

Blending Bytes, Blazing Boundaries: Unraveling the Enthralling Expedition of EFL Undergraduate Students' Motivational Dynamics in the Revolutionary Realm of Blended Learning

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Abstract

Blended learning has emerged as a prominent teaching approach in the post-pandemic era, particularly in higher education. This study investigated students' motivation levels on blended learning environments. Using mixed-method design, data were collected from 101 third-semester English Language Education students at a public university in Malang, Indonesia. Participants who had participated in both in-person and online learning completed online questionnaires and semi-structured interviews. The data obtained from the questionnaires were analyzed using formula from Sugiyono (2015) to derive percentage data. Then, semi-structures interviews transcripts were analyzed using the interactive qualitative data analysis model, such as data condensation and display, conclusion and verification. The findings of this study indicated that students expressed primarily high level of motivation in blended learning environments. Further, their motivation levels were influenced by various factors, including clarity of materials, technology working properly, prior learning experiences, and the physical and emotional environment. While the findings express the potential for blended learning to foster learner autonomy and learner motivation, it should be noted that the study was limited by sample size, students' experiences, and self-reported data. In turn, future research should include contexts and methods that involve more participants to increase generalizability and further understanding of learner engagement in blended learning environments.

Keywords: Blended learning, English language learning, higher education, students' motivation

INTRODUCTION

The rapid development of digital technology has transformed learning environments worldwide, bringing about a paradigm shift from traditional pedagogical methods to more innovative, technology-enhanced learning environments. The recent global COVID-19 pandemic has particularly accelerated this digital transformation of education, with the resulting need for the mass and immediate introduction of digital learning solutions into schools and other educational

institutions (Hodges et al., 2020; Redondo et al., 2020). As education systems worldwide react to the threats and opportunities of technology integration, unprecedented attention has been paid to creating durable models that integrate traditional face-to-face education with virtual pedagogies. This evolution is not simply a temporary response to a crisis, but rather a fundamental reconceptualization of how knowledge is transmitted, processed, and internalized in contemporary educational contexts (Bervell et

al., 2021; Means et al., 2013). The significance of this shift goes beyond simply embracing technology, it involves a complete reframing of teaching tactics, student engagement techniques, and the optimization of learning outcomes in an increasingly connected global society.

In this broader context of educational digitalization, blended learning has emerged as a powerful pedagogical model that tactically combines the strengths of traditional classroom learning with the flexibility and accessibility of web-based learning environments. According to Graham (2006), blended learning consists of aligning the deliberate combination of face-to-face classroom experiences and online experiences, with a focus on deliberate design aspects to optimize both modalities. The educational model has become widespread across multiple learning environments particularly in language education because multimedia resources and interactive platforms and collaborative tools create better learning environments (Dhull & Sakshi, 2017; Sharma & Barrett, 2008). The appeal of blended learning lies in its ability to overcome the shortcomings of traditional or fully online methods, providing students with the individual contact and immediate feedback of classroom learning combined with the convenience, flexibility of self-paced learning, and access to a wide range of multimedia resources provided by digital media (Garrison & Kanuka, 2004).

The field of English language teaching shows particular enthusiasm towards blended learning methods because technology improves the development of communication abilities throughout different skill domains. Language acquisition demands learners to engage in substantial practice sessions with genuine materials alongside interactive conversations thus making blended learning environments particularly effective for this purpose (Alqahtani & Rajkhan, 2020;

Neumeier, 2005). Digital tools in English language instruction have created opportunities for English as a foreign language (EFL) students to experience authentic language through multimedia content while enabling students to connect with native speakers in real time as well as access an extensive linguistic database which traditional classrooms cannot match (Banados, 2006; Dziuban et al., 2018). The implementation of blended learning strategies in English language education shows promise to support different learning approaches while delivering customized teaching methods which adapt to multiple proficiency levels and individual learner preferences (Lim & Morris, 2009; Oweis, 2018).

