

Teacher motivation

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Indonesian Teachers' Motivation to Teach in A Contested Environment During The Crisis of Covid-19

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Abstract. This study pinpoints Indonesian teachers' motivation to teach in a contested environment during the crisis of COVID-19. The data combines the closed and open survey to gain rich and complete data from the participants. For safety precautions, data collection was conducted online by inviting 100 school teachers to fill out a survey responded by 96 teachers. The participants teach in primary school (18.75%), secondary school (21.88%), senior high school (46.87%), and other contexts (12.5%) in Semarang and other regencies in Central Java. The top four of the online learning platforms used by teachers are WhatsApp (29.17%), Google Classroom (22.92%), YouTube video (16.67%), and Google Form (6.25%). The narrative data from the open survey indicates that the teachers displayed two kinds of motivation that drive them to keep doing their work. The spiritual motivations are the drive to do the job because of their religious belief, passion, and sense of obligation to their students, and the concern towards the students' learning during the pandemic. The extrinsic motivation includes following the regulation from the government, school administrator, and the curriculum demand to complete the lesson within a specific period. The learning was conducted online, and the teachers indicated that they were independent in their endeavours to provide the internet for teaching.

Keywords – teacher motivation, contested environment, COVID-19, online teaching

1 Introduction

The COVID-19 pandemic demanded that humans change almost all their activities to a digital platform, from providing services to doing their work to getting an education. The changes in the platform in education affected all parties involved. Teachers have their struggles (Wong & Moorhouse, 2020) to cope with the changes from real-time offline teaching (Mueller, 2018) to distance and online teaching (He, Xu, & Kruck, 2014). The familiarity of offline learning has been going on for a long time, and then the teachers had to transition from online to offline teaching during the pandemic came in such a short span of time. It causes teachers to experience a stage of confusion to adjust to it. The unfamiliarity of online teaching is daunting for them, and the process of adapting to the new way of teaching could take some time.

Although online learning has been around for a while before the pandemic, now it becomes obligatory. Palvia et al. (2018) describe that online teaching can be an exciting and sophisticated form of learning. Hartnett's (2016) work indicated that online learning is a

compelling choice because it does not need a classroom; teachers do not have to be present, and students can choose what to study and how they manage their time. The agency to choose online learning in Hartnett's (2016) study was dominant. Hartnett's (2016) work shares a similar nature of agency with Marshall (2018), focusing on self-regulated learning and freedom in online learning. A person chose online learning because it was convenient for them in terms of freedom in time management, financial reasoning, or other causes to choose distance learning (Clements & Fraser, 2020). They have the agency to choose distance teaching (He et al., 2014) and are comfortable with their choice. However, due to the global pandemic, teachers are forced to change into online learning as a new situation. They had to change their teaching methods regardless of their readiness, capital availability, or when they abhor online learning, they could not opt-out from it.

The changes of the platform, the availability or unavailability of internet connection, and the desire to continue learning and working were the elements that drive people to carry on with education. The desire is called motivation, one of the driving forces of why a person is doing something (Dörnyei & Ushioda, 2009; Papi & Teimouri, 2014; Richardson, Karabenick, & Watt, 2014; Tarhan & Balban, 2014). Teachers are among the ones affected by the pandemic because they are the ones who practice education. The demand to be available online for their students, the long work hours to prepare the lesson plan, teaching material, and convert them into the digital format have caused burnout and exhaustion among teachers. At present, students and teachers at all levels of education struggle to overcome the swift change (Weidlich & Bastiaens, 2019), and teachers experience difficulties and challenges in adjusting to the new way of teaching (Atmojo & Nugroho, 2020).

This paper investigates how teachers manage their motivation amidst the demand to do their job, educate the students, fulfill their obligations as teachers, and ensure that the students can follow the lesson, although they are no longer in direct contact in a classroom. The current situation in Indonesia is a contested learning environment because of the abrupt change in the way learning was conducted, which had led the author to work on two research questions:

1. What kind of motivation do the teachers have to carry on teaching during the COVID-19 crisis?
2. How do the teachers maintain to stay motivated to teach during the time of the COVID-19 crisis?

2 Literature review

There is various variable in education to guarantee the success of learning such as learning environment, school policy and facilities, government regulation, and teacher motivation. These elements complement each other to guarantee that the purpose of education is achieved. Ideally, education is conducted in an environment that provides support and safety, facilities, and empowerment to the parties that carry out the education, in this sense, teachers and students.

