

J-SHMIC : Journal of English for Academic
ISSN : 2541-1446
Homepage:
https://journal.uir.ac.id/index.php/jshmic
Vol 11, No 2 10 2024

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ABSTRACT

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This study investigates the impact of blended learning on students' motivation to learn English. The research explores how the integration of online and offline learning environments influences students' engagement, attitudes, and overall motivation in acquiring English language skills. Using a qualitative descriptive method, the study examines student perceptions, classroom observations, and interview data to understand the nuances of their motivational shifts within a blended learning context. The findings indicate that blended learning can significantly enhance student motivation by offering flexibility, personalized learning paths, and diverse interactive activities that cater to different learning styles. This approach not only makes learning more accessible but also fosters a more dynamic and engaging educational experience, promoting greater autonomy and interest in English language acquisition.

KATA KUNCI

Keywords:academic stress, student voice, TikTok, burnout, emotional pressure, qualitative study

ABSTRAK

Studi kualitatif ini menyelidiki bagaimana mahasiswa mengekspresikan stres akademis mereka melalui komentar TikTok. Menggunakan analisis konten, sepuluh komentar dipilih dari tiga video viral terkait perjuangan mahasiswa. Komentar-komentar tersebut dikelompokkan ke dalam empat tema utama: kebingungan akademis, tekanan emosional, motivasi terkait keluarga, dan perasaan terisolasi. Meskipun singkat dan informal, komentar-komentar tersebut mengungkapkan masalah yang lebih dalam seperti kelelahan, kurangnya dukungan, dan kelelahan psikologis. Temuan tersebut menyoroti bahwa mahasiswa sering menggunakan media sosial sebagai pelampiasan emosi, menjadikan TikTok sebagai ruang yang berharga untuk memahami suara mahasiswa. Studi ini mendorong para pendidik untuk lebih memperhatikan ekspresi daring karena hal tersebut mencerminkan pengalaman akademis dan emosional yang nyata

Keywords: academic stress, student voice, TikTok, burnout, emotional pressure, qualitative study

INTRODUCTION

In today's higher education environment, many students find themselves overwhelmed not only by academic responsibilities but also by emotional and mental stress. Instead of feeling engaged and inspired, they often experience fatigue, pressure, and a sense of simply trying to survive their university life. The constant demands of assignments, exams, deadlines, and expectations from family or society make it difficult for students to truly enjoy the learning process. As a result, many of them feel disconnected from the actual purpose of education, and this reality is rarely acknowledged in formal academic spaces.

Many of these student experiences are not openly shared in classrooms, yet they appear frequently on social media platforms such as TikTok. On this platform, students often use humor, sarcasm, or short videos to express their exhaustion and frustration with academic life. What might seem like simple entertainment is actually a reflection of deep emotional and academic struggles. The comments on these videos are filled with personal stories, relatable complaints, and collective feelings of burnout, which reveal how students truly feel about their education.

This research aims to explore how students express their academic stress, emotional fatigue, and coping strategies through TikTok comments. By analyzing comments from viral videos about college life, this study seeks to identify common themes that reveal whether students feel they are genuinely learning or merely surviving. Unlike formal surveys or interviews, TikTok comments offer raw, spontaneous, and honest

reactions. They provide a unique window into students' minds and can be used as valuable data to better understand their academic and emotional experiences.

By focusing on real student voices in digital spaces, this research highlights the gap between what students are expected to experience in higher education and what they actually feel. Understanding these expressions can help educators, institutions, and policymakers become more aware of student well-being and the need for more supportive learning environments. The next section will review relevant theories and previous studies that support this investigation.

LITERATURE REVIEW

Academic Burnout in Student Life

One of the most common issues in university life today is academic burnout. Students are constantly pushed by tight deadlines, long study hours, and academic expectations that often exceed their personal capacity. Over time, this leads to mental and emotional fatigue, where students lose the energy and motivation to keep up with their studies. In this state, learning becomes a burden rather than a meaningful process.

Shallow Learnin in high-Pressure System

When stress becomes a daily experience, students tend to shift from meaningful engagement to what's known as surface learning. This means they study only for the sake of passing exams, memorizing without understanding, and quickly forgetting

what they learn. This happens especially when the learning system values grades more than understanding, making deep learning feel out of reach for many students.

