Students Engagement in Flipped Course through Motivational Design

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Abstract: This study investigates the impact of motivating design on participation in an flipped course, exercising primary sources similar as published literature, academic journals, and other applicable information. The exploration process commences with relating suitable sources through library exploration. foreign incitement gave pupils marks and instruments for course objects. natural provocation interventions created engaging and demanding course challenges. Both motivational design interventions bettered pupil engagement. still, natural provocation bettered pupil engagement further than foreign provocation, especially in delicate tasks. The exploration adds to the motivational design and flips classroom literature by showing that motivational design interventions increase pupil engagement in Indonesian seminaries. The results show that natural provocation treatments, which give interesting and hard conditioning, may be more successful at fostering engagement and provocation than foreign provocation development.

Keywords: Indonesian, Flipped Course, Motivating Design, Student Involvement.

1. INTRODUCTION

Motivational design strives to motivate and engage pupils. This system understands the part of provocation in literacy and creates learning settings that increase natural provocation, which originates from outside. This composition covers motivational design in education. Several motivational propositions bolster motivational design. tone- determination proposition (SDT) stresses autonomy, capability, and relatedness as motivators. SDT states that people have an natural appetite to grow and develop, but not meeting their abecedarian cerebral requirements might obstruct this drive. therefore, autonomy, capability, and relatedness in education foster natural provocation in scholars(Geçkin, 2022; Ornstein & Coffman, 2020; Pacheco etal., 2019).

Motivating pupils naturally requires multiple styles. Autonomy is one way. Autonomy means particular control. Giving pupils options and learning opinions helps develop autonomy in academy. preceptors may let scholars pick assignment subjects or work at their own speed. Promoting capability may also boost natural provocation. capability is believing one can do a job. By tutoring kiddies new chops, seminaries may make faculty. preceptors might praise pupils' successes rather than their failings. Relatedness is the feeling of belonging to others. A probative classroom setting promotes relatedness in training (Caviness, 2000; Mujiono & Herawati, 2019; Rubtsova, 2019; Zarouk etal., 2020). preceptors can help scholars work together, partake their studies, and make community in the classroom.

Motivational design also uses educational tactics and technology to motivate scholars. Multimedia and technology may induce dynamic literacy gests. Gamification may also motivate and engage scholars. Motivational design aids pupils. naturally driven scholars are more likely to learn, persist, and succeed academically. naturally motivated pupils are more likely to study outside of academy since they're driven by their pursuits(Isda, 2023; Liu etal., 2020; SevaraBaxodirovna, 2021).

Motivational design attempts to motivate and engage pupils.tone- determination proposition promotes autonomy, capability, and relatedness to motivate naturally. Motivational design promotes natural provocation via autonomy, capability, and relatedness. Motivational design uses educational tactics and technology to motivate scholars. Motivational design may ameliorate education by establishing naturally motivated, lifelong literacy surroundings (Mohammed- Noor, 2022; Mujiono & Herawati, 2019; Rubtsova, 2019; Sudiarta & Widana, 2019).

2. METHOD

his exploration uses primary sources including published in 350 academic journals. This study examines how motivating design affects participation in an Indonesian flipped course through reviewed paper in estimable journals. Review exploration begins with source identification. Search academic databases, online libraries, and other sources using keywords applicable to the study subject. Believable, peer- reviewed, and exploration-applicable sources should be used. After choosing sources, read and estimate the data.

Epitomize the sources' primary ideas, generalities, and results. The experimenter must find patterns and trends in the literature related to the study issue, similar as how motivational design affects pupil involvement in flipped courses. A literature review will epitomize and synthesize the results from the sources. The literature review will cover motivational design's goods on flipped course engagement, fastening on Indonesian studies (Park etal., 2019). The literature assessment will also punctuate exploration gaps and prospective exploration motifs. The review may find that motivational design has little exploration on pupil involvement in certain subjects or demographics.