However, sometimes disaster strikes that change the environment into unstable conditions (Major, 2020). Other incidents include a situation where people have to live in a warzone (Nekrylov, Fominykh, & Sorokin, 2014), or a pandemic that makes the environment contested. When this kind of thing happens, the ideal educational situation is no longer feasible, and the education practitioner has to adjust to the environment to carry out their duties. This COVID-19 global pandemic (Setiati & Azwar, 2020) created a new teaching context that forced the policymakers to release a policy that put schools on hold by sending the

students home to protect both students and teachers and for the safety of everyone involved in education (Farasonalia, 2020).

The policy meant that learning in the school context was no longer feasible as it will increase the risk contagion, thus learning was transformed into online (Pete, 2020). The transformation needed some time to take into effect from offline learning, where teachers were indispensable to online learning, where students were expected to be more independent in their learning.

However, in a formal education context, the presence of a teacher is inevitably required to guide, manage, and run the classroom. As the world swift into a different learning context due to COVID-19, the classroom moved to a virtual space. The face-to-face meeting changed into a video conference, conversation transformed into text messages, and education still has to carry on (Darmalaksana, Hambali, Masrur, & Muhlas, 2020).

In the context of online learning, the teacher's presence is critical as the motor of the teaching itself. It is essential to refocus on the teacher's presence in a virtual classroom; teachers need to have the willingness and availability to be present. The driving force of why teachers chose some actions related to their academic duties are called motivation.

Teaching in times of crisis requires motivation and determination more than teaching in a safe and everyday context. There have been several evolving definitions of motivation in the last few decades. Michaelowa defines motivation as "willingness, drive or desire to engage in good teaching" (2002, p. 5), which can be why teachers do their best job regardless of the situation. According to Bernaus and Gardner (2008), motivation is the teachers' ability to motivate students to stay engaged in their learning endeavours using innovative and traditional strategies. Narrowing down the definition, Dörnyei and Ushioda (2013) define motivation as the choice, persistence, or efforts to do something, as shown in Figure 1 below.

Concept 1.1 The meaning of the term 'motivation'

Perhaps the only thing about motivation most researchers would agree on is that it, by definition, concerns the *direction* and *magnitude* of human behaviour, that is:

- the *choice* of a particular action,
- the *persistence* with it,
- the *effort* expended on it.

In other words, motivation is responsible for

- *why* people decide to do something,
- *how long* they are willing to sustain the activity,
- *how hard* they are going to pursue it.

Figure 1: The meaning of the term "motivation" (Dörnyei & Ushioda, 2013, p. 4).

Departing from that conceptual chart, Dörnyei and Ushioda (2013) categorized the four main aspects of teacher motivation as shown in Table 1:

Table 1: Four main aspects of teacher motivation

Intrinsic motivation	Connects them intimately with their attachment and passion for teaching
The social contextual	Derives from the external factors coming from their environment,

influences	crisis, or cultural reset;
The temporal aspect of motivation	Indicates how long they were willing to be committed to the profession they chose;
The demotivating factors	Unfavourable situation in their professional engagement.

The definition that Dörnyei and Ushioda (2013) defined is an appropriate framework for this study, and it will be used to analyse what kind of motivation the Indonesian teachers maintain during the COVID-19 crisis.

Studies related to motivation by Lamb (2013), who investigated the motivation of secondary school students to learn English in remote areas of Indonesia, indicate that their motivation was to see their ideal self-flourish in their future. Irmidayanti, Maulana, Helms-Lorenz, and Fadhilah (2020) investigate the connection between teaching motivation and behaviour of the teachers in secondary schools in Indonesia, which reported the autonomous motivation related to teaching amongst teachers. Tustiawati's (2017) study investigates why pre-service teachers want to be teachers and shape their teaching perspective. The works of Ilmi Zajuli et al. (2020); Indriya (2020); Pajarianto, Kadir, Galugu, Sari, and Februanty (2020) discuss how the learning was conducted during the COVID-19 pandemic.

Lack of motivation among teachers was one of the challenges in online teaching identified in a study by Embi, Hamat, and Sulaiman (2012), who emphasis on the use of a Learning Management System in online teaching. Mohamad, Salleh, and Salam (2015) identified five significant challenges in teaching online; lack of motivation, lack of expertise, lack of a dedicated team to develop teaching content, lack of commitment among the academic staff, and lack of funding to support the online teaching. These issues in online teaching are also found in other works of research, such as Peimani and Kamalipour (2021), who presented the health issues among educators. Garcia-Morales, Garrido-Moreno, and Martin-Rojas (2021) identified that computer-related skills are among the serious challenges in online teaching, while Hermanto and Srimulyani (2021) addressed the problems with facilities availability among learners and teachers.

