



## Student Learning Motivation by Using Online Learning in The Subject Basic Boga at SMKN 2 Baleendah

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### ABSTRACTS

Learning motivation within an individual enhances the enthusiasm for learning, supports the understanding of subject material, and fosters continuous learning development. Furthermore, learning motivation serves as a driving force that sustains an individual's interest in learning activities. This research aims to explore the intrinsic and extrinsic learning motivation of students in the Basic Boga subject. The research employed a descriptive analysis method with a quantitative approach. Data collection was conducted through the distribution of a Google Form questionnaire via WhatsApp to 36 respondents, namely, Grade X Tata Boga 2 students at State Vocational High School 2 Baleendah (SMKN 2 Baleendah). The findings indicate that both the intrinsic and extrinsic learning motivation of the students fall into the high category, demonstrating strong motivation in learning activities within the Basic Boga subject.

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## 1. INTRODUCTION

The COVID-19 pandemic, which emerged at the end of 2019, has had profound global impacts across multiple sectors, with education being one of the most severely affected. As a response, many governments, including Indonesia's Ministry of Education and Culture, mandated online learning to minimize virus transmission (Adedoyin & Soykan, 2020; Dhawan, 2020; Bao, 2020; Moorhouse, 2020). Online learning fundamentally transformed the traditional classroom, relying heavily on internet-based platforms to continue educational activities remotely. In vocational education, particularly in practical subjects like culinary arts study program, this shift posed unique challenges. The urgency of this study lies in addressing the decline in student learning motivation during online learning sessions, as reduced engagement, lack of interaction, and technological barriers have been consistently reported as critical issues (Tang et al., 2021; Mishra et al., 2020; Gonzalez et al., 2020; Pokhrel & Chhetri, 2021).

The transition to online learning has further exposed inequalities in education, especially in fields that heavily rely on practical and hands-on experiences (Baticulon et al., 2021; Radha et al., 2020; Mukhtar et al., 2020; Aristovnik et al., 2020). Students in vocational programs face significant difficulties in adapting to a system that limits experiential learning opportunities. As a result, the issue of motivation becomes even more critical, given that hands-on engagement is often a key driver of student enthusiasm and achievement in vocational fields. Therefore, research into how online learning impacts student motivation in practical subjects is essential to develop strategies that ensure learning continuity and quality.

Previous research has explored the impact of online learning on student motivation, highlighting both the opportunities and limitations of this modality. Studies have shown that while online learning offers flexibility, it often struggles to maintain students' intrinsic motivation compared to face-to-face settings (Xie et al., 2021; Pelikan et al., 2021; Aguilera-Hermida, 2020; Baticulon et al., 2021). Furthermore, research by Pelikan et al. (2021) emphasizes that many students report lower enthusiasm and higher procrastination during online learning. However, most existing studies focus on general education settings, with limited emphasis on vocational fields that require hands-on practice, such as culinary education. Moreover, prior studies often do not differentiate the comparative analysis of student motivation levels between online and offline learning in specific vocational subjects, suggesting a need to contextualize findings within the practical education domain.

Other studies such as those by Chung et al. (2020), Martin and Bolliger (2020), and Hassan et al. (2021) have also revealed that while some technological interventions can slightly enhance engagement, they do not fully replicate the motivational and experiential benefits of offline learning in vocational settings. These studies contribute by recognizing the importance of social presence, teacher-student interaction, and collaborative tasks, but they fall short in providing practical solutions for maintaining motivation specifically within vocational culinary programs during online delivery. This underscores the need for more targeted investigations tailored to vocational education contexts.

Despite the growing body of literature on online education, significant gaps remain regarding how vocational students, particularly those studying culinary arts, adapt their motivation and learning strategies in an online environment (Zhao et al., 2022; Kim et al., 2022; Shahzad et al., 2021; van de Vord & Pogue, 2021). Current findings are often fragmented and do not deeply examine the role of intrinsic and extrinsic motivational factors in practical subjects during online learning periods. Therefore, further research is needed to

investigate how online learning platforms influence student motivation in culinary education settings. This study aims to fill this gap by exploring the learning motivation of students in Basic Boga subjects at SMKN 2 Baleendah, particularly by comparing their experiences in online and offline learning modalities.