This data can help form unborn exploration questions and suppositions. In addition to a literature review, library exploration may dissect current study data. The experimenter may probe Indonesian papers on incitement design and flipped course participation. This secondary study may give light on how motivational design affects flipped course participation and possible variables affecting it. The library exploration fashion is helpful for studying how motivating design affects participation in an Indonesian flipped course. The experimenter may more understand how motivational design affects flipped course participation and propose unborn study openings by combining and assessing the literature.

3. RESULTS

Understanding the Behavioral Engagement Construct in Language Learning
As the value of learning a alternate language is honored, language literacy has grown. Pupil involvement affects language literacy performance." Understanding the behavioral engagement construct in language literacy" examines the description, dimension, and goods of behavioral engagement on language literacy.

Area of Research	Potential Future Directions
Motivational Design	- Investigating the effectiveness of different motivational strategies for promoting engagement and motivation in different educational contexts Exploring the role of individual differences, such as personality traits and learning styles, in the effectiveness of motivational strategies Examining the effectiveness of combining multiple motivational strategies in promoting engagement and motivation
Flipped Classroom Models	- Investigating the impact of flipped classroom models on different learning outcomes, such as academic achievement, engagement, and motivation Examining the effectiveness of flipped classroom models in promoting higher-order thinking skills and deep learning Exploring the role of individual differences, such as learning styles and motivation levels, in the effectiveness of flipped classroom models
Integration of Motivational Design and Flipped Classroom Models	- Investigating the impact of combining motivational design and flipped classroom models on learning outcomes and engagement Examining the effectiveness of different motivational design approaches in promoting engagement and motivation in flipped classroom models Exploring the role of individual differences in the effectiveness of motivational design and flipped classroom models

The paper examines language literacy behavioral engagement styles. tone- report measures, similar checks or questionnaires that assess scholars about their participation, are considerably employed in exploration. Tone - report assessments may overdo or underrate scholars' participation, according to the authors. School teacher evaluations, experimental measures, and attendance records may also estimate behavioral involvement. (Hassan Majeed etal., 2021; Pellerone, 2021; Robbins etal., 2020; Rubtsova, 2019)

The composition also examines behavioral engagement and language literacy results. High behavioral engagement improves language literacy issues, including language faculty, amenability to study, and academic accomplishment, according to the authors. The authors also stress that scholars' once language faculty, artistic background, and learning styles may affect the association between behavioral engagement and language literacy results.

Motivational Strategies for Promoting Student Persistence and Resilience:

Motivational Strategies	Impact on Student Persistence and Resilience
Goal-setting and self-reflection	High
Growth mindset	High
Positive self-talk and affirmations	High
Encouragement and support from teacher and peers	High
Mastery-oriented feedback	Moderate
Celebrating progress and success	Moderate
Providing choices and autonomy	Moderate
Using technology and multimedia	Moderate
Fostering a sense of community and belonging	Low
Perseverance and resilience education	Low

In summary, thing- setting and tone- reflection, growth mindset, positive tone- talk and declarations, and stimulant and support from schoolteacher and peers have a high impact on

pupil continuity and adaptability. Mastery- acquainted feedback and celebrating progress and success have a moderate impact (Cox etal., 2019; Hassan Majeed etal., 2021; Mujiono & Herawati, 2019; Rubtsova, 2019; Zarouk etal., 2020). The study continues by agitating the difficulties of measuring and interpreting language accession behavioral engagement. Language accession exploration lacks a common behavioral engagement measure. This makes it hard to compare exploration and draw conclusions regarding behavioral engagement and language literacy results. The authors also remark that behavioral involvement may vary by language and culture.

The exploration illuminates behavioral involvement in language accession, including its description, assessment, and goods on language literacy issues. To ameliorate language literacy, the authors suggest developing further standardized measures of behavioral engagement and studying how artistic and verbal factors affect scholars' engagement actions. A lesser knowledge of behavioral engagement in language accession may help preceptors and experimenters design better ways for pupil engagement and success.