3 Methodology

Design

This research employed a qualitative approach (Creswell & Creswell, 2013) to collect and analyse data to find the answers to the research questions to position this study in the literature, set, and explore the findings and discussion.

Participants

This study invited 100 teachers from various levels of education who taught in schools in Central Java, Indonesia, to fill out the questionnaire responded by 96 teachers.

Instruments and data collection

Data was collected through online form distributed to the participants through WhatsApp group messages, Facebook messenger, and other social media platforms to reach a broad range

of participants. There were two types of questions presented in the questionnaire. The closed questions were used to collect information that would help discover the background of the participants. The open questions provide more detailed information not covered in the closed questions. Data collection began in the first to the second week of July until the end of September 2020.

Data analysis techniques

In conducting the data analysis, there were several steps to do. After the period of data collection was complete, data was downloaded and carefully analysed. Among the information gathered, there were age, gender, education levels, and the location of the participants. These data were presented in figures and tables for easier reading. The narrative data was gathered, grouped based on the emerging theme, coded, and given appropriate descriptions. Using the framework defined by Dörnyei and Ushioda (2013), there were elements of motivation, social contextual influences, temporal aspects of motivation, and the demotivating factors among teachers.

4 Finding and Discussion

The first part of the finding discusses the demography of the participants, which is an essential element of the study. Understanding participants' backgrounds provided rich information for further analysis of the data.

Table 2 shows The responses to the questionnaire regarding the background of the participants.

Table 2: Participants' background

Gender of participants		Origins	
Male	Female	Semarang city	Other cities
45%	55%	58%	42%

Table 2 indicates that female teachers dominated the population by 55%. The participants came from around Semarang City, the capital of Central Java province, which could be interpreted that most teachers did not have challenges to access the internet for their teaching because they live in urban areas where internet connection was generally good.

Table 3 Age range of the participants

Age range			
21-25	26-35	36-45	>46

21.88%	28.13%	39.58%	14.58%
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Table 3 indicates the age range of the participants. It shows that the teachers were relatively young, as the dominant age of the participants was 36–46 years old, which indicated that they had been in the profession long enough, and they were young enough to adapt to the changes such as the change from offline into online learning.

The majority of teachers had bachelor's degrees in teaching, as shown in Figure 2, and 82% of them had a teaching certificate. The information means that these teachers were trained and capable of handling their responsibilities.

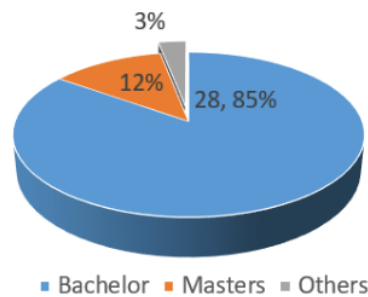


Figure 2: Participants' levels of education

In the following, results are described and discussed based on some selection of the data from the questionnaire. Using the thematic analysis proposed by Dörnyei and Ushioda (2013), data is presented based on each theme, followed by extracts of narrative from the participants to showcase the findings.

The social contextual influences of motivation

To conduct online learning, one of the essential needs that must exist is the internet. Teachers need it to connect with the students through various platforms they choose to use. From the information shared in the questionnaire, the participants used these tools, as shown in Table 4:

Table 4: Tools for teaching online

Online tool	Percentage
WhatsApp Group	29.17%
Google Classroom	22.92%
YouTube video	16.67%
Zoom	11.46%

Google form	6.25%
Microsoft teams	5.17%
Telegram	4.85%
Quizziz	2.51%
Other learning apps	1%

Table 4 shows four of the most popular online teaching tools among teachers. WhatsApp (29.17%) was the most commonly used among teachers. This application became a favourite because it was simple and did not require much internet data to connect. It was easy to operate, and almost all parents had a mobile phone installed with the app. Google classroom placed second, with 22.92% of teachers used it. Its features resemble that of an actual classroom, the teacher could face a whiteboard and explain the lesson to the students on a live streaming video, and students watch them. The drawback of this application is that it does not provide room for direct interaction between teachers and students. Zoom was less preferable because video calls required large bandwidth, and that was problematic because internet connection in Indonesia was categorized as relatively slow by ordinary users (Ruth, 2013).

