Kacang Goats (*Capra aegagrus hircus*). *Jurnal Penelitian Pendidikan IPA*, 9(6). <https://doi.org/10.29303/jppipa.v9i6.3869>
- Reinders, H., & White, C. (2010). The theory and practice of technology in materials development and task design. *English Language Teaching Materials: Theory and Practice*, March 2018.
- Restuati, M., Nasution, M. Y., Pulungan, A. S. S., Pratiwi, N., & Safirah, B. (2021). Improvement efforts for student learning outcomes and motivation using edmodo during the COVID-19 pandemic. *International Journal of Education in Mathematics, Science and Technology*, 9(4). <https://doi.org/10.46328/ijemst.1974>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1). <https://doi.org/10.1037/0003-066X.55.1.68>
- Siddiqui, S., Thomas, M., & Soomro, N. N. (2020). Technology integration in education: Source of intrinsic motivation, self-efficacy and performance. *Journal of E-Learning and Knowledge Society*, 16(1). <https://doi.org/10.20368/1971-8829/1135188>
- Ulfa, S. M., Susanto, S., & Purwati, O. (2022). The impact of online platform Edmodo to enhance students' motivation in learning writing at tertiary education. *World Journal on Educational Technology: Current Issues*, 14(3). <https://doi.org/10.18844/wjet.v14i3.7207>
- Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. (1993). On the assessment of intrinsic, extrinsic, and amotivation in education: Evidence on the concurrent and construct validity of the academic motivation scale. *Educational and Psychological Measurement*, 53(1). <https://doi.org/10.1177/0013164493053001018>
- Yashima, T. (2002). Willingness to Communicate in a Second Language: The Japanese EFL Context. *The Modern Language Journal*, 86(1). <https://doi.org/10.1111/1540-4781.00136>
- Yolida, B., T. Marpaung, R. R., Priadi, M. A., & Sulika, A. (2023). The Effect of the Edmodo-Assisted Discovery Learning Model on Students' Scientific Literacy Ability. *Biosfer: Jurnal Tadris Biologi*, 13(2). <https://doi.org/10.24042/biosfer.v13i2.14191>