The adoption of blended learning continues to increase in educational settings, yet researchers have limited knowledge about students' experiences and motivational factors within these environments. Numerous research has focused on the institutional and pedagogical aspects of blended learning, but English students' level of motivation have been little explored in these environments (Abdillah & Sueb, 2022; Peng and Fu, 2021; Permata & Nanda, 2020; Saputri et al., 2022; Vanslambrouck et al., 2018). Students' motivation in the context of blended learning is another highly relevant issue that requires more study. Motivation in the context of Deci and Ryan's (2000) Self-Determination Theory (SDT) is defined as intrinsic and extrinsic factors that govern the learning conduct and perseverance. In mixed-mode learning environments, traditional drivers of motivation can be complemented or substituted by technology-based factors, such as the immediate feedback available through online means, gamification elements typically integrated into online learning tools, and increased learner autonomy in self-directed online components (Ryan & Deci, 2017). However, the same technological attributes that would scale motivation in some students

will function as an impediment or lower motivation for others, particularly those who struggle with digital literacy or prefer more formal, instructor-guided ways of learning (Picciano, 2009; Rasheed et al., 2020).

More recent research has begun to examine some of the dimensions of students' experience in blended learning environments, but much remains unknown in our understanding of the motivation levels within these kinds of environments. Halverson et al. (2012) stated that while blended learning had been extensively researched in terms of design and deployment, not as many studies were done on how students perceive and interpret these environments. Similarly, Porter et al. (2014) highlighted the need for additional advanced investigations of student attitudes and motivational states that underlie accomplishment in mixed-mode learning environments. Adding to the challenge is that student motivations and attitudes are fluid and evolve over time as students develop using blended delivery modalities and acquire digital proficiency skills (Alammery, 2024; Bernard et al., 2014).

Theoretical frameworks for understanding students' motivation in blended learning environments draw from a variety of disciplines, including educational psychology and instructional design theory. The SDT identifies three essential components for intrinsic motivation which include autonomy alongside competence and relatedness. These elements become more essential in blended learning environments where students control their learning speed and approach and maintain connections with fellow students and instructors (Deci & Ryan, 2000). The synthesis of these theoretical frameworks shows that student achievement within blended learning relies on the technical design of learning environments along with the dynamic relationship between personal attributes and motivational variables and environmental aspects.

Given these considerations, this study aims to investigate the motivational levels of students in blended learning environments, specifically in English language learning contexts. The research tries to address the gaps in the literature by providing a comprehensive investigation of what elements make students motivated and engaged, and how their attitudes influence their learning experiences and persistence. Through its student-centered methodology, this study deliver enhanced insights regarding human factors in technology-enhanced learning systems which transcends technical and institutional viewpoints by understanding direct learner experiences. To guide this inquiry, the study poses the following question:

- 1) What are the levels and determinants of EFL undergraduate students' motivation in blended learning environments, and how do students describe their motivational experiences?

The significance of this research extends to both theoretical and practical environments. Theoretically, this research can contribute to the emerging literature on blended learning by providing empirically based findings on students' experience and motivational aspects that have been inadequately covered in existing literature. The results will help to bridge the gap between instructional technology theory and learner psychology, offering insights that can be useful in informing future theory development across these fields. In practical terms, being aware of students' motivation levels within blended learning contexts is significant for instructors, curriculum developers, and institutional managers responsible for creating valuable and impactful learning experiences. The results generated by this study can inform evidence-based decision making regarding the design of courses, technology uptake, pedagogy, and support services to enhance student success in blended learning.

METHODOLOGY

Research Design

This study employed an explanatory sequential mixed-method design, combining quantitative and qualitative approach to gain a more complete picture of students' level of motivation in blended learning. The primary reason for choosing this design was to obtain both types of data: one quantitative and the other a comprehensive account of students' experiences. Finally, the researcher followed up the initial quantitative results with the collection and analysis of qualitative data from students to explain and elaborate on the initial quantitative results. A mixed-method approach is assisted by Creswell and Clark (2017), who stated that combining quantitative and qualitative data provides researchers with a more complete view of complex educational phenomena than using either method alone. In the same way, Johnson and Onwuegbuzie (2004) argued that mixed-method research combines the advantages of both paradigms, resulting in broader and deeper analysis. Tashakkori and Teddlie (2010) further contended that this design enhances the validity and interpretability of findings by facilitating triangulation and complementarity between numerical and textual data.