Table 5: Types of connections used by teachers

Connection Types	Office	Home
Fibre optic	13	12
Mobile data	19	31
Unlimited	35	19
Unlimited mobile data	21	9
No connection	8	25

Teachers needed a stable internet connection to carry out their teaching duties; to fulfill this, some teachers went to the school every day to get internet access. Well-off teachers who lived in urban areas did not have issues providing an internet connection for their home teaching. The case was not the same for the teachers who lived in rural areas. Internet connections were scarce, and mobile data was costly. The unavailability of the internet hindered online learning and demotivated the teachers to conduct their teaching activities.

Planning and teaching

The preparation before they conduct the teaching activities started from the moment they created the lesson plans. Before the pandemic, teachers prepare lesson plans for classroom activities involving direct interaction between students and teachers. In an online context, the lesson plan had to be modified to match the learning situation, context, and needs (Atmojo & Nugroho, 2020; Prange, 2008). Because of the extra efforts to prepare the lesson, teachers spent more time online to get the job done. Figure 3 shows how teachers spent their time online for various activities during the pandemic.

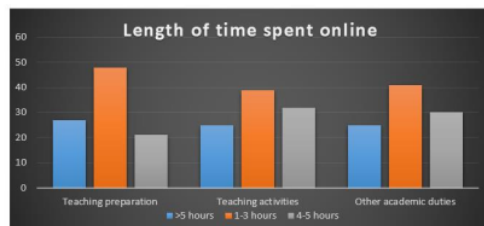


Figure 3: Teachers' time management

Figure 3 shows that most teachers spend 1-3 hours every day preparing their lessons. This preparation stage covers designing the lesson plans, preparing the teaching media, online form, or quizzes for the students. The main activity of teaching itself was conducted for 1-3 hours on average. Teachers who had more than one class subsequently would spend more time online. Besides preparing the lesson and the teaching activities, there were other duties such as marking students' assignments, writing reports, or recording videos for their teaching, and so forth.

Motivation

There were general themes presented in the answers to the open questionnaire related to the motivation questions in the online teaching. The narrative below is one of the types of motivation found in the responses from the teachers. The intrinsic motivation came from their inner-self who consider that teaching is a calling, as expressed by one of the participants:

"Mengajar adalah panggilan jiwa, dan kami mencintai siswa kami dan pekerjaan kami" – Teaching is my calling, and we love our students and our job.

The statement ring true for most of the teachers. They chose the profession because they loved teaching. Regardless of the situation, they would not abandon their passion because the situation was challenging for them to do the job. The COVID-19 pandemic created a contested environment that caused stress, evoked frustration, and inhibit a feeling of helplessness, which influenced the teachers' performance in doing their job. The teacher felt despair as well, as they had to deal with the same stress as everyone else, but at the same time, they had to perform their teaching duties. They felt responsible for their students and a sense of calling to fulfill their duties. Their concern for the students made them put aside all the fear of the uncertainties because of the disease. This kind of motivation was the most influential force for them to keep teaching because their motivation is shaped around their perception of their job.

The sense of calling helped them to overcome the challenges in online learning, which was abundant in their case. One of the most prominent challenges was the need to modify offline teaching materials online. Teachers one as expressed by one of the teachers:

"Pandemi mengajarkan saya untuk lebih kreatif dalam PJJ"

"This pandemic has taught me to be more creative in distance teaching." – Sukemi, male, 35 years old, Primary school teacher.

Several responses expressed how the pandemic had challenged their intellectual and creative capabilities. Teachers were resilient and flexible, and these two features were present in their

answers. Online teaching happened because of the changes in social structure, regulation modification, and all other changes caused by the COVID-19 disease. It was an unprecedented extreme social and cultural reset, where all aspects of life were influenced.

Face-to-face teaching was no longer feasible as it was considered risky; thus, it needed to change. The demand to complete a particular milestone encouraged teachers to be more creative in delivering the lesson. For example, teachers displayed their creativity in the form of changing the teaching media. Previously, in classroom interaction, they could bring the media and show them to the students. They had to alter the media into digital formats such as videos or animation in the online form. This kind of intrinsic motivation influenced by factors inside themselves to provide learning materials was proved to be present in the teachers' narrative. They were willing to learn new things, asked around for information on created teaching media, discussed with colleagues, and spent some of their money to buy the gadgets they needed to support their teaching.