Furthermore, there is limited empirical data focusing on the motivational challenges unique to skill-based subjects when transitioning from hands-on classroom environments to virtual platforms (Jelińska & Paradowski, 2021; Mishra et al., 2021; Rasheed et al., 2020; Trust & Whalen, 2020). Research to date has not sufficiently addressed how factors such as reward systems, peer competition, intrinsic interest, and external pressures interact differently in practical vocational courses versus theoretical subjects. Thus, this study is expected to contribute by providing evidence-based insights that can inform the development of more effective, motivation-supportive online learning strategies tailored for vocational education, particularly in culinary fields.

## 2. METHODS

This research uses quantitative descriptive research, where descriptive research deals with one variable without connecting or comparing with other variables, and does not intend to test hypotheses but only describes what it is regarding student learning motivation using online learning in Basic Boga subjects at SMN 2 Baleendah.

This study aims to determine the intrinsic and extrinsic motivation of students in online learning of basic food subjects. The research method used is a survey and uses a questionnaire as a tool to collect data. Questionnaire research data is quantitative data, quantitative research methods are research data in the form of numbers and analysis using statistics.

The questionnaire or questionnaire used is a Likert scale. Likert scale is used to measure the attitudes, opinions and perceptions of a person or group about social phenomena. The scoring of each answer to the question item is carried out with an attitude scale model that is rated between 1-4, intended to obtain quantitative data, where the order of assessment is based on the Likert scale, namely as follows.

**Table 1.** Likert Model Rating Scale

No.	Statement	Positive Statement Score	Negative Statement Score
1	Strongly Agree	4	4
2	Agree	3	3
3	Disagree	2	2
4	Strongly Disagree	1	1

The consideration of using a Likert scale model questionnaire in this study using states that “(1) Likert scale has high reliability in ranking certain intensities (2) Likert scale is very flexible and flexible than other measurement techniques” The questionnaire used as a data collector was first researched and consulted with a supervisor and then tested on respondents. The formula used in calculating the percentage of the score results obtained is as follows.

$$P = \frac{n}{N} \times 100\%$$

Description:

P: Percentage score

n: Total score obtained

N: Total number of ideal scores

Furthermore, from the results of the percentage calculation, score interpretation is carried out based on the following assessment criteria table.