Research Participants

The study participants consisted of third-semester students in the English Language Education study program cohort 2023 at a state university in Malang, Indonesia. Third-semester students were selected purposively because of some reasons; they had sufficient exposure to face-to-face, online, and blended learning modalities, had completed their first academic year, and were experienced with various teaching approaches. There are four classes in this semester namely offering A, B, C, and D, and each class consists of 26-30 students, so there are 115 students in total as populations. The

researcher shared the online questionnaire for all four classes. The researcher obtained 101 students (87.83%) who became the participants in this study. They consist of 29 male students and 72 female students aged around 19-20 years old. Then, for the interview session the researcher selected 2 students from each class purposively to help the researcher reduce bias in selecting interview participants, so there were 8 students consisting of 4 males and 4 females who participated in the interview session. The equal gender representation in this study allows for exploration of potential gender-based differences in motivation in blended learning.

Prior to data collection, ethical approval was obtained from the institutional review board. All participants provided informed consent after receiving detailed information about the purpose, procedures, and their rights in the study. Participation was voluntary, and participant anonymity and confidentiality were guaranteed. Data were coded using numeric identifiers to protect participant identity, and all recorded materials were securely stored and access restricted.

Research Instruments

There are two instruments utilized by the researcher, questionnaire and interviews. A close-ended questionnaire using a 4-point Likert scale was the first instrument utilized. The measure of response was Strongly Disagree (1) to Strongly Agree (4) in order to get strong positioning from the participants. The questionnaire items were grounded on Abdillah & Sueb's (2022) motivation scale, initially 8 items but subsequently finished with 10 items by filling up contextual relevant constructs. In terms of validity, the questionnaires were validated by field validators in the field of blended learning.

The semi-structured interviews contain 5 open-ended questions which stemmed from the questionnaire themes to

assess students' motivation levels. Through this semi-structured interviews, researchers collected systematic data while maintaining the ability to identify new themes that emerged from participants' experiences. In terms of validity, the interview questions were validated by field validators in the field of blended learning.

Data Collection Procedures

In the first step, the online questionnaires were distributed via Google Forms to all eligible participants in all four classes. The participants received detailed instructions and a completion guide, with a two-week response time provided to ensure adequate participation. After that, semi-structured interviews were conducted online via Google Meet or Zoom due to technological convenience and documentation requirements. Each interview lasted approximately 20-30 minutes and was audio-recorded with the participants' consent. Researchers used a pre-prepared interview guide, maintaining flexibility to explore emerging themes and seek clarification on participants' responses.

Data Analysis Techniques

To analyze the questionnaire data, the researcher utilized Sugiyono's (2015) formula manually, $p = f/n \times 100$ (p : percentage, f : frequency of each questionnaire response, and n : numbers of respondents in total). The percentage data obtained from the questionnaire were presented descriptively by the researcher to ensure that the phenomena found in this study are well interpreted and described. Then, the researcher classified the mean of the questionnaire items and were interpreted based on the interpretation below:

Table 1. Table of Interpretation

Scale	Motivation
3.26 – 4.00 = Strongly Agree (SA)	Very High
2.51 – 3.25 = Agree (A)	High
1.76 – 2.50 = Disagree (D)	Moderate
1.00 – 1.75 = Strongly Disagree (SD)	Low

Furthermore, to analyze the interview transcripts, an interactive model of analysis was the data analysis technique that was used by the researcher. According to Miles et al. (2014), there are three analysis components in this model, namely data condensation, data display, and conclusion drawing and verification. First, data condensation: the process of reducing raw interview data occurred through selective coding and categorization to achieve systematic results. The research team identified essential content about blended learning perceptions and motivations of students before establishing thematic categories for organization. Second, data display: the development of structured information relied on descriptive paragraphs which enabled conclusion drawing and interpretation processes. Qualitative descriptions effectively present the core elements of students' experiences and beliefs about blended learning environments. Third, conclusion drawing and verification: the process of drawing final analytical conclusions started from identifying patterns in participants' responses and interpreting their feedback. A systematic process of comparing coded data against original transcripts and researchers' observations confirms the validity of findings.

