

STUDENT'S MOTIVATION AFTER RETURNING TO UNIVERSITY MALAYSIA KELANTAN CITY CAMPUS

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ABSTRACT

Motivation is dropping due to Malaysian Movement Control Order (MCO) due to COVID-19. This situation also affects students' motivation because they have to change their way of learning from face-to-face to online learning. Therefore, this study looks at students' motivation after returning to the Universiti Malaysia Kelantan City Campus. This study tries to achieve three research objectives and three research questions. For that purpose, 327 students from the hospitality, tourism, and wellness departments at the Universiti Malaysia Kelantan took part in this survey. The research was done descriptively, utilizing an online questionnaire to collect respondents' replies. The study's results reveal that student motivation after returning to university is modest, although respondents feel that they effectively overcame problems, collaboration, and appreciation throughout the learning session. According to the results, the campus is highly significant as a center and site of learning to promote student motivation. Furthermore, intrinsic motivators for students, such as challenge, collaboration, and student recognition, may be discovered among students at Universiti Malaysia Kelantan. In conclusion, we have learned through this coursework that student motivation aspects are very significant and beneficial to students after they return to university.

Keywords: Intrinsic motivation, challenge, collaboration, student recognition

INTRODUCTION

Motivation is the fuel that propels individuals to achieve their goals and objectives. Humans would remain inert without this fuel, resulting in a regular and unproductive existence. People may be motivated by the factors that come from inside and those that come from outside. The source of an individual's intrinsic drive is found inside themselves, whereas extrinsic motivation comes from the environment around them. The concepts of money, rewards, deadlines, and punishment are all examples of extrinsic motivation. In contrast, the images of pleasure, purpose, pride, interest, knowledge, and self-worth are all examples of intrinsic motivation (Gayane Tovmasyan, 2020). The word motivation originates, which translates to move. Accordingly, the term motivation is being used to refer to a strong desire that manifests itself in a person and has the potential to influence the behavior that will be created. This desire will motivate action to work toward achieving the objective that has been set. Therefore, this study proposes three research objectives to explain the statement:

1. To investigate the relationship between challenge and motivation after returning to the University Malaysia Kelantan City Campus.
2. To investigate the relationship between cooperation and motivation after returning to the University Malaysia Kelantan City Campus.
3. To investigate the relationship between recognition and motivation after returning to the University Malaysia Kelantan City Campus.

SIGNIFICANCE OF THE STUDY

The study is intended to help other researchers learn more about the causes of the problem of influence and mental health for student motivation. When we return to campus from this survey, we will know what action is needed to solve the problem and what development is needed to ensure success for each student. Furthermore, this survey will assist not only the university but also the government in taking action to stabilize and improve learning quality. Finally, this research will develop various methods to ensure that students always receive high-quality learning content while remaining free of external pressure. This will result in effective, relaxed, beneficial, and successful learning for the next generation.

LITERATURE REVIEW

CHALLENGE

First, there are many factors that affect student motivation after returning to campus, including the challenge factor (Fitriana Harintama's (2020)). The challenge factor is one of the factors that affect student motivation after returning to campus (Fitriana Harintama's (2020)). It is also considered as a factor component internal factors that affect a student's ability to study on campus. This is also reinforced by the choice model that will be influenced by the individual that is the student and the socioeconomic environment as stated in the same publication.

Motivational challenges are included in the model as a study contained in it. The challenge factor is based on the individual's experience with certain situations, which can lead to different types of learning, and the social learning environment is based on the student's attitude during the lesson. In general, motivational challenge factors such as emotions, mood, and attitude towards learning have a great impact on students' ability after returning to campus. A condition in which one's ability is tested by being presented with something that, to complete correctly, requires great mental and physical effort on their part. Students who are challenging to work with engage in behaviors such as talking too much, not being able to sit still, being apathetic or distracted, disruptive or disrespectful.