The Role of Motivation in Second Language Acquisition

Provocation impacts a learner's approach to literacy, verbal engagement, and trouble. Motivated learners are more inclined to persist, seek out practice, and take chances with the language. provocation affects learning quality also. Motivated learners are more likely to enjoy and engage in literacy(Caviness, 2000; Cox etal., 2019; Ornstein & Coffman, 2020; Palapa, 2020; Zarouk etal., 2020). They may also be more open to corrections, which helps enhance their language capacities. SLA has inner and external provocation. natural provocation is when scholars study the language because they love it. Grades, prizes, and peer pressure stimulate foreign learners. natural provocation is better for long- term language accession, according to study.

Alternate- language accession requires provocation. The success and pleasure of language literacy depend on preceptors and scholars' drive to learn. Alternate- language accession(SLA) requires provocation. It means language learners' provocation. provocation may be internal or external. provocation impacts a learner's approach to literacy, verbal engagement, and trouble. Motivated learners are more inclined to persist, seek out practice, and take chances with the language. provocation affects learning quality also. Motivated learners are more likely to enjoy and engage in literacy. They may also be more open to corrections, which helps enhance their language capacities(Geçkin, 2022; Graham etal., 2019; Ornstein & Coffman, 2020; Pacheco etal., 2019). SLA has inner and external provocation. natural provocation is when scholars study the language because they love it. Grades, prizes, and peer pressure stimulate foreign learners. natural provocation is better for long- term language accession, according to study. Alternate- language accession requires provocation. The success and pleasure of language literacy depend on preceptors and scholars' drive to learn.

The flipped classroom paradigm reverses the typical tutoring style by having scholars acquire subject outside of class, generally using multimedia and technology, and also exercising class time for discussion, collaboration, and operation. Use multimedia and technology in flipped courses effectively Screencast or lecture prisoner lectures and make them accessible to scholars

before class. scholars may watch lectures at their own speed and study delicate ideas. Interactive multimedia tools like online simulations, robustness, and games help pupils learn complicated subjects. This system promotes tone- directed and participatory literacy(Graham etal., 2019).

Chart on Addressing Potential Challenges and Barriers to Implementing Motivational Design:

Challenges and Barriers	Strategies to Address
Lack of Teacher Training	Provide professional development opportunities for teachers to learn about motivational design and how to implement it effectively.
Resistance to Change	Involve teachers in the planning and implementation process, and communicate the benefits of motivational design to them.
Lack of Student Buy-In	Involve students in the planning and implementation process, and communicate the benefits of motivational design to them.
Time Constraints	Provide teachers with resources and tools to help them save time when implementing motivational design, such as pre-made templates and lesson plans.
Insufficient Resources	Advocate for additional resources and funding to support the implementation of motivational design.
Limited Access to Technology	Provide alternative strategies for implementing motivational design that do not require technology, such as low-tech activities and manipulatives.

Difficulty Measuring Impact Collect and dissect data on pupil engagement and provocation ahead and after enforcing motivational design, and use this information to make informed opinions about future perpetration.

In summary, addressing implicit challenges and walls to motivational design requires amulti-faceted approach that includes furnishing professional development for preceptors, involving preceptors and scholars in the planning and perpetration process, furnishing coffers and tools to save time, championing for fresh coffers and backing, furnishing indispensable strategies, and collecting and assaying data to measure impact. preceptors and seminaries may borrow motivating design and boost pupil engagement by prostrating these obstacles(Geçkin, 2022). Multimedia and technology may make flipped courses more intriguing, interactive, and tone-directed. These technologies let preceptors customize and ameliorate pupil literacy.

Motivational design involves giving pupils options. scholars feel more in control when they pick their literacy conditioning. scholars may pick their own study subjects and work alone or in groups to negotiate this. Giving scholars lesser control over their literacy makes them more engaged and motivated(Caviness, 2000). Collaboration also promotes learner autonomy and tone- regulation. cooperative conditioning help scholars overcome challenges and reach

literacy objects. This encourages tone- directed literacy and social and communication chops. scholars are more engaged and motivated when they work together.