RESULT AND DISCUSSION

Result

Students' Motivation Based on Prior Experience in Blended Learning

Table 2. Questionnaire of Students' Motivation Related to Prior Experience

Statement	SA	A	D	SD	Mean	Interpretation
1. I have been following a combination of face-to-face and online learning activities (blended learning) and I like it.	30 (29.7%)	58 (57.4%)	11 (10.9%)	2 (2%)	3.15	Agree

2. Learning English through blended learning is a pleasant experience.	28 (27.7%)	50 (49.5%)	22 (21.8%)	1 (1%)	3.04	Agree
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Table 2 illustrates two Likert-scale statements about students' motivation of their prior experience in blended learning. According to overall questionnaire data, the majority of students have high motivation ($M=3.09$, Agree). They agree that they have been following blended learning, which is a combination of face-to-face and online learning activities, and they like it. In addition, they also claim that it is a pleasant experience to learn English through blended learning.

Furthermore, data collected using interviews revealed that students exhibit high interest and positive disposition towards blended learning in English. Students term the experience as enjoyable, terming as engaging materials, helpful lecturers, and access to additional resources at their own pace. Most students welcome the freedom to support lectures with independent learning, interactive video presentations like TED Talks, and other learning methods, making the experience engaging and less tiresome (see excerpts 21 to 24).

(Excerpt 21)

"I found it really fun and there is no obstacle because from the first year I found it like it's really fun, I mean like the teachers are good and the materials are completely understandable and then not boring. But actually, sometimes I am sleepy but that's fine, it's still, I can handle it, it's still the fun way to learn English." (Participant 2)

(Excerpt 22)

"Yes, very enjoyable, so much. Like I said, I can freely have to search for my own research. So I don't get bored from the material that the lecturer gave me. Of course, they are useful, but I want to look for something more. So I look, I can't look from anywhere from the blended learning. Like I have the time, I have the place to do so, yeah." (Participant 6)

Despite some minimal difficulties, such as occasional exhaustion, students consider the approach workable and efficient for acquisition skills like listening. The passion for combining offline and online learning is palpable, with many citing how it caters to individual interests and learning styles (see excerpts 23 and 24). Overall, the interviews support the questionnaire findings, highlighting high students' motivation because of flexibility, diversity, and customization provided by blended learning.

(Excerpt 23)

"Yeah, it's also very enjoyable. How every students manage themselves to explore based on their hobbies or their interests, that's really good, they do it well even though they are diverse. This is also a good goal, which is to learn towards learning the material that should be learned, like that. So every student should also be able to enjoy every learning by exploring themselves according to their abilities." (Participant 7)

(Excerpt 24)

"I find the use interactive videos like podcasts in English language through the online platform like YouTube. That is very helpful for me because it can practice for my listening skills. For example, I often use the TED Talk or the TED ID for YouTube platform and then like I very sort the summary that I have learned about the material and it can be more understand the material but also can improve my listening skills." (Participant 1)

Students' Motivation Based on Willingness to Participate in Blended Learning

Table 3. Questionnaire of Students' Motivation Related to Willingness to Participate in Blended Learning

Statement	SA	A	D	SD	Mean	Interpretation
3. Regardless of my personal preferences, I am willing to participate actively in blended learning.	33 (32.7%)	48 (47.5%)	17 (16.8%)	3 (3%)	3.10	Agree

According to overall data of the questionnaire related to students' motivation of their willingness to participate in blended learning as shown in Table 3, the third statement got positive responses from the students. This indicates that most students show high motivation based on willingness to participate in blended learning ($M=3.10$, Agree). They claim that they have strong willingness to participate in blended learning regardless of their personal preferences. In their participation, therefore, they try to maximize their study time as good as possible.

Additionally, the interview data showed that students are highly motivated to learn in the blended learning since they perceive it as a flexible, enjoyable, and effective way of learning. Students voice the advantage of being able to manage academic and co-curricular activities, the freedom to explore knowledge at their own pace, and the engaging utilization of interactive materials like visual aids, Kahoot, and online resources. The majority of the students also appreciate how blended learning helps to make English lessons more interactive and less dull (see excerpts 25 to 29).