**Table 2.** Learning Motivation Level Assessment Criteria

Percentage	Description
>75%	High
50-75%	Middle
<50%	Low

### 3. RESULTS AND DISCUSSION

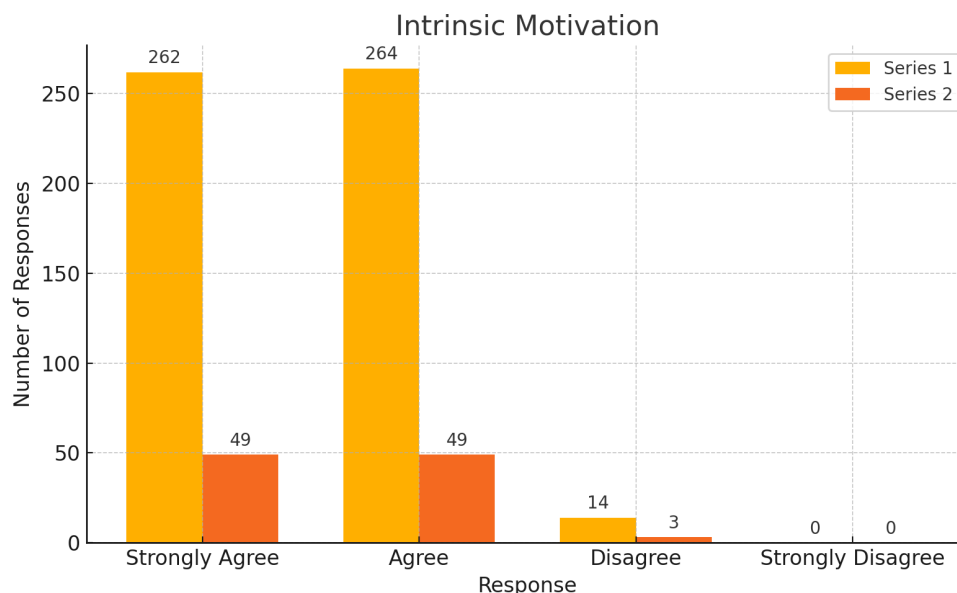
#### 3.1. Intrinsic Motivation

Intrinsic motivation is motivation that arises from within a person, with no external coercion. Based on the research findings on intrinsic motivation according to the indicators, it can be explained that on the indicator of enthusiasm in participating in online teaching and learning activities, the statement "I am happy to attend classes on learning material about fish cuts online" received the lowest percentage of 79%, while "I am always happy to attend practical classes in Basic Boga subjects on food ingredient cuts" achieved the highest percentage of 91%. This suggests that students are more enthusiastic about participating in offline practice lessons compared to online theory lessons. This is consistent with previous studies, which found that practical learning environments strongly stimulate intrinsic motivation compared to theoretical or remote settings (Pelikan et al., 2021; Baticulon et al., 2021; Aguilera-Hermida, 2020; Kim et al., 2022).

On the indicator of enjoying problem-solving activities, the statement "I am happy to answer questions related to basic spice materials during online learning" recorded 86%, while "I always feel proud to have completed assignments on leaf folds in Basic Boga subjects" reached 91%. These findings align with research by Xie et al. (2021) and Pelikan et al. (2021), who emphasized that hands-on and success-oriented tasks increase students' pride and satisfaction, thereby strengthening intrinsic motivation. Furthermore, on the perseverance indicator, "I seriously complete the meat cut material assignment" was at 84%, while painstakingly completing equipment material tasks and participating in practice activities such as leaf folds both received 88%.

In the resilience indicator, the lowest score of 82% was recorded for "I am confident in doing the task of cutting food ingredients online", while 91% was obtained for "I take vegetable cutting practice seriously". This pattern is supported by research stating that resilience and confidence tend to increase during physical, active participation compared to isolated online assignments (Mishra et al., 2020; Tang et al., 2021; Zhao et al., 2022). Regarding enthusiasm for achievement, the lowest percentage was 78% ("keen to learn meat cutting online") and the highest was 90% ("serious in making dish garnishes"), again indicating a higher drive for hands-on activities.

Thus, it can be concluded that students' intrinsic motivation is significantly higher when engaging in practical, in-person classes rather than online theory-based tasks. This finding supports existing research that practical engagement and tangible achievements are vital drivers of vocational students' intrinsic motivation (Adedoyin & Soykan, 2020; Martin & Bolliger, 2020).



**Figure 1.** Distribution of Respondents' Answers on Intrinsic Learning Motivation

Based on the picture above, it shows that 49% of respondents answered strongly agree, 49% of respondents answered agree, 3% of respondents answered disagree and 0% of respondents answered strongly disagree.