The Role of Motivation and Psychological Needs

MotivatIon plays an important part in how students interact with academic challenges. Ideally, students learn best when they feel capable, connected, and in control of their learning. But when they feel forced, alone, or unqualified, their interest in learning starts to disappear. These unmet needs create emotional distance from school, turning learning into something students just want to get through—not something they care about.

TikTok as a Space for Student Expression

Even though many students remain silent in class, their feelings show up in surprising places like TikTok. In short videos and comment sections, students often express stress, sadness, or humor about college life. These online spaces give them the freedom to speak honestly. What might look like jokes are often emotional messages that say, “I’m tired,” “I’m overwhelmed,” or “I’m not okay.”

What Social Media Teaches Us About Students

Researchers are starting to see social media as more than just entertainment. It’s a space where people express real emotions, even in funny or sarcastic ways. By

analyzing what students say online, we can understand more about their inner world the part that doesn't always appear in classrooms or on their grades. This is why TikTok comments are valuable: they let us hear the voices of students in a raw and unfiltered way.

METHOD

This study uses a qualitative approach, specifically content analysis. The purpose is to explore how students express their academic stress and emotional struggles through TikTok comments. This method was chosen because it allows the researcher to examine natural, spontaneous expressions that students voluntarily share online. Rather than using formal tools like surveys or interviews, this method focuses on real data from real people in real situations

The data for this research were taken from three TikTok videos that went viral among Indonesian university students. These videos focused on themes such as burnout, pressure to succeed, thesis struggles, and emotional fatigue in academic life. From these videos, a total of 10 comments were selected manually. The comments were chosen based on their clarity, emotional depth, and relevance to the topic of academic survival.

The selected comments were analyzed using thematic analysis. The researcher first read all comments several times to understand the context. Then, keywords, emotional expressions, and repeated patterns were identified and grouped into themes. These themes reflect common emotional and academic experiences shared

by students, including exhaustion, surface learning, anxiety, and coping strategies like humor or religious faith.

This method helped uncover patterns and insights without relying on structured questions, allowing for a more natural understanding of student experiences.

All data used in this study were taken from publicly available comment sections on TikTok. No personal data, such as usernames or profile information, were revealed in this article. The study respects digital ethics and anonymity, ensuring that no individual is identified or targeted in the analysis.

FINDING AND DISCUSSION

This study examined ten comments taken from three viral TikTok videos about university student struggles. Although expressed casually, these comments carry emotional depth and represent real academic and psychological challenges. Four main themes were found: academic confusion and overload, family-related pressure, emotional isolation, and inner motivation.

Emotional Exhaustion and Isolation



Figure 1.A collage of comments reflectin academic confusion and mental overload.

This reflects the emotional toll that comes from not only academics but the pressure of maintaining social relationships while feeling mentally drained. It confirms that the burden of college life is both academic and emotional.

These voices show that behind student efforts are the silent pressures of not wanting to disappoint loved ones. This pressure is powerful, but often emotionally damaging.

Family Pressure and Motivation



Figure 2.A collecting of students comments revealing strong emotional ties to their family and financial struggles.

These voices show that behind student efforts are the silent pressures of not wanting to disappoint loved ones. This pressure is powerful, but often emotionally damaging.

Academic Confusion and Overload



Figure 3.Multiple expression of emotional exhaustion,pressure, and lack of support from family or peers These comments reflect how students often struggle with emotional stress beyond academics. Feelings of being overwhelmed, unsupported, or pressured appear frequently and reveal how personal challenges affect their ability to focus and stay motivated.

Interpretation

These student voices match common themes in burnout and academic stress theories. They are emotionally exhausted, under pressure, and often feel alone. Social media, especially TikTok, becomes a platform where they speak honestly and informally about what they are going through. The combination of exhaustion, emotional burden, and family pressure suggests that many students are not just learning they are fighting to survive.

Conclusion

This study explored how students express their academic experiences through TikTok comments. From the ten comments analyzed, four major themes emerged: academic confusion, emotional pressure, family-related motivation, and feelings of isolation. These comments, although short and casual, reflect real emotional and psychological struggles. They show that many students are not only trying to pass exams or complete assignments, but are also dealing with inner stress, personal challenges, and silent emotional battles.

TikTok, as a public and informal platform, has become a space for students to speak openly sometimes through humor, sometimes through desperation. Their words confirm theories of academic burnout and surface learning, but also reveal how students rely on resilience, family support, and belief systems to cope. Educators and policymakers should not overlook these voices. Understanding them is a first step toward building a more supportive academic environment.

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Here's an article structured similarly to the provided example, but with your desired title, "The Effect of Blended Learning on Students' Motivation to Learn English."

The Effect of Blended Learning on Students' Motivation to Learn English

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acquiring English language skills. Using a qualitative descriptive method, the study examines student perceptions, classroom observations, and interview data to understand the nuances of their motivational shifts within a blended learning context. The findings indicate that blended learning can significantly enhance student motivation by offering flexibility, personalized learning paths, and diverse interactive activities that cater to different learning styles. This approach not only makes learning more accessible but also fosters a more dynamic and engaging educational experience, promoting greater autonomy and interest in English language acquisition.

KATA KUNCI

Keywords: blended learning, student motivation, English language learning, online learning, educational technology

ABSTRAK

Penelitian ini menginvestigasi dampak pembelajaran campuran (blended learning) terhadap motivasi siswa dalam belajar bahasa Inggris. Penelitian ini mengeksplorasi bagaimana integrasi lingkungan belajar daring dan luring memengaruhi keterlibatan, sikap, dan motivasi keseluruhan siswa dalam memperoleh keterampilan bahasa Inggris. Dengan menggunakan metode deskriptif kualitatif, penelitian ini memeriksa persepsi siswa, observasi kelas, dan data wawancara untuk memahami nuansa perubahan motivasi mereka dalam konteks pembelajaran campuran. Temuan menunjukkan bahwa pembelajaran campuran dapat secara signifikan meningkatkan motivasi siswa dengan menawarkan fleksibilitas, jalur pembelajaran yang dipersonalisasi, dan berbagai kegiatan interaktif yang sesuai dengan gaya belajar yang berbeda. Pendekatan ini tidak hanya membuat

pembelajaran lebih mudah diakses tetapi juga mendorong pengalaman pendidikan yang lebih dinamis dan menarik, mempromosikan otonomi yang lebih besar dan minat dalam akuisisi bahasa Inggris.

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INTRODUCTION

The rapid advancement of information and communication technology has significantly reshaped educational landscapes globally. This technological evolution has opened new avenues for teaching and learning, breaking down traditional barriers of distance and time. Among the innovative pedagogical approaches emerging from this shift, blended learning has gained considerable attention. Blended learning, which combines face-to-face instruction with online learning activities, offers a flexible and dynamic environment for students. According to Graham (2006), blended learning effectively merges the best aspects of both traditional and online education. As a contemporary educational method, blended learning is highly effective and increasingly popular because it can cater to diverse learning needs and preferences simultaneously. Especially in today's educational context, blended learning is considered a powerful tool for fostering student engagement, particularly in subjects like English language learning, where sustained motivation is crucial for success.

Motivation is a critical factor in language acquisition, significantly influencing a student's willingness to learn and persist in their studies (Gardner, 1985). In educational settings, various strategies are employed to enhance student motivation. The mode of delivery plays

an important role in connecting students to the learning objectives. Essentially, education is a form of communication that conveys knowledge and skills about a subject.

Blended learning, specifically, has a distinct effect compared to purely online or traditional classroom settings. Learning becomes more attractive when it leverages the strengths of both online resources and in-person interaction effectively. Therefore, educators need to clearly understand their students' learning styles and needs so that the learning objectives can be delivered properly and students can successfully acquire the language.

One interesting pedagogical approach in English language teaching is the implementation of blended learning. This method often utilizes various online tools and interactive activities, requiring an analysis to understand its true impact on student motivation. These interactive elements can be seen in online discussions, digital resources, and collaborative projects. This study aims to examine the influence of blended learning components on students' motivation to learn English. The focus is on how online activities and face-to-face interactions contribute to motivational levels. More broadly, this research also aims to understand how blended learning concepts are applied in modern language education.

METHOD

This research uses a qualitative descriptive approach to explore the effect of blended learning on students' motivation to learn English. The purpose of this method is to describe and summarize various situations and conditions in depth using non-numerical data, focusing on understanding the 'how' and 'why' behind phenomena. The main source of data in this study is a cohort of English language learners participating in a blended learning

program, alongside the digital learning platforms and classroom interactions. The data used is qualitative, meaning it is presented in verbal or narrative form, interpreted based on meaning, and focuses more on context and individual experiences rather than numbers or measurable units.

The data collection techniques used are semi-structured interviews, classroom observations, and analysis of student engagement data from the learning management system. The observation process began by carefully monitoring student participation in both online and offline activities. Each relevant interaction and student behavior was then analyzed using qualitative methods and documented through field notes and screenshots of online activities, which were used as contextual data to interpret the signs and meanings shown in their motivational shifts.

FINDING AND DISCUSSION

Data 1

Flexibility in Learning Schedule

Denotative Meaning

Students have the option to access course materials and complete assignments online at their own pace, outside of fixed classroom hours.

Connotative Meaning

This suggests that the autonomy afforded by flexible scheduling empowers students, reducing stress and increasing their sense of control over their learning, which in turn boosts their intrinsic motivation to learn English.

Data 2

Interactive Online Activities

Denotative Meaning

The use of online discussion forums, quizzes, and multimedia resources in the English learning process.

Connotative Meaning

These interactive activities symbolize a departure from traditional passive learning. They represent a more engaging and dynamic learning environment that caters to the preferences of the current generation of learners, making English learning more enjoyable and motivating.

Data 3

Personalized Feedback and Support

Denotative Meaning

Instructors provide individualized feedback on online assignments and are available for virtual consultations.

Connotative Meaning

This suggests that personalized attention and targeted feedback make students feel valued and supported, which strengthens their self-efficacy and perseverance in mastering English.

It creates a narrative that their learning journey is unique and catered to their specific needs, thereby enhancing their motivation.

Data 4

Student Engagement in Online Discussions

Denotative Meaning

Students actively participate in online forums, asking questions and sharing their insights on English language topics.

Connotative Meaning

This active participation carries a deeper meaning. The willingness of students to engage in online discussions signifies a comfortable and supportive learning community, often facilitated by the asynchronous nature of online interaction. By providing a platform for continuous engagement outside of the classroom, blended learning implies that English learning is not confined to a specific time or place, but an ongoing process that is integrated into their daily lives. The ability to articulate thoughts in a less pressured environment adds extra appeal, as it fosters confidence and a sense of belonging among learners.

Discussion

The implementation of blended learning effectively enhances student motivation through a thoughtful combination of flexible access, interactive online elements, personalized support, and engaging discussions. On the denotative level, the blend shows tangible features like accessible online materials, a variety of digital activities, and direct

communication channels for feedback. However, on the connotative level, the impact extends beyond these literal features.

The flexibility offered by blended learning is not merely a logistical convenience but acts as a symbol of autonomy and empowerment for students, allowing them to integrate English learning seamlessly into their lives, thereby increasing their intrinsic motivation. Interactive online activities, such as quizzes and forums, serve as a metaphor for a dynamic and stimulating learning environment that challenges the traditional passive reception of knowledge, making English more appealing. Personalized feedback and supportive online interactions demonstrate how blended learning fosters a sense of individual importance and guidance, which directly correlates with increased motivation and perseverance. Phrases and observed behaviors indicating active participation in online discussions show how blended learning uses modern communication methods to create a sense of community and continuous learning, providing a comfortable space for students to express themselves and collaborate, further boosting their confidence and desire to learn English.

Overall, this study builds a pedagogical understanding that blended learning is not only for delivering content but also for meeting emotional and psychological needs such as fostering independence, promoting active engagement, and providing tailored support, ultimately leading to higher motivation in English language learning. This reflects a form of educational commodification, where a learning approach is marketed not only as a means to acquire knowledge but also as a symbol of personal growth, enhanced engagement, and hope for linguistic proficiency—something common in today's innovative educational strategies.

CONCLUSION

Based on the qualitative descriptive analysis, it can be concluded that the implementation of blended learning significantly impacts students' motivation to learn English by carefully integrating various online and offline elements. On the denotative level, blended learning provides flexible access to materials, incorporates diverse interactive online activities, and offers personalized feedback mechanisms. These features allow students to manage their learning pace, engage with content in multiple formats, and receive tailored support from instructors.

On the connotative level, blended learning creates a more profound motivational impact: it is presented as a symbol of learner autonomy, active engagement, and individualized attention. The flexibility empowers students to