

The Intrinsic Motivation Students on Case Project-Based Online Learning

Ernita Maulida¹, Shinta Doriza^{2*}, Asep Supena³, Nazhirul Hikam Al-Hudri⁴, Dewi Firliyanti⁵
{ernitamaulida@unj.ac.id¹, shintadoriza@unj.ac.id^{2*}, asupena@unj.ac.id³,
nazhirulhikama@gmail.com⁴, dewifirliyanti8235@gmail.com⁵}

Universitas Negeri Jakarta, Jl. Rawamangun Muka Jakarta Timur 13220^{1,2,3,4,5}

Abstract. This study tested the effectiveness of Case Project-Based Online Learning (CPjBOL) based on Intrinsic Motivation students on entrepreneur subjects. CPjBOL is a combination of Case-Based Learning and Project-Based learning conducted online. The learning resulted in the proposal Business Plan. The experiment was carried out by involving novice students in the Family Welfare Education Undergraduate Study Program. Penelitian ini menggunakan pre-test pada awal perkuliahan dan post-test akhir perkuliahan. The results show is a significant difference in learning outcomes scores between pre-test (n=19; Mean=53.368; SD=3.730) and post-test (n=19; Mean=70.105; SD=4.557). Based on previous studies PBL helps to develop students' abilities and skills, especially the student's intrinsic motivation for entrepreneurship.

Keywords: Intrinsic Motivation Students; Cases Based Online Learning; Project Based Online Learning; Entrepreneur education

1 Introduction

The Case Project Based Online Learning (CPjBOL) model is a combination of the Cases Based model and Project Based learning conducted online during the current Pandemic. Cases Based Learning (CBL) offers influence to teaching and learning activities that reflect students' professional work tasks later [1] so that they are accustomed to critical thinking analysis of case situations they encounter. Case studies help students to combine theory between business conditions and invent alternative solutions on management and/or organizational trouble [2]. Especially on entrepreneurial subjects entrepreneurship where Entrepreneurial education educates students to think creatively, innovation, and competitiveness when making business [3]. Project-Based Learning (PjBL) has pulled attention as one of the methods that teachers should perform in online learning [4]. Pedagogically, teachers conduct interpersonal communication while delivering content, providing feedback, and evaluating student learning. Greenier [5] found that PjBL encourages students' choice in designing or creating projects, especially in entrepreneurial subjects. The results of students' perceptions regarding this PjBL found that project execution improved students' learning, motivation, interests, and teamwork [6]. How students' motivation for entrepreneurship through CPjBOL learners can be seen through intrinsic motivation as one of the concepts of Self-determination theory (SDT) which has 3 psychological needs, namely autonomy, competence, and interconnectedness [7]. This

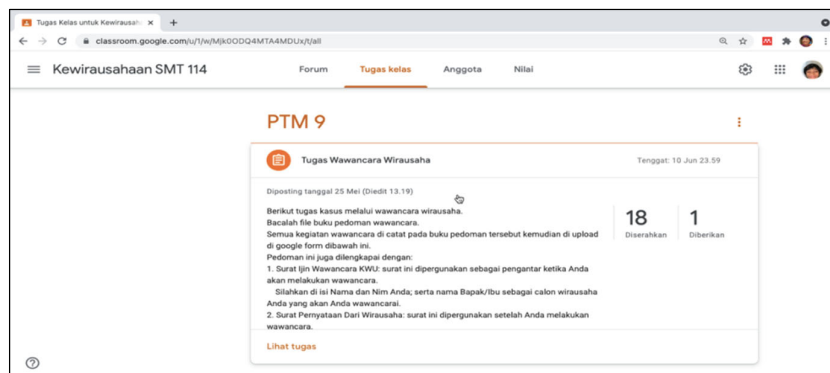
concept is also widely applied to see intrinsic motivation in the world of education [8]. Autonomy refers to organizing its activities. At this CPjBOL students began to be asked to determine for themselves the entrepreneur be interviewed to find out the case faced by an entrepreneur in running his entrepreneur. Competence refers to the perception of students who have effectively performed tasks and are confident. Linkage is the affective support that a person receives or gives to others during interactions, especially during interviews. The results of the acquisition of cases encountered by the student are expected to open the student's motivation for entrepreneurship. This study aims to see if there is an increase in student entrepreneurship motivation after participating in entrepreneurial learning through CPjBOL. Why is that? Because entrepreneurship education also helps form the right entrepreneurial behavior mindset in students [9].