(Excerpt 25)

"I think I can participate more actively when I found the learning is fun with using visual aids. I think the use of visual aids is more enjoyable in class because we will not getting bored to study. So, it is enjoyable and pleasant for me for studying English with this visual aids." (Participant 4)

(Excerpt 26)

"I am willing to actively participate in blended learning because this kind of learning or model allows me to learn flexibly and also the provided materials are catchy and motivate me to learn English in an enjoyable way." (Participant 2)

(Excerpt 27)

"Yes, I'm willing to participate in blended learning, even though I sometimes feel more comfortable with face-to-face learning... but in the context of English language, blended learning provides access to various interactive

learning resources. For example, web or YouTube platform and also my lecturer often use like Quizzes or Kahoot to create the exercises... When we are going to the grammar exercises, my lecturer give the apps for Quizzes or Kahoot to make the learning more enjoyable." (Participant 1)

While there is a slight preference for face-to-face communication from some, the overall attitude is positive, with blended learning being seen as a way of enhancing accessibility and enjoyment in learning. These findings suggest that students' intention to utilize blended learning is greatly influenced by its flexibility, variety of resources, and ability to make learning more interactive and enjoyable.

(Excerpt 28)

"Well, for me, of course, I'm willing to participate in blended learning because, you know, blended learning is enjoyable for me, because I can be more independent, and then search for my own knowledge by myself. And then, I can learn by myself, so in my opinion, blended learning is very good, and I'm willing to participate in blended learning." (Participant 5)

Students' Motivation Based on Technology Readiness for Blended Learning

Table 4. Questionnaire of Students' Motivation Related to Technology Readiness for Blended Learning

Statement	SA	A	D	SD	Mean	Interpretation
4. I am interested in the use of ICT (such as Google Classroom, Google Meet, WhatsApp, and YouTube, etc.) in blended learning.	39 (38.6%)	50 (49.5%)	11 (10.9%)	1 (1%)	3.26	Strongly Agree
5. In blended learning, using ICT (such as Google Classroom, Google Meet, WhatsApp, and YouTube, etc.) to learn makes me more interested in the	29 (28.7%)	49 (48.5%)	19 (18.8%)	4 (4%)	3.02	Agree

explanations that are delivered by the lecturers.						
6. My familiarity with technology (such as mobile phones, laptops, and the internet) increases my enthusiasm for participating in blended learning.	38 (37.6%)	50 (49.5%)	11 (10.9%)	2 (2%)	3.23	Agree

In Table 4, the fourth to sixth statements of the questionnaire about students' motivation of their technology readiness for blended learning are presented. The overall data indicates that the majority of students hold high motivation based on technology readiness for blended learning ($M=3.17$, Agree). They agree that the use of ICT such as Google Classroom, Google Meet and YouTube, etc. in blended learning was interesting. In addition, the students claim that those ICT components make them more interested in the explanations that are delivered by the lecturers. They also believe that their familiarity with technology (such as mobile phones, laptops, and the internet) increased their enthusiasm for participating in blended learning.

Subsequently, the interview results showed that students are motivated and comfortable using ICT tools in blended learning as their exposure to technology since childhood has developed self-confidence and interest. Most students enjoy the utilization of platforms such as Google Classroom, WhatsApp, and YouTube, which enhance accessibility of course materials (see excerpts 30 to 33). Yet, problems like inconsistent internet connectivity are cited as obstacles to smooth learning.

(Excerpt 29)

"In my experience and in my opinion, I was studying ICT since I was on elementary school, so I really curious, I really interesting with that... I think it is more enjoyable and fun

because when the lecturers give the assignment with the online activity maybe on that WhatsApp, YouTube, we can get the information better rather than we just give directly..." (Participant 8)

(Excerpt 30)

"I do really comfortable because since I was in kindergarten, my parents give me, like learning videos or games through computer and it's also applied when I started to have laptop. So, I really used to the technology since I was a child... I use the technology very well. I think I can access all the information and materials that I learn and videos. I also use that supporting the materials, etc." (Participant 4)

(Excerpt 31)

"I feel quite comfortable using any technologies such as my phone, my laptop, internet for blended learning. For example, my laptop and my headphone is my main tools for accessing my Google Classroom and completing any other assignment for the lecture that require application like Microsoft or anything and ... to check the announcement on WhatsApp or access the material that I must study." (Participant 1)

Other students similarly refer to newer technologies like Kumospace, which redesign virtual interactions in more immersive manners than their older counterparts like Google Meet or Zoom (see excerpt 33). In short, the interviews showed strong motivation supported by familiarity with technology, ease of digital means, and dislike for being trapped in classroom environments. While students are generally positive, the technological infrastructure quality is still a strong determining factor of their overall blended learning experience.

