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Motivation and Satisfaction Level of Graduate Student: The Blended Learning with Peer Tutor (BL-PT) Model in New Normal Era

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Abstract. This study aims to examine the effectiveness of Blended Learning with Peer Tutor (BL-PT) for graduate students in the new normal era, especially on the aspect of motivation and service satisfaction. In addition, this study also examined whether the level of satisfaction had an effect on student motivation in learning in the new normal period. It is a quasi-experimental with one-group posttest design. The random sampling technique to get 43 Graduate Students from Graduate School Program, Yogyakarta State University as participants in this study. The technique of data analyses was used comparative-descriptive and paired sample t-test using SPSS 24. The results of this study: (1) The BL-PT model has a positive impact on students motivation and service satisfaction of Higher Education; (2) there is not a significant difference in students motivation of male and female graduate students; (3) there is no significant difference of students service satisfaction level after learning with BL-PT. For the conclusion, as the newest learning model in graduate school at New Normal Era, the BL-PT model can be an alternative for policymakers, Higher education Institution, and lecture to solve the learning model that fit and comfortable with graduate students in the New Normal Era.

Keywords: blended learning, peer tutor, motivation, satisfaction.

INTRODUCTION

New policy in education is needed and must be considering after the Covid-19 pandemic or new normal era. (Tria, 2020). Due to this condition, the education process is carried out through e-learning (Azlan *et al.*, 2020). Especially, in Higher Education, the New Normal Era has made e-learning in Universities ready to become much more prominent than other learning models in educational institutions (Pham & Ho, 2020). Changes in this learning model have affected the condition of students and service satisfaction in high schools.

Several studies show that online learning has not positive impact on learning.

Furqan, Nidaa Fatima, & Abbas Awan (2020) shows that the student lacked their motivation to study content outside and causes learning outcomes to be not optimal. Some students may not complete their schoolwork during a pandemic due to a lack of motivation (Xie et al., 2020). Chung, Subramaniam, & Dass, (2020) found that there are 68% participants from University lack of motivation because there was no face-to-face contact. Meanwhile, another study found that there were 61.2% of the participants, students from university were also less motivated when study with distance learning in pandemic era (Aksu, 2020).

In the area of satisfaction level, Wang,

Wu, & Hsu (2017) found that there was a very significant decrease in the level of satisfaction to 61.7 out of 100 scores during COVID. Díaz-Guio *et al* (2020) also found that the students' satisfaction level tended to decrease with distance learning and online learning methods. Based on these findings, an appropriate learning model is needed to overcome motivation and service satisfaction problems, especially at the graduate level.

One learning model that can be used during this pandemic is blended learning. Blended learning is the best alternative when choosing an E-learning system during the pandemic COVID-19 for educational institutions. (Algahtani & Rajkhan, 2020). The use of Blended Learning in education has a positive impact, such as helping students to be deeply involved in all activities and increasing attitudes towards learning, as well as being empowered to become leaders, coaches, and mentors for fellow students (Tupas & Linas-Laguda, 2020). In addition, blended learning makes it possible to translate the learning process into an information space; create conditions for the development of readiness and abilities of students; contribute to the formation of competencies and actualization of students (Salakhova et al., 2020).

Not only is blended learning needed in learning in the pandemic era, peer tutors are also needed, especially at the postgraduate level. In Pandemic era, peer teaching has played its part in fostering a sense of community in times of extreme isolation (Roberts et al., 2020). Peer teaching help students who experience challenges in self-regulation (Räisänen et al., 2020). There is a positive and significant relationship between peer learning ability and their academic achievement (Lim, Jalil, Marof, et al., 2020). Peer learning with online situation has a positive influence in learning where students are able to appreciate the learning opportunities offered by assignments and activities that can be seen by everyone during the course (Sihvonen, 2020).

The novelty in this research is to integrate Blended Learning with the Peer Tutor Model which is comfortable and in accordance with the characteristics of postgraduate students, especially in the new normal era. So far, the learning model applied at the postgraduate level is still lecture-based learning or just lecturing. In addition, blended learning and peer tutor was never integrated to learning process. Especially in this new normal situation, where the use of technology becomes more important but still adjusts to the characteristics of postgraduate students. Therefore, this study aims to measure the motivation and level of satisfaction of postgraduate students after being taught by Blended Learning with tutors (BL-PT). This study also examined whether the level of satisfaction had an effect on student motivation in learning in the new normal period.

METHOD

The research desgin of this study was one-group post-test only design. This design has only one group and only one posttest, where the test is tested only once and occurs only after the treatment has been carried out (Heath, 2018). The objective was observing the graduate students' motivation and service satisfaction after learn with Blended Learning and Peer Tutor (BL-PT) model. This BL-PT model. however, is the new learning model and has not been applied at the class especially on Graduate School Program in The New Normal Era. The research design was comparative descriptive design. The aim of the research was to know the graduate students' motivation and service satisfaction after learn with BL-PT in The New Normal era.