Besides the intrinsic motivation to adapt to online teaching, extrinsic motivation encouraged the teachers to do the job. The teachers had the demand to complete teaching material and to follow the regulation from local government. They also had to meet the need of the students to achieve a particular bar in their learning made the teachers choose to do the actions. For example, in one semester, a teacher had to complete 12 meetings, give two assessments, and evaluate the students' daily performance. To achieve this, the teachers worked overtime in creating teaching materials. They cooperated with their colleagues to share the workload of making the lesson plans, prepared teaching media and assessment tools, and delivered them to the students. Teachers' performance was assessed regularly, and the policy in their school made them complete the tasks in due time.

Demotivating factors

Besides the excitement of moving to an online platform, teachers also experienced downtime in teaching during the COVID-19 crisis. Some of the demotivating factors came from themselves and some other external factors, as indicated in Figure 4 below:

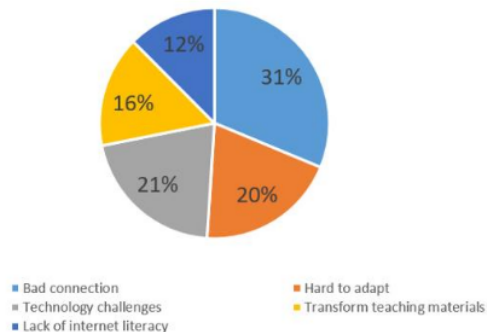


Figure 4: Teachers' challenges

The bad internet connection was a topic familiar for most Indonesians, and this became a serious concern that frustrated the teachers. They needed to upload and download teaching

materials, shared them with the students, accessed their learning platform, and all those needed stable internet connections. The absence of it was demotivating for the teachers. Other issues related to the transition were the challenges in using teaching platforms. Although the teachers had expressed their preference for teaching platforms, as indicated in Table 2 above, not all teachers were familiar with it. The new way of teaching made them learn everything quickly, and it shook their willingness to embrace the new way of teaching.

Another challenge was the difficulties of transforming the teaching materials from offline to an online format. It means that what used to be a physical form of teaching media had to be changed into digital. Speech converted into an audio file, direct communication to text messages, or a direct explanation to a video presentation. Even to some teachers who were familiar with technology, they still had issues with the abundance of teaching material they had to create. The more significant challenge for those teachers who were not used to technology was a daunting imagery. They had to spend more time online learning how to create a video, make PowerPoint slides, or create audio files that they had to share with the students. These teachers had to do all this exercise and self-taught tutorials outside of the working hours, sometimes at night after their families had retreated to slumber. Older teachers had an even more significant challenge if they were not familiar with how this teaching technology worked. It was uncertain how long the teachers would have to endure online teaching. However, from the narratives of some teachers, they said they would adjust to the new way of teaching eventually. It did not trouble them to learn new things, indicating that their motivation would last long.

As indicated in the data and findings, teachers showed two types of motivation in their teaching. Intrinsic motivation comes from within themselves, like their passion for teaching. They were doing their job because they loved teaching and considered that as a calling from within themselves. Their sense of responsibility trumped their sense of insecurity, and it became a propelling force for the teachers to learn and embrace the new way of teaching. Their motivation to provide quality teaching for their students made them go to great lengths to overcome the barrier in terms of technology, familiarity, and financial issues because sometimes teachers had to provide their internet without the support from the institution where they worked. They dedicated their time, more than they should be, adjusted with the students' parents who could accompany their children's learning past the teachers' working hours.

Furthermore, their endurance proved to be a strong feature of Indonesian teachers. They were resilient and tough, patient and kind, and they were also innovative and creative.

Conclusions

Concerning the first research question about what kind of motivation the teachers have to carry on teaching during the COVID-19 crisis, the answer was the motivation of the Indonesian teachers came from within themselves and outside themselves. The intrinsic motivation comes from their need to fulfill their duties and a sense of obligation to their students. The extrinsic motivation came from their workplace, government regulation, and the demand to complete a particular learning phase within a period.

Concerning the second question, how the teachers maintained to stay motivated to teach during the time of COVID-19 crisis, they stayed connected with teacher communities to help them with the difficulties in adjusting to the challenges, they learned new things and made themselves familiar with the tools they had to use in their teaching. Staying in touch with their students was also becoming a way to stay motivated; they had video calls that did not discuss

learning materials but they talked about their daily activities. The teachers provided a safe space for the students to express themselves online and to allow them to grow within the limitation of their learning contexts.

The contested teaching environment was not a hindrance for the teachers to carry out their duties as teachers. They move forward; they adapted, changed themselves and their mindset, and accepted new information and technology; they developed and challenged themselves to be a better teacher for the new world.

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