(Excerpt 32)

"Yes, I have experience using several ICT tools for educational purposes in blended learning. For example, I chose two examples ok, Google Classroom and Google Meet... but I found that Google Meet and Zoom is really boring... I found a website, it calls Kumospace. Kumospace is like Zoom and Google Meet but in a fun way. We can join in the server, and then there are a lot of like classroom and then office, and then the

meeting room... that's why it's fun. I think the students will like it." (Participant 2)

Students' Motivation Based on Engagement with Online Content of Blended Learning

Table 5. Questionnaire of Students' Motivation Related to Engagement with Online Content of Blended Learning

Statement	SA	A	D	SD	Mean	Interpretation
7. In blended learning, the ability to easily access course materials motivates me to engage more deeply with my studies.	31 (30.7%)	51 (50.5%)	16 (15.8%)	3 (3%)	3.09	Agree
8. In blended learning, I am enthusiastic when online content provides space for discussion.	26 (25.7%)	53 (52.5%)	19 (18.8%)	3 (3%)	3.01	Agree
9. In blended learning, I am interested when online content clearly presents learning objectives for each topic.	41 (40.6%)	51 (50.5%)	8 (7.9%)	1 (1%)	3.31	Strongly Agree

Table 5 illustrates three Likert-scale statements about students' motivation related to their engagement with online content of blended learning. According to overall data, the majority of students possess high motivation ($M=3.13$, Agree). They claim that the ability to easily access course materials motivates them to engage more deeply with their studies. In addition to that, when online content provides space for discussion, the students are very enthusiastic to do blended learning. They also think that when online content of blended learning clearly presents learning objectives for each topic, their sense of interest increases.

Then, students' interview results demonstrated high motivation to blended learning with online content structured, clear, and transparently laid out in terms of goals for learning and expectations for courses.

Students consistently emphasize having a clear guide (e.g., RPS or course outline) keep them on track, enable them to plan their study time, and tackle their study confidently. For example, prior knowledge of the subject matter allows for independent preparation, whereas clearly defined goals allow for self-assessment and directed learning (see excerpts 34 to 38). Ease of access to materials (e.g., via Google Classroom) and organization of content also supported their engagement. Students further reported that clarity of this sort reduces anxiety and prevents overwhelming them.

(Excerpt 33)

"Basically, I am motivated when I do blended learning because based on the RPS, we know the material that we have to do, and we have to learn... we know the exact material that we want to learn, so that is very helpful. The lecturers explain like what will we learn not only the subject of it but like we put the lecture breakdown like the road map, so I can know what to do for the whole semester." (Participant 6)

(Excerpt 34)

"Actually, I am not only motivated, but clear content is also very important to me because with the clear outline, I can know more about what the objective need to be achieved, and it can help me to stay focus and productive during the learning process because I know what should I do and I know what should I achieve after this section." (Participant 2)

Generally speaking, interviews underlined that motivation is directly associated with the clarity and predictability of online content, which helps students take ownership of learning (see excerpts 34, 35 and 36). The findings confirm questionnaire agreement concerning the motivational function of well-crafted materials, which determines organized and accessible design to be pivotal to encouraging student engagement in blended learning.

(Excerpt 35)

"I feel motivated when online learning context clearly presents indicator and learning

objective because this topic helps me focus on the key aspect that I need to study... And also the objective helped me to manage my study time better because I know which part of the material to prioritize, so I don't feel overwhelmed by the amounts of the information keep or information provided.” (Participant 1)

(Excerpt 36)

“I think the RPS is really useful because we know what we gonna study, right? And we can search up about the materials... I read all of the materials that I want, that I will learn with this lecture. And I try to figure it out what does it mean, like what will we study, like that. So, I am motivated when the course profile or materials that provided by the lectures are clearly present the objective also indicator of the topics.” (Participant 4)

Students' Motivation Based on Environmental Factors of Blended Learning

Table 6. Questionnaire of Students' Motivation Related to Environmental Factors of Blended Learning

Statement	SA	A	D	SD	Mean	Interpretation
10. The conditions of my study environment affect my motivation when studying online as part of blended learning.	37 (36.6%)	54 (53.5%)	9 (8.9%)	1 (1%)	3.26	Strongly Agree

According to overall data of the questionnaire related to students' motivation of environmental factors of blended learning as shown in Table 6, the tenth statement got very positive response students. This indicates that most students demonstrate very high motivation based on environmental factors of blended learning ($M=3.26$, Strongly Agree). They believe that when studying online as part of blended learning, the conditions of their study environment affect their motivation. In other words, a conducive environment will have a positive effect on their learning motivation, and vice versa.