COOPERATION

According David Hortigüela Alcalá1, Alejandra Hernando Garijo, ngel Pérez-Pueyo, and Javier Fernández-Ro (2019) define cooperative learning as "a major step beyond just learning side by side other to learn with, by, and for each other." This might imply that collective learning is preferable to individual learning. We may deduce from this that to cooperate, students actively establish small, varied groups based on criteria such as gender, color, ability, and socioeconomic level. Many academics agree on five fundamental components of cooperative learning. The first is the connection for the better, interdependence. It refers to how members of an organization rely on one another to achieve its goal. This is illustrated by the fact that this pattern may teach someone to accept and get along with others. Then there's the ensuing promotional engagement. It symbolizes the third individual responsibility job, face-to-face contact with current group members. It suggests that each group member is in charge of a specific work. Everyone is responsible for taking responsibility for this. The fourth is interpersonal and small-group skills. They include recognizing other people's efforts, offering and accepting feedback, and actively listening. It is fantastic that some individuals appreciate providing constructive criticism and comments since it makes it easier to discover and solve issues. And group processing is the fifth and final stage in groups.

The term "cooperative learning" refers to a kind of education in which students are divided into smaller groups and tasked with completing a single project collaboratively. Students can work together on various assignments, from straightforward mathematical exercises to substantial projects such as devising environmental solutions at the national level; hence, the parameters are typically left up to interpretation. There will be moments when the entire class will be held accountable for the work, and there will also be occasions when each student will be held individually responsible for their contribution.

RECOGNITION

According to Agota Kun and Peter Gadanecz (2019), learning is intrinsically motivated since incentives are crucial, but many students also put great value on the credentials they will obtain after graduation. Further analysis revealed that teachers emphasized the importance of feedback from students, parents, coworkers, and leaders, emphasizing the need to get good feedback from individuals close to them or superiors to enhance their confidence and enthusiasm for better things. The following subcategory focuses on moral praise and esteem for the educator's efforts. When discussing the preceding category, students, employees, parents, and leaders receive a broad degree of acknowledgment. This is because success via their efforts improves their worth. Moral appreciation and value recognition have an unmistakable influence on commitment and performance.

STUDENT MOTIVATION AFTER RETURNING TO CAMPUS

Students may be encouraged to study through motivation, a key psychological concept in education (Faridah et al., 2020). It is essential to have some cognitive motivation (the desire to take conscious action) when engaging in online learning. When a student completes a task, it is not out of fear, to stand out, or for a reward; rather, it is to learn and grow, broaden one's perspectives, and advance in one's personal development (Samsudeen and Mohamed, 2019). In an online learning environment, the ability to maintain student motivation relies on the student. It may be difficult for students who lack study motivation to focus on what is being taught (Jammu, Kim, and Lee, 2008). Studies in both the medical and non-medical fields have shown that students are typically happy with the suggested e-learning approaches. Students express much higher levels of satisfaction with e-learning compared to more conventional educational modalities; this is also true of their assessments of the relative ease of access, navigation, engagement, and interface usage (De Leeuw et al., 2019).