There were 43 gradauate students from Graduate School program, Yogyakarta State University as partisipants in this study. Random sampling technique and descriptive comparative design was used. The research tools used are (1) BL-PT matrices that contain learning competencies based on topics, activities and assessments given to students during the study period. It has been validated by professional expert (2) Guide-lines for Teachers which consist of detailed lesson plans. This serves as a guide for teachers to convey to students learning BL-PT (3) Learning Materials in the form of other modules developed by researchers. Each module includes several lessons for students, who instruct students to use digital devices to freely search for information and experiment with virtual devices, (4) Test Motivation and Service Satisfaction test. Students are asked to complete total 40 item, 17 questions for motivation quisionniare and 23 items for serivce satisfaction. The students' motivation and feedback were evaluated after 13 week. The items are also validated by professional experts and empirical test. Table 1 shows the students' motivation level.

In this study, we used SPSS 24 to analyze data. The motivation of graduate students' was analyzed by descriptive statistics. Analyzes were performed using independent sample t-tests on the results of tests conducted by students to determine differences in gender. MANOVA test was used to determine differences in the results of motivation aspect. The first stage in measuring the impact of BLT-PT of the students was defining the aspect of motivation and selecting the aspect that should be targeted in this study. All components reviewed based on (a) are following clear definition/concept of students motivation, (b) whether the targeted of motivation are general, and (c) whether they represent motivation as a whole. Based on the results of the review, the components of motivation examined in this study are as in Table 2.

Range	Level
$x \le 1.00$	Very low
$1.00 < x \le 2.00$	Low
$2.00 \le x \le 3.00$	Average
$3.00 < x \le 4.00$	High
$4.00 < x \le 5.00$	Very high

Tabel 1. Level of Students Motivation

Tabel 2. Aspect of Graduate Students' Moptivation

Aspect	Item
Interest in Learning Models	1,2,3
Useful Value	4,5,6
Competence	7,8,9
Independence	10,11
Relatedness to Peer Tutor	12,13
Relatedness to Lecturers	14,15,16,17

Table 3. The Graduate Students' Motivation

Aspect	Result		Description	
	Mean	SD		
Interest in Learning Models	3,57	0,92	High	
Useful Value	3,79	0,70	High	
Competence	3,64	0,71	High	
Independence	3,60	0,73	High	
Relatedness to Peer Tutor	4,17	0,76	Very high	
Relatedness to Lecturers	3,88	0,73	High	
Overall	3,77	0,78	High	

Note: $x \le 1.00 =$ 'Very low'; $1.00 < x \le 2.00 =$ 'Low'; $2.00 < x \le 3.00 =$ 'Average'; $3.00 < x \le 4.00 =$ 'High'; $4.00 < x \le 5.00 =$ 'Very high'

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Aspect	Male		Description	Female		Description
	Mean	SD		Mean	SD	
Interest in Learning Models	3,61	0,97	High	3,57	0,91	High
Useful Value	3,94	0,72	High	3,77	0,69	High
Competence	3,67	0,84	High	3,63	0,69	High
Independence	3,75	0,75	High	3,57	0,73	High
Relatedness to Peer Tutor	3,91	0,90	High	4,21	0,74	Very high
Relatedness to Lecturers	4,00	0,72	High	3,86	0,72	High
Overall	3,82	0,81	High	3,76	0,78	High

Table 4. The Graduate Students' Motivation based Gender

Note: $x \le 1.00 =$ 'Very low'; $1.00 < x \le 2.00 =$ 'Low'; $2.00 < x \le 3.00 =$ 'Average'; $3.00 < x \le 4.00 =$ 'High'; $4.00 < x \le 5.00 =$ 'Very high'

Table 5. MANOVA test of Graduate Students' Motivation base Gender

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	Interesting	.008	1	.008	.021	.885
	Value	.154	1	.154	.519	.476
	Competence	.004	1	.004	.010	.919
	Independence	.163	1	.163	.399	.531
	Peer	.454	1	.454	1.709	.199
	Lecture	.094	1	.094	.296	.589

Table 6. The Service Satisfaction level of Graduate Students

Gender	Mean	SD	Description	Sig
Male	4.14	0.72	Very high	0.923
Female	4.15	0.63	Very High	

 Table 7. Linear Regression Test

Model	В	Std. Error	t	Sig	
(Constant)	4.887	0.557	8.779	0.00	
Satisfaction	269	0.134	-2.013	0.051	

RESULTS AND DISCUSSION

Educators, researchers, and other professionals want to know whether e-learning is able to give better impact than traditional learning on academic achievements. Examining the student's motivation and satisfaction level is the way to answer that question (Baber, 2020).