Following this, the interview results showed that students' motivation in blended

learning is highly correlated with the learning conditions. Ideal conditions such as a quiet place, stable internet, and inspiring fellow students can increase concentration and motivation. On the other hand, distractions such as noise, interruptions, and demotivation from fellow students can reduce concentration and motivation (see excerpts 41 to 44).

(Excerpt 37)

“My environment often affects my online learning experience in blended learning. For example, stable internet access and secure study area, it is positively contribute to my focus.... While the negative is like the distraction or interruption from other activities. For example, if we do blended learning... if I am in my house and then I do Zoom, and then suddenly my mom calls like “D, come here”, it negatively impact my concentration during class.” (Participant 2)

(Excerpt 38)

“The environment, I think, affects my online learning experience. I think a positive environmental factor that supports my learning is having a quiet study space and stable internet access.... But I think there are also negative factors that often challenge me. When I'm actually in my home, surrounding my environment or in my home is often less conducive. For example, like the noises from the television or my family talking or my little brother distract me.” (Participant 1)

Students will do anything to find alternatives such as headphones or studying in a cafe, but environmental challenges remain dominant. In general, motivation varies depending on external factors, and therefore organized support is needed to reduce distractions and create a good learning environment.

(Excerpt 39)

“Maybe I will start the positive one because in blended learning we can do a lot of things. But, the negative side is like when.... we have schedule like three subjects and then the first and the third is face to face but the middle one is blended learning, so I have to do blended learning in university and then the environment is very loud, so I cannot focus on the zoom like that.” (Participant 6)

(Excerpt 40)

"I think the condition of my environment really affects my learning in the blended learning method... For example, an example of a good condition, when I have some friends who are really enthusiastic in college active force us who might also be active... Then, the negative example is, there are also other friends like if the lecturer doesn't come, then there is an assignment that is due tonight. They are like out of class, just have coffee at the coffee shop or at the canteen." (Participant 7)

Discussion

In accordance with the findings, it is clear that students have high level of motivation in blended learning. Data collected through questionnaires and interviews revealed five main motivational factors: prior experience, willingness to participate, technological readiness, engagement with online content, and environmental factors.

Prior experiences have a significant impact on students' motivation in blended learning. Based on the questionnaire data, the majority of students felt that learning English through blended learning was a positive experience, and they were engaged and appreciated the combination of face-to-face and online learning activities. Then, the interview data supports these findings. It is in line with Bower et al. (2022) and Nurdiana et al. (2023) who discovered that students' prior positive experiences with technology and online learning significantly influence their motivation and engagement in blended learning. The positive judgments of the students are shaped by previous experiences resulting in favorable attitudes toward blended learning that retained motivation over time. Students also emphasized that blended learning enabled them to have individual discoveries. These findings are consistent with research conducted by Simbolon (2021), who demonstrated that previous positive experiences with blended learning built a foundation of comfort and confidence in students that increased their desire to engage

with similar learning environments in the future.

Students' willingness to actively participate in blended learning is another important component of their motivation. The questionnaire data revealed that regardless of personal preferences, students are willing to actively participate in blended learning. This willingness arose from the benefits and flexibility of blended learning they perceived, as seen from several interview responses. These findings support the research of Chen (2022) and Korkmaz and Toraman (2020) who revealed that students' willingness to participate in blended learning was impacted by their view of its practical benefits, especially the flexibility and autonomy it offers. The students also mentioned how blended learning helped them to handle several responsibilities. As mentioned by Müller et al. (2023), students have higher willingness to participate when they perceive blended learning as offering personalized learning pathways.

Technology readiness emerged as another important factor of motivation. Students expressed high interest in using ICT tools such as Google Classroom, Google Meet, WhatsApp, and YouTube in blended learning. Their familiarity with technology increased their enthusiasm for participating in blended learning. It is in line with Hamzah et al. (2021) and Zhang and Dang (2020) who found that familiarity and confidence with technology significantly influenced students' motivation and participation in blended learning. The ease of using technology can boost their motivation by eliminating possible barriers to participation and allows students to concentrate more on learning rather than technology. Therefore, students' technological readiness and digital literacy skills are strong predictors of their motivation in technology-enhanced learning environments (Tondeur et al., 2020).

The clarity and structure of online content have a substantial impact on students' motivation in blended learning. Questionnaire data revealed that students were most engaged when online contents clearly present learning objectives for each topic and when they could easily access course materials. Interviews corroborated these findings, with students explaining that they felt motivated when online learning contents clearly presented learning indicators and objectives because this helped them focus on key aspects they needed to learn. These findings align with research by Bodnar (2021) and Dong (2025), which showed that well-organized digital content with clear learning objectives significantly increased students' motivation and self-efficacy in blended learning contexts. This means that clear learning objectives and structured content appear to increase motivation by providing direction and purpose to their learning efforts. The findings also support those of Alammary (2024), who revealed that students demonstrated higher levels of engagement when course materials were organized with clear navigation and explicit learning outcomes.

Environmental factors emerged as the final key motivational element. Students strongly agreed that the conditions of their study environment affect their motivation when studying online as part of blended learning. Furthermore, the interview data provided deeper insights into this relationship, in which students highlight both positive and negative environmental factors. This shows the importance of providing a supportive learning environment, both physically and socially, to maintain high level of students' motivation in blended learning. These findings are in agreement with the research by Asarta and Schmidt (2019) and Chau (2022), who demonstrated that conducive environments enhance students' learning experience and academic outcomes, while environmental distractors in home settings

significantly reduce their motivation. Huang and Lee (2023) also identified environmental conditions as critical moderators of motivation in blended learning.

In short, the level of students' motivation in blended learning is based on various factors including prior experience, willingness to participate, technology readiness, engagement with well-structured online content, and environmental conditions. These findings confirm Vanslambrouck et al. (2019), who proposed that motivation in blended learning is multidimensional and influenced by both internal factors (such as prior experiences and personal preferences) and external factors (such as content design and learning environment). Then, these motivational factors align with Deci and Ryan's (1985) Self-Determination Theory (SDT), which identifies three basic psychological needs: autonomy (satisfied through learning flexibility and personalized pathways), competence (fulfilled through technology readiness and clear learning objectives), and relatedness (addressed through face-to-face and online interactions within supportive environments). Educational institutions implementing blended learning should consider these factors to maximize student motivation and, as a result, learning outcomes.

CONCLUSION

This study investigated undergraduate students' level of motivation on blended learning environments in the context of English language learning. The students show a high level of motivation in learning English through blended learning. This motivation is influenced by several factors, including their previous experiences, their willingness to participate, their readiness in using technology, their interaction with online content, and their study environment. Students felt more interested and motivated since blended learning gave them more flexibility,

enjoyable learning methods, and access to helpful resources. Therefore, most of them noted that blended learning makes English learning more interesting and effective for them.

The findings of this study give useful input for English lecturers and institutions. It is evident that the students enjoy using a combination of face-to-face and online learning activities when the content is clear, the environment is supportive, and the technology is easy to use. Therefore, lecturers should design lessons that are well-structured, interactive, and flexible. It is also necessary to make sure students have access to online materials and support systems that can help them stay motivated. By organizing clear learning objectives, varied learning materials and engaging activities such as videos, games, or group discussions, students can keep engaged throughout the course.

This study has three limitations that might impact the results. First, the participants are limited to students from one level in a university, so the results may not represent all English learners in different educational settings or regions. Furthermore, the study primarily utilized questionnaires and interviews, which are determined by students' self-reports, so this may not fully convey their actual behaviours or attitudes. Another limitation lies in the potential bias resulting from volunteer participants, as those who chose to take part in the study might already have positive or negative predispositions toward blended learning, thus influencing the overall responses. For future researchers, it is recommended to conduct a study with the same topic but a more significant number of participants from various universities and learning backgrounds, so the results can be more generalizable. It would also be helpful to include other research methods such as classroom observations, focus group discussions, or even analysis of students' performance in blended learning. In addition,

further research could look deeper into how technical issues and emotional factors influence students' motivations in blended learning. Understanding these aspects more deeply could help lecturers, institutions, and policymakers create better and more inclusive blended learning.

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