2 Methodology

The research method uses quantitative research with an experimental approach. The experiment was carried out by involving novice 19 students in the Family Welfare Education Undergraduate Study Program. This study conducted a pretest and post-test, i.e., comparing the pre-test value before the procedure, and the post-test value after the treatment started in CPjBOL class. McAuley et al used 25 measured items derived from five dimensions of the Intrinsic Motivation Inventory (IMI): comprise interest-enjoyment, tension-pressure, perceived choice, perceived competence, and perceived value. Twenty-five measurement scales were generated in total, each using the same 4-point Likert scale: 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree.

3 Result and Discussion

On CPjBOL google classroom is used as learning media. Based on Doriza et al. [10] research shows that the sustainability of learning must be supported by learning media as a learning resource. Students get directions according to interview guidelines provided on google classroom (GC) as Learning Management System (LMS). That is students as a learning center with teachers as guides throughout the learning process [5]. Here is a look at the guidance that lecturers give students at LMS GC below.



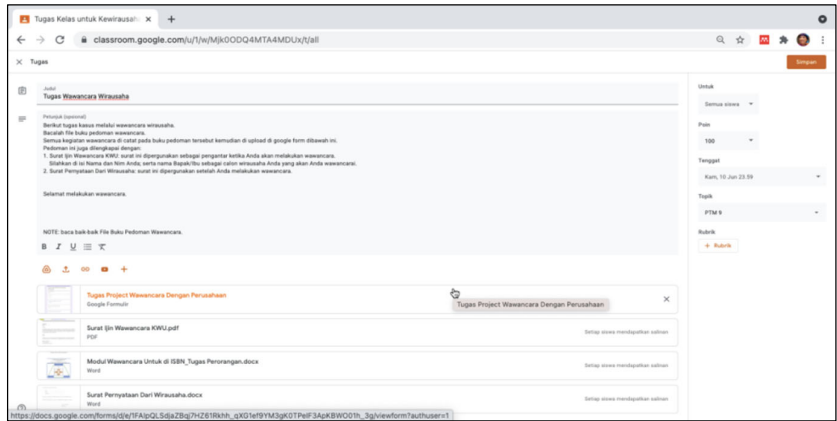


Fig. 1. The guidance that lecturers give students at LMS Google Classroom

Research data were collected before and after the learning process. To investigate Intrinsic Motivation students using CPjBOL, mean values, and standard deviation in Table 1.

Table 1. Descriptive Data Intrinsic Motivation (Pre Test and Post Test)

	Mean	Stdev	N
IM Pre-Test	52.368	3.730	19
IM Post-Test	70.105	4.557	19

The One-Sample t-Test is shown in Table 2, that significance (2-tailed) was $.000 < .05$ that there was a significant difference between the average Intrinsic Motivation student on Pre-Test and Post-Test. These results indicate that there is an effect of the CPjBOL on the entrepreneur subject. The value of Mean Difference was 17.737, t-value was 16.206. there is an average increase in the intrinsic motivation of students after learning using the CPjBOL model.

Table 2. One-Sample t-Test

	t	df	Sig. (2-tailed)	Mean Difference
Intrinsic Motivation Difference	16.206	18	0.000	17.737

In figure 1, It is seen that the activity of conducting interviews with entrepreneurs is done so that students can know directly the case about an entrepreneur and how they run an entrepreneur. Furthermore, students also carry out the process of preparing a business plan. The preparation of the business plan preparation project is carried out according to the instructions contained in Google Classroom, conveying feedback on what students have done through communication by facilitating Zoom Meetings. CPjBOL encourages students to design Business Plan proposal projects by what they learn to increase Intrinsic Motivation [11]. The preparation of a business plan is the first step of someone motivated to start an entrepreneur through careful planning. It is by Hessels et al [12] that entrepreneurial motivation is the reason for individuals to start a business. In certain countries, the entrepreneurial motivation a person has refers to their belief in how exciting the idea of choosing an entrepreneurial career [13].