Result

The Participants were given 17 question based on aspect of motivation in the blended learning with peer tutor model. Table 3 shows the graduate students'motivations after they were studied using BL-PT. These result show that their motivation in new normal era overall good. The graduate students' motivation also analyse based on gender. The result of this analysis as shown as in Table 4. Independent sample t-test was used to know whether there were a significant difference in Graduate Students' motivation based on gender. The analysis of independent sample t test was shown in Table 5.

The Participants were given 23 question abour service satisfaction in the blended learning with peer tutor model. Table 6 shows the graduate students'satisfaction after they were studied using BL-PT. Independent sample t-test was used to know whether there were a significant difference in Graduate Students' satisfaction based on gender. Linear Regression Test was conducted to determine whether there is a relationship between motivation and satisfaction levels. The results of this test can be seen in the Table 7. According to the Sig (>.05), it can be concluded that there is no effect of the level of satisfaction on the motivation of graduate students after studying with the BL-PT model.

Discussion

The mean of satisfaction level after they learn with BL-PT was high (mean = 4.14 for male and 4.15 for female). According to the Sig (>.05), it can be concluded that there is no significant difference of the level of satisfaction on the male and female graduate students after studying with the BL-PT model. This is a new findings, because so far it has always been found that male students has the higher satisfaction than female when learning with a technology environment. As found by Venkatesh et al., (2020) where male students have higher satisfaction level than female students. Although the results was different, male students do tend to be more interested in learning with technology than female (Ateş Çobanoğlu, 2018).

In general, based on the quisioner in the aspect of satisfaction level, the level of graduate students is very high. Similar with (Alem, 2020), they found that all participating students showed satisfaction and they believed distance learning should be practiced with peer learning as part of their course. Another study found that mean percentage ratings of the peer learning in graduate students was 85 while the traditional method only was 66 (Emetarom & Mkpa, 2019), it's mean peer learning was more effective than traditional learning. The ability of students to learn with peers has been shown to significantly influence their self regulated learning strategy, while this strategy has a positive and statistically significant effect on online learning satisfaction (Lim, Jalil, Ma'rof, et al., 2020).

Blended learning has a positive influence on the level of student satisfaction. This finding is similar to Kang & Kim (2020) that blended learning provide better impact than traditional (face-to-face) learning on students' satisfaction level. The learning format includes a new pedagogical concept such as blended learning, and current technology allows for increased student satisfaction (Vavasseur *et al.*, 2020). Zeqiri, Kareva, & Alija (2020) found that blended learning had a positive impact on student satisfaction and performance in higher education.

The mean of graduate students' motivation after they learn with BL-PT was high (mean = 3.77; SD = 0.78). Among 17 question given, the lowest aspect of motivation is interest in learning model (mean = 3.57; SD = 0.92), but also at high level. Meanwhile, the highest aspect of motivation is relatedness of peer tutor (mean = 4.17; SD = 0.76). In general, based on the quisioner in the aspect of motivation, the level of graduate students is high.

According data analysis, the BL-PT has positive impact on studensts' motivation and satisfaction level. These findings are similar to Liu & Chen (2020) which revealed that peer learning produce higher score than lecture based learning in students' motivation and attitude. It because peer teaching in online environtmen is a flexible additional learning medium that can be adapted to any learning environment with internet access (Jeong et al., 2020). Ohadugha, Chukwuemeka, & Babatunde (2020) also revealed that peer tutor give positive impact and better than conventional method on students' motivation.

Blended learning also give positive impact on students' motivation. Similar with Wong, Hwang, Goh, & Mohd Arrif (2020) shows that the use of blended learning for learning can motivate students to learn. Even, In Higher Education, blended learning can cause significant improvements and better than traditional teaching in mood, motivation and satisfaction level (Lozano-Lozano et al., 2020). Zhang et al., (2020) found that in a blended learning environment, academic performance, motivation, attitudes and self-efficacy, and student learning behavior in universities were better than in non-blended learning environments.

There is no significance difference of student motivation based on gender and relationship between motivation and satisfaction level. Indeed, there are no differences among females and males in terms of motivation after they learn in a technology environment (Siddiqui et al., 2020). This result similar with Long & Van Hanh (2020), in higher education, the blended learning cultures did not differ between groups related to gender and blended learning experiences. The BL-PT model contributes to the world of education with a positive impact on the motivation and satisfaction levels of postgraduate students.

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Therefore, this model can be used in learning at the postgraduate level in the face of the postpandemic new normal era

CONCLUSIONS AND SUGGESTIONS

The result of data analysis showed that the BL-PT learning model was give impact on students' motivation and satisfaction level in graduate students. The best effect of BL-PT on aspect related lecture and useful value in motivation. In this study we found that there is no significant difference on the aspect both motivation and satisfaction level. In addition, gender has no impact on the students' motivation and satisfaction level. Overall, the BL-PT can be used for graduate student learning in the new normal era.

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