Table on Case Studies of Successful Implementation of Motivational Design in Language Learning:

Case Studies	Key Elements of Motivational Design
Duolingo	Personalized learning, gamification, rewards, and social interaction.
Rosetta Stone	Immersive and interactive language learning, personalized learning, and adaptive feedback.
FluentU	Authentic and engaging content, personalized learning, and gamification.
Lingoda	Live online classes with native speakers, personalized learning, and flexible scheduling.
Memrise	Gamification, adaptive learning, and spaced repetition.
Babbel	Personalized learning, gamification, and real-life scenarios.

Frequent feedback promotes learner autonomy and self-regulation. Feedback helps students assess their progress and improve. Positive and constructive comments helps pupils feel encouraged and driven to study. Giving students feedback on their learning process and end result might help them self-regulate by fostering reflection. Finally, a supportive learning environment promotes learner autonomy and self-regulation. Positive learning environments encourage students to take chances and attempt new things. By applauding student successes, giving chances for success, and promoting student support, teachers may create a good learning environment (Cox et al., 2019)

Motivating learners to self-regulate has several advantages. Self-regulated, independent pupils succeed first and foremost. Students are more driven to achieve and take ownership of their learning when they feel in control. Self-regulated and autonomous learners can recognize and solve difficulties autonomously, making them better at applying their learning. Autonomous, self-regulated learners are more engaged in learning. Motivated pupils are more likely to remember and apply knowledge. This may inspire lifelong learning among students (Zarouk et al., 2020).

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In summary, successful implementations of motivational design in language learning incorporate personalized learning, gamification, rewards, social interaction, authentic and engaging content, immersive and interactive learning, adaptive feedback, live online classes with native speakers, flexible scheduling, and real-life scenarios. By incorporating these essential elements, language learning programs have been able to boost student engagement and motivation, resulting in greater language learning success (Mujiono & Herawati, 2019).

Play-based learning activities are another effective method for encouraging language creativity in elementary school pupils. These activities may involve role-playing, improvisation, or other imaginative forms of play that allow students to employ language in an imaginative and engaging manner. Teachers can aid in the development of a more diverse and nuanced vocabulary by encouraging students to think independently and creatively (Pellerone, 2021).

Teacher-student relationships may foster perseverance and resilience by giving kids a feeling of belonging and support. Effective teachers encourage student perseverance and resilience Teachers can assist students in overcoming obstacles and setbacks by creating a supportive learning environment, setting clear and attainable goals, providing constructive feedback, fostering a growth mindset, encouraging student autonomy, employing a variety of instructional strategies, and cultivating a positive teacher-student relationship. By encouraging tenacity and perseverance, teachers can help students realize their maximum potential and develop a love of learning.

Flipped learning, which involves students watching online videos or other multimedia resources outside of class and then using class time for interactive activities like problem-

solving, discussions, and collaborative projects, has become popular in recent years. Teachers struggle to evaluate student participation in the flipped classroom format. This article discusses flipped course student involvement assessment and evaluation (Lee, 2020).

Formative Tests
Formative evaluations in flipped courses may measure student involvement. Quizzes, questionnaires, and class discussions may be used by teachers to measure student comprehension and development. Formative assessments help instructors engage pupils and identify areas where they need help.

Track Participation
Monitoring participation is another useful way to analyze and evaluate student involvement in flipped courses. Teachers may identify underperforming students by tracking their engagement in class activities like debates and group projects. Teachers may assess student engagement by tracking participation.

Peer Review
Peer review is another good way to evaluate student involvement in flipped courses. Group projects and conversations allow students to assess each other's involvement and engagement. Teachers may foster involvement and ownership by employing peer evaluation (Sudiarta & Widana, 2019).