4 Conclusion

The use of CPjBOL is quite useful as learning in entrepreneurial subjects. Our study shows that the use of CPjBOL is promising and effective learning in supporting learning among students to increase the intrinsic motivation of students. The use of CPjBOL is also expected to improve learning outcomes, especially in the skills of making a business plan so it is necessary to assess learning outcomes before and after using CPjBOL.

Acknowledgments

We would like to thank The Institute of Research and Community Society (LPPM) Universitas Negeri Jakarta as a funder for this research. We would like to thank reviewers who have provided input on this paper.

References

- [1] J. Volmink, "Reconceptualising health professions education in South Africa," *South African Journal of Science*, vol. 114, no. 7–8. Academy of Science of South Africa, 30-Jul-2018.
- [2] M. Lall and K. Datta, "A pilot study on case-based learning (CBL) in medical microbiology; students perspective," *Medical Journal Armed Forces India*, vol. 77, pp. S215–S219, Feb. 2021.
- [3] S. Doriza and E. Maulida, "Identification of student attitudes toward entrepreneurship," *Advances in Business, Management and Entrepreneurship*, pp. 917–920, Jan. 2020.
- [4] Ü. Çakiroğlu and T. Erdemir, "Online project-based learning via cloud computing: exploring roles of instructor and students," *Interactive Learning Environments*, vol. 27, no. 4, pp. 547–566, May 2019.
- [5] V. T. Greenier, "The 10Cs of project-based learning TESOL curriculum," *Innovation in Language Learning and Teaching*, vol. 14, no. 1, pp. 27–36, Jan. 2020.
- [6] C. Liao, C. Chen, and S. Shih, "Computers & Education The interactivity of video and collaboration for learning achievement, intrinsic motivation, cognitive load, and behavior patterns in a digital game-based learning environment," *Computers & Education*, vol. 133, no. January, pp. 43–55, 2019.
- [7] R. M. Ryan and E. L. Deci, "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being," *American Psychologist*, vol. 55, no. 1, pp. 68–78, 2000.
- [8] C. P. Niemiec and R. M. Ryan, "Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice," <https://doi.org/10.1177/1477878509104318>, vol. 7, no. 2, pp. 133–144, Jun. 2009.
- [9] E. Maulida, E. Nurbaity, and V. U. G. P, "Entrepreneurship Education and Entrepreneurial Intention among Disability Students in Higher Education," *KnE Social Sciences*, vol. 2020, pp. 281–289–281–289, Nov. 2020.
- [10] S. Doriza, M. Irzal, A. Muhidin, and D. K. Sari, "Implication of the use of Android-based App Pie application on children counseling subject," in *Journal of Physics: Conference Series*, 2019, vol. 1402, no. 6, p. 066091.
- [11] J. Yin, T.-T. Goh, B. Yang, and Y. Xiaobin, "Conversation Technology With Micro-Learning: The Impact of Chatbot-Based Learning on Students' Learning Motivation

and Performance:" <https://doi.org/10.1177/0735633120952067>, vol. 59, no. 1, pp. 154–177, Aug. 2020.

- [12] J. Hessels, M. Van Gelderen, and R. Thurik, "Drivers of entrepreneurial aspirations at the country level: The role of start-up motivations and social security," *International Entrepreneurship and Management Journal*, vol. 4, no. 4, pp. 401–417, Dec. 2008.
- [13] Y. Ramawati, Sudiro, F. Rohman, and Mugiono, "The Effect of Perceived Desirability on the New Venture Creation Intention Through Entrepreneurial Motivation as Intervening Variables with Financial Capital as Moderation (Study in North Kalimantan-Border Malaysia)," pp. 311–326, Apr. 2020.