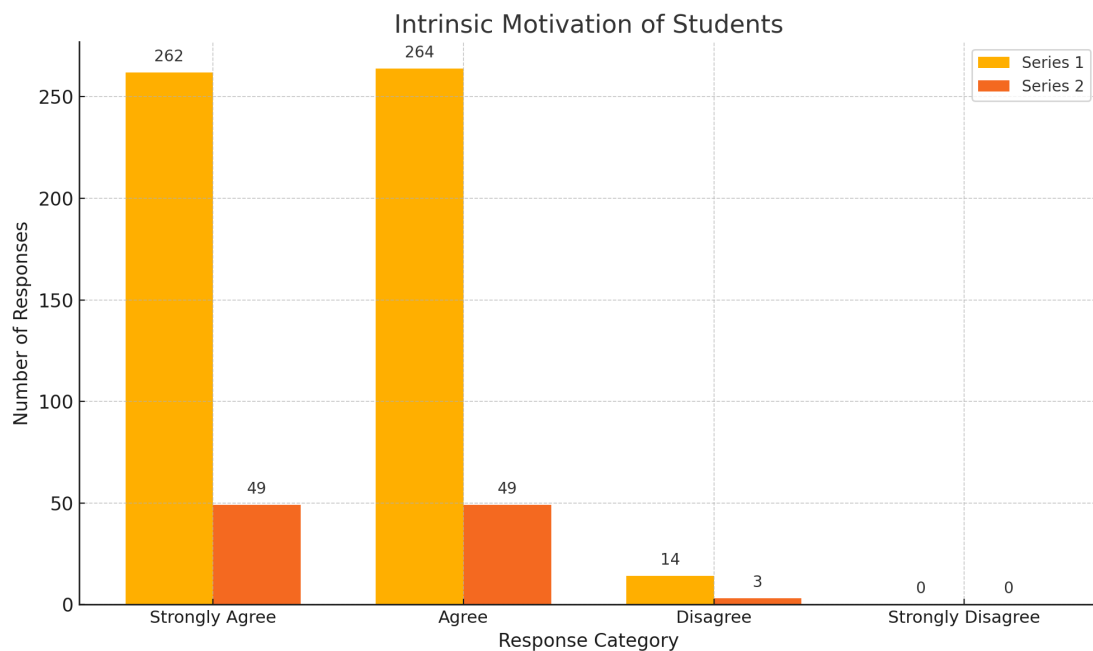
### 3.2. Extrinsic Motivation

Extrinsic motivation arises due to external encouragement. Based on the research findings on extrinsic motivation indicators, it was found that in the verbal appreciation indicator, the statement "I am happy to get praise from the teacher when successfully answering questions about fish pieces" recorded the lowest percentage (89%), while "I am happy when the teacher appreciates my leaf fold assignment" and "learning media in the form of fish cutting images makes it easier" reached the highest percentage (92%). This supports the view that extrinsic rewards such as praise and the use of visual media significantly enhance students' motivation (Zhao et al., 2022; Pokhrel & Chhetri, 2021; Rasheed et al., 2020; Jelińska & Paradowski, 2021).

On the indicator of active participation, students reported a lower percentage (78%) for "learning garnish materials online beforehand" compared to a higher 86% for "actively participating in fish-cutting quizzes". This finding is in line with research by Shahzad et al. (2021) and Hassan et al. (2021), indicating that active assessments such as quizzes enhance engagement better than passive preparation tasks in online settings.

Regarding feelings towards assignments, the statement "I really understand the leaf fold material task" scored 83%, whereas "learning basic seasoning adds to my insight into Indonesian spices" scored 90%. This suggests that learning broader culinary materials can generate greater student curiosity and insight, enhancing extrinsic motivation, as suggested by studies on exploratory learning during remote education (Adedoyin & Soykan, 2020; Trust & Whalen, 2020).

In terms of the attractiveness of activities, students preferred "practicing making roasted chicken seasoning salad" (87%) compared to "doing Indonesian seasoning assignments online" (83%). Finally, regarding the use of learning media, "pride in achieving the best grades" (85%) was slightly lower than "ease in doing assignments via Google Classroom" (87%), supporting findings that user-friendly platforms contribute positively to external motivation (Moorhouse, 2020; Pelikan et al., 2021). Overall, the data illustrates that students' extrinsic motivation is positively influenced by praise, media use, interactive activities, and accessible online platforms, although offline practices still yield higher engagement.



**Figure 2** Distribution of Respondents' Answers on Extrinsic Learning Motivation in Percentage Form

Based on the picture above, it shows that 47% of respondents answered strongly agree, 58% of respondents answered agree, 3% of respondents answered disagree and 0% of respondents answered strongly disagree.

#### 4. CONCLUSION

Based on the research conducted on student learning motivation using online learning in Basic Boga subjects at Vocational High School 2 Baleendah (SMKN 2 Baleendah), it can be concluded that: Student learning motivation at Vocational High School 2 Baleendah (SMKN 2 Baleendah), in terms of intrinsic motivation indicators, falls into the high category. One of the key factors contributing to this high level of intrinsic motivation is students' greater seriousness and enthusiasm during practical sessions. This is evidenced by the questionnaire statement indicating that students consistently expressed happiness when attending practical classes in Basic Boga subjects, particularly on vegetable cutting activities. Similarly, the students' extrinsic motivation also falls into the high category. This is supported by the data showing that students felt highly motivated when their efforts, such as completing the leaf fold assignments, were appreciated by teachers. The presence of appreciation during learning activities significantly contributes to increasing students' feelings of happiness and being valued, which in turn enhances their motivation. Therefore, it can be concluded that both intrinsic and extrinsic motivation elements received balanced and high scores, indicating that

both internal enthusiasm and external recognition play important roles in supporting student motivation in Basic Boga subjects during online learning.

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