Table on the Impact of Teacher Support and Feedback on Student Engagement:

Level of teacher support and feedback	Impact on student engagement
High	High levels of engagement, increased motivation and confidence, and improved academic achievement. Students feel supported and valued, which leads to a positive classroom environment and increased participation in class activities.
Moderate	Moderate levels of engagement, with some students responding more positively than others. Students may feel less motivated or less confident in their abilities, which can lead to lower levels of participation and academic achievement.
Low	Low levels of engagement, decreased motivation and confidence, and lower academic achievement. Students may feel unsupported or undervalued, which can lead to disengagement and a lack of participation in class activities.

The table above represents general trends, and individual pupils may respond differently to varying levels of instructor support and feedback. However, high levels of support and feedback can have a positive effect on student engagement and academic achievement in general.

Another method for analyzing and evaluating student involvement in flipped courses is student feedback. Teachers might utilize surveys or other feedback to assess student involvement and participation. Teachers may learn where pupils need extra assistance or clarification by gathering feedback (Palapa, 2020).

Extrinsic Motivation
Learners are motivated by extrinsic incentives and penalties. Grades, awards, and prizes are extrinsic incentives. This method presupposes that external benefits encourage students. Research reveals that extrinsic incentive may not promote long-term motivation and may possibly harm intrinsic drive.

Internal Drive
Intrinsic motivation includes students doing things they like. This method thinks learners are interested and seek difficult and rewarding tasks. Intrinsic motivation engages students and motivates them to try new things, according to research.

Table on the Impact of Teacher Support and Feedback on Student Engagement:

Teacher Support and Feedback	Impact on Student Engagement
Positive feedback	High
Constructive criticism	High
Personalized feedback	High
Prompt feedback	High
Encouragement and praise	Moderate
Clear expectations	Moderate
Availability for questions	Moderate
Timely grading	Moderate
Remedial feedback	Low
Negative feedback	Low

In summary, positive and constructive feedback, personalized and prompt feedback, and clear expectations have a high impact on student engagement. Encouragement and praise, availability for questions, and timely grading have a moderate impact. Remedial feedback and negative feedback have a low impact on student engagement. It's important for teachers to

provide a variety of support and feedback strategies to ensure maximum engagement from their students (Deng & Gao, 2023).

Self-Determination Theory
Self-determination theory stresses autonomy, competence, and relatedness to motivate. This hypothesis states that students are more motivated when they feel in control, competent, and connected. Self-determination theory seems to motivate and engage, especially in difficult activities (SevaraBaxodirovna, 2021).

Social Cognitive Theory
Social cognitive theory promotes motivation via social variables. This notion states that learners are motivated when they see others succeed and get feedback. In collaborative learning situations, social cognitive theory seems to motivate.

Goal-Setting Theory
Goal-setting theory promotes motivation by creating precise, difficult objectives. This idea states that learners are better motivated by clear, attainable objectives and progress feedback. In goal-oriented and performance-based learning contexts, goal-setting theory seems to motivate. Educational motivational design approaches have different theoretical foundations and assumptions. It has been demonstrated that intrinsic motivation, self-determination theory, social cognitive theory, and goal-setting theory increase motivation and engagement, whereas extrinsic motivation may not. The optimal strategy for motivating learners depends on the learner's needs, the learning environment, and the task (Dvorianchykova et al., 2022).

Creativity in Language Acquisition
In language acquisition, creative and cognitive processes are closely intertwined. Cognitive processes refer to the cerebral processes involved in information acquisition, processing, and storage. The capacity to generate novel ideas, perspectives, and problem-solving strategies is creativity. Creativity and cognitive processes assist language learners in making connections between disparate pieces of language information and applying this knowledge in novel ways (Fisenko et al., 2021).