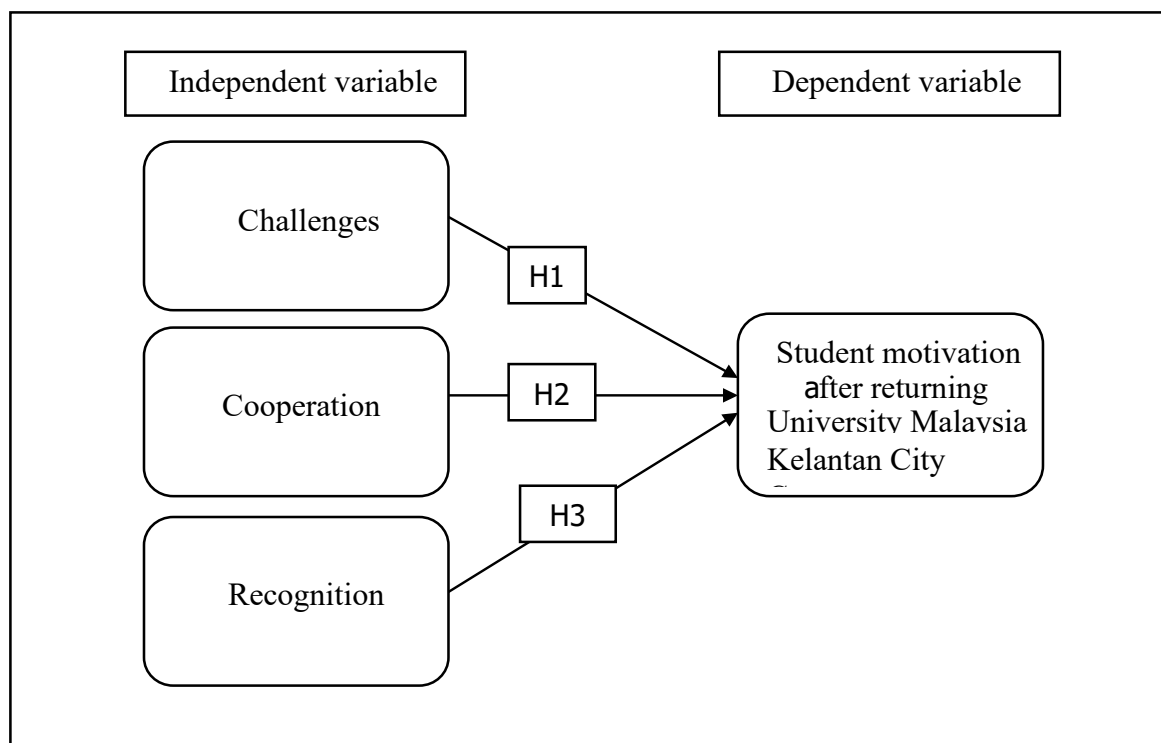
RESEARCH HYPOTHESIS

The research hypothesis is based on study factors such as challenge, cooperation, and recognition in education among university students. Based on the study hypothesis, the following were developed and were to be tested:

- H1:** There is a relationship between challenges and motivation after returning to the University Malaysia Kelantan City Campus.
- H2:** There is a relationship between cooperation and motivation after returning to the University Malaysia Kelantan City Campus.
- H3:** There is a relationship between recognition and motivation after returning to the University Malaysia Kelantan City Campus.

RESEARCH FRAMEWORK

Based on the previous literature review, the researchers have proposed a framework to study the students' motivation after returning to the University Malaysia Kelantan City Campus. Hence, as seen below, the structure.



METHODOLOGY

This chapter discusses analytical approaches. The method of analysis employed to finish the case study is described in this chapter. The study methodology, target population, sample size, sampling procedure, data collection, research instrument, data analysis, and chapter description for this report have all been completed. Because research is a form of intellectual activity, it must be used in a business setting (Kothari,2004). Finally, the methodology of this investigation has been described. This part illustrates the whole process of carrying out this study session. When doing industrial research, analysis is a form of analytical practice that must be employed (Kothari,2004). The study procedure, data gathering method, sample strategy, and work produced are all part of the analysis approach.

RESEARCH DESIGN

Quantitative methods are theoretically validated, numerically measured, and statistically analyzed, focusing on objectivity and reproducibility. Smith and colleagues (1979). To draw conclusions or test hypotheses, quantitative analysis design relies on numerical evidence. Inequality for both will influence the decision of characters who wish to be completed. Tests, questionnaires, probability sampling, and document reviews are quantitative data sources. A quantitative research approach was applied in this investigation. To test the relationship between collected data, quantitative observation based on statistical data is used. Quantitative research designs are used when statistical conclusions for a set of actionable insights are significant. The main distinction between the four types is the amount of design control the researcher has over the variable in the experiment (Fatima, 2019). This study will employ quantitative methods. This is because the quantitative research strategy assumes continuous and distinct numerical data.

Quantitative is also referred to as numerical form. The primary purpose of this study is to investigate the relationship between students' issues, collaboration, recognition, and motivation upon their return to the University Malaysia Kelantan City Campus. Second, more significant sample size analyses are feasible. Because the research included students from the Faculty of Hospitality, Tourism, and Wellness, the findings apply to the broader public. Third, each responder may be given a regular and formal questionnaire.

DATA COLLECTION

This strategy may be used with either primary or secondary data. Preliminary data, also known as raw data, is information that is gathered straight from the source, whereas secondary data is information that has previously been collected, organized, and analyzed by another researcher, according to Jovancic and Nemanja (2019). Gathering information for the study from dependable sources, such as students, the organization, the public, or other research groups, is a component of primary data analysis studies. Secondary data research is the process of gathering information from published sources that is pertinent to the present research topic. The important information learned from the survey. 335 students from the Department of Hospitality, tourism, and Wellness at the University of Malaysia Kelantan responded to the survey. The information from their replies was collected by the researchers over the course of about two weeks. In Section A, the respondent is required to provide demographic data, including their gender, age, ethnicity, year of study, and program. The independent variable problems are in Parts B, C, and D, while the dependent variable problems are in Part E. While Sections B, C, D, and E utilize the Likert Scale, Section A's questionnaire architecture employs a nominal and interval scale.

SAMPLING

The researchers employed non-probability sampling and the researcher uses convenience sampling approaches for the investigation. Questionnaire forms will be distributed to respondents from the hospitality, tourism, and wellness department at the University of Malaysia Kelantan to ask the respondents about their motivation after returning to university.

DATA ANALYSIS

Data analysis is the methodical process of collecting, gathering, and analyzing data to explain and prove anything. Additionally, data analysis seeks to extract pertinent information from data so that conclusions may be drawn based on that knowledge. Research methods use both primary and secondary data. The Statistical Package for the Social Sciences (SPSS) was used to analyze information that was obtained from the original researcher as preliminary data for this investigation. A collection of interconnected software tools is called SPSS. Quantitative research, according to Ahmad et al. (2019), is a study that uses theoretical physics approaches to produce numerical data and facts via the gathering of questionnaire data.

FINDINGS

Result of Frequency Analysis

Table 1 shows the result of frequency analysis of respondents.

Table 6: Frequency Analysis

Characteristics	Frequency	Percentage (%)
Age		
19-21 years	64	19.6
22-24 years	236	72.2
25-26 years	26	8.0
Gender		
Male	118	36.1
Female	209	63.9
Education Level		
Degree	327	100
Ethnicity		
Malay	242	74
Chinese	36	11
Indian	25	7.6
Others	24	7.3
Year of study		
Year 1	28	8.6
Year 2	67	20.5
Year 3	200	61.2
Year 4	32	9.8
Program		
SAP	84	25.7
SAH	104	31.8
SAS	139	42.5

Table 1 displays the findings of the respondents' frequency analysis. The study focuses on FHPK students at Universiti Malaysia Kelantan's City Campus. Most respondents, 236 in total (72.2%), were between the ages of 22 and 24, while 64 respondents (19.6%) were between the ages of 19 and 21. Next, there are 209 respondents who are female (63.9% of the total), compared to 118 respondents who are male (36.1%). 327 individuals, or 100%, of the sample, hold a degree in education. Additionally, the bulk of respondents—242 respondents, or 74% of the total—are Malay, followed by Indians with 25 respondents (7.6%), Chinese with 36 respondents (11%), and others with 24 respondents (7.3%). Additionally, year 3 had the highest percentage of responses (200 respondents, or 61.2%), followed by year 2 (67 respondents, or 20.5%), year 4 (32 respondents, or 9.8%), and year 1 (28 respondents, or 8.6%). Finally, program SAH receives the most responses, accounting for 104 respondents (31.8%), followed by program SAS with 139 respondents (42.5%) and program SAP with 84 respondents (25.7%).

Result of Descriptive Analysis

Table 2 shows the result of descriptive analysis of variable.

Table 7: Descriptive Analysis

Variable		Means	Standard
Items		score	deviation
challenges	I often wish I was doing something else in class	3.28	1.392
	During class, I often miss important things because I'm thinking about other things	2.60	1.254
	It is important for me to learn what is taught in class.	3.91	1.281
	When the work is difficult, I either give up or learn only the easy part	2.59	1.217
	I always try to understand what the lecturer is saying, even if it doesn't make sense.	3.15	1.284
	I want to succeed in my studies because it is important to show my ability to my family, friends, employer or other people.	4.41	0.948
	I often feel so lazy or bored in class that I have trouble completing my assignment.	2.63	1.318
	I use my class time well	4.10	0.850
	I ask the lecturer for help when I need it.	4.13	0.978
	I often attend class.	4.37	0.978
Cooperation	I like working together in a group to complete a task	4.03	1.019
	I like to ask other friends for opinions	4.13	0.949
	I can easily focus on studying in groups	3.79	1.119
	I like to ask friends about lessons that are not understood	4.17	0.912
	I can discuss it with friends about the lesson	4.13	0.939
	I like to share ideas with friends	4.07	0.927
	I like to be the leader working in groups.	3.44	1.249
	I communicate easily when working in groups.	3.94	0.938
	I like to chat rather than discuss work	3.25	1.296
	I like to keep quiet when studying in groups.	2.51	1.294
Recognition	Students will get a certificate when they attend a program.	4.23	0.965
	Students will get a certificate when they volunteer in a program	4.13	0.992
	I like being appointed as a student leader	3.31	1.261
	I study solely to get the dean's certificate	3.46	1.335
	Students will get marks for full attendance	4.04	1.069
	I like to be a role model by dressing well in class.	3.69	1.092
	Students will be fined if they break the rules	4.21	0.905
	Students will get a leave letter when sick.	4.22	0.962
	I am more enthusiastic when the lecturer praises my work	4.34	0.898
	The university will reward students when they get excellent results.	4.39	0.930
Student motivation	I concentrate on my assignment	4.04	1.021
	I feel proud of my university	4.12	0.951
	I am a responsible student	3.77	1.117
	I am responsible for achieving my goals	4.16	0.911
	I am good at staying focused on my goals	4.14	0.940
	I respect other points of view, even if I do not agree	4.08	0.931
	I work well in groups or teams	3.43	1.248
	It is easy for me to convey my thoughts and ideas	3.95	0.939
	I finish whenever I start something	3.26	1.297
	I always can come up with new ideas	2.50	1.292

The outcome of the descriptive analysis of the variable is shown in Table 2. The item of student motivation (I am accountable for attaining my objectives) had the highest mean score for the dependent variable, student motivation ($M=4.16$, $SD=0.911$). The student motivation question, which asks, "I always have new ideas," gets the lowest mean score ($M=2.50.66$, $SD=1.292$). The challenge factors item, "I want to succeed in my studies because it's important to prove my ability to my family, friends, employer, or other people," has the highest mean score ($M=4.41$, $SD=0.948$), whereas the challenge factors item, "When the work is difficult, I either give up or learn only the easy part," has the lowest mean score ($M=2.59$, $SD=1.217$). Aside from that, the cooperation factors item (I like to ask friends about lessons that are not understood.) has the highest mean score ($M=4.17$, $SD=0.912$) and the cooperation factors item (I like to keep quiet when studying in groups.) has the lowest mean score ($M=2.51$, $SD=1.294$) for the second independent variable. The item of recognition factors (The university will reward students when they get excellent results) has the highest mean score ($M=4.39$, $SD=0.930$) and the item of recognition factors (I like being appointed as a student leader) has the lowest mean score ($M=3.31$, $SD=1.261$) for the third independent variable, recognition factors.

Result of Reliability Analysis

Table 3 shows the result of reliability analysis based on dependent variable and independent variable.

Table 8: Reliability Analysis

Variable	Number of Items	Cronbach's Alpha
challenges	10	0.703
Cooperation	10	0.837
Recognition	10	0.871
Student motivation	10	0.836

Table 3 shows the result of the reliability analysis based on the dependent variable and each independent variable. The dependent variable which is student motivation with 10 questions has Cronbach's Alpha value of 0.836 which is good and acceptable. For the first independent variable, challenges factors with 10 questions shows Cronbach's Alpha value of 0.703 which is good, reliable and acceptable. The second independent variable, cooperation factors which contains 10 questions shows the Cronbach's Alpha value of 0.837 which is reliable and very good. The third independent variable, recognition factors with 10 questions in the questionnaire provided has Cronbach's Alpha value of 0.871 which has very good internal consistency.

Result of Pearson Correlation Analysis

Table 4 shows the result of Pearson correlation analysis based on the hypothesis.

Table 9: Pearson Correlation Analysis

Hypothesis	P-Value	Result (Supported/ Not Supported)

H₁ . There is a significant relationship between the challenges and student motivation after returning to the University Malaysia Kelantan City Campus..	0.424	H1 is supported
H₂ . There is a significant relationship between cooperation and student motivation after returning to the University Malaysia Kelantan City Campus.	0.999	H2 is supported
H₃ - There is a significant relationship between recognition and student motivation after returning to the University Malaysia Kelantan City Campus.	0.760	H3 is supported
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Table 4 shows the result of Pearson correlation analysis based on the hypothesis. According to the results, the significant p-value of H₁ is 0.001 which is below 0.05 and the p-value is under 0.05. Thus, the study can reject the null hypothesis. Pearson Correlation value of 0.424 stipulates the strength of the relationship between challenges factors and student motivation is moderate and the result is supported. Next, the significant p-value of H₂ is 0.001 which is below 0.05 and the p-value is under 0.05. Thus, the study can reject the null hypothesis. Pearson correlation value of 0.999 stipulates the strength of the relationship between cooperation factors and student motivation is strong and the result is supported. Lastly, the significant p-value of H₃ is 0.001 which is below 0.05 and the p-value is under 0.05. Thus, the study can reject the null hypothesis. Pearson Correlation value of 0.760 stipulates the strength of relationship between recognition factors and student motivation is moderate and the results also is supported.

DISCUSSION AND RECOMMENDATION

The discussion aims to solve the question and address the hypothesis as stated in the first chapter of this study. In general, this study has extensively studied the motivational factors of students after returning to campus among students at Universiti Malaysia Kelantan City Campus. Based on the findings of the study, each individual has different attitudes and thoughts about student motivation. The results of the motivational challenge factor showed a weak correlation using Pearson's correlation. It shows students who lack knowledge about challenges will affect their studies. Students stated that they prefer to feel relaxed when studying and when they are stressed especially if they have a lot of assignments to complete. This is because they can calm themselves down.

Students also usually learn without taking knowledge of the motivation. This unhealthy attitude will affect student performance. One of the best options to overcome student motivation is to create an interesting atmosphere when studying in class. This is because students will know what they will learn and be enthusiastic when learning. In addition, different family backgrounds and lack of guidance when studying cause the challenge factor of student motivation to weaken. Students have different perceptions about student motivation choices. From this study, some students from high-income families tend to have learning motivation and most students from low-income families tend to have less learning motivation. Future research still needs to improve on this study. As a result, to improve the quality of the output from future investigations, several suggestions have been created. The first suggestion is that utilizing quantitative approaches would improve and increase the effectiveness of this investigation. This is because it may assist researchers in doing future studies with outcomes that are more precise and higher in caliber.

The next step is for academics to disseminate survey questions in a more official manner if they are provided online. In addition, a letter of approval from the institution or superiors is required to conduct the research, along with questionnaires. This is done to ensure that the respondents have faith in the survey and don't hesitate to reply to the questionnaires that were issued since the survey was included with the letter of confirmation.

In addition, researchers may narrow the reach of the target respondents or more focused respondents for the next studies. This is done because the researchers feel it is acceptable given the study's title and to prevent imbalances among the respondents when the survey's findings are released. Returning to the initial suggestion, defining the characteristics of the respondents may help researchers get reliable findings. These suggestions are created for use in future research and may assist researchers in further enhancing the study that will be conducted.

CONCLUSION

In conclusion, this study was conducted to find out student motivation after returning among students at Universiti Malaysia Kelantan City Campus. Three independent variables namely challenge factor, cooperation factor and appreciation factor were selected to study their relationship with the dependent variable which is student motivation after returning to campus. A total of 327 respondents aged 19 years and above were selected from 1st to 4th year FHPK students at Universiti Malaysia Kelantan to study their knowledge of student motivation after returning to campus. Overall, based on Pearson's correlation analysis, the cooperation factor has the strongest correlation compared to the challenge factor and the recognition factor followed by the challenge factor and the recognition factor, represented by the correlation ($0.999 > 0.760 > 0.424$).

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