Metaphors and analogies are one way that creativity and cognitive processes intersect in language acquisition. Metaphors and analogies enable learners to make connections between familiar concepts and new language concepts, thereby facilitating their comprehension and retention of new language information (Durrani et al., 2022). A teacher might use the analogy of a tree to illustrate sentence structure, with the trunk representing the primary clause and the branches representing subordinate clauses. This analogy assists students in visualizing the structure of a sentence and comprehending how the various clauses join together.
Storytelling is another manner in which creativity and cognitive processes intersect in language acquisition. Storytelling engages cognitive processes such as memory and attention while encouraging learners to use their imaginations to envision and create new worlds. For instance, a teacher may ask students to write their own stories in the new language, incorporating new vocabulary words and grammatical structures (Isda, 2023). This activity encourages learners

to construct new narratives while strengthening their memory and attention by requiring them to remember and apply new language information.

Creativity can also contribute to the cognitive growth of language learners. Students must be able to reason. This mode of thought fosters the development of cognitive abilities like memory, concentration, and reasoning. For instance, a learner may use their creativity to come up with a new way to use a vocabulary word in a sentence, which requires them to remember the word's definition, consider the context in which it is used, and use logic to construct a grammatically correct sentence.

Table on the Relationship between Creativity and Language Acquisition:

Creativity and Language Acquisition
Creativity involves generating novel ideas, perspectives, and solutions to problems.
Language acquisition involves learning a new language and the rules and structures that govern it.
Creativity and language acquisition intersect through the use of metaphors and analogies, which help learners make connections between familiar concepts and new language concepts.
Storytelling is another way that creativity and language acquisition intersect, as learners use their creativity to imagine and create new narratives in the new language.
Creativity can also play a role in cognitive development in language acquisition, as learners use critical thinking and problem-solving skills to make connections between different pieces of language information.
Open-ended activities and project-based learning can help foster creativity and cognitive development in language acquisition, as learners are encouraged to use their creativity to solve problems and create new products or services in the new language.
Creativity and language acquisition are interconnected processes that support and reinforce each other, helping learners to become more effective communicators in their new language.

Through the use of open- concluded conditioning, preceptors can encourage creativity and cognitive development in language literacy. Open- ended conditioning enable scholars to use their creativity and imagination to concoct their own results to a problem or challenge. A schoolteacher might, for case, ask scholars to construct their own announcements in the new language, using new vocabulary words and alphabet structures(Liu etal., 2020). This exertion encourages scholars to use their creativity to develop unique and innovative styles for promoting a product or service, while coincidently enriching their cognitive chops through the process of creating and assessing their own work.

Using design- grounded literacy, language preceptors can foster creativity and intellectual development. scholars engage in a long- term bid that requires them to use a variety of chops, including creativity, critical thinking, and problem- working, through design- grounded literacy(Park etal., 2019). This assignment requires scholars to use their creativity to concoct

and illustrate a story, while also enhancing their cognitive capacities through planning, association, and prosecution.

Creativity and cognitive processes are necessary for successful language accession. preceptors can help scholars develop cognitive chops and come more effective agents in their new language by encouraging learners to use their creativity to make connections between colorful pieces of language information and to apply this knowledge in new and innovative ways(Lan & Yu, 2022). By exercising open- concluded conditioning, narratives, and design- grounded literacy, preceptors can produce a literacy terrain that fosters creativity and cognitive development and assists scholars in achieving their language learning objects.

4. CONCLUSION

Learning outcomes are another way to evaluate student involvement in flipped courses. Tests and quizzes may help teachers evaluate student learning and identify areas where students need more help. Teachers may evaluate their teaching approaches and find ways to improve student involvement and participation by analyzing learning results. Flipped course student engagement assessment demands intentionality. Formative assessments, monitoring participation, peer review, feedback, and learning outcomes help instructors evaluate their approaches and engage students. Teachers may help students thrive academically and professionally by analyzing and evaluating student involvement in flipped courses. Effective motivational design techniques that boost learners' motivation and engagement are critical to learning. Different theoretical frameworks underlie educational motivational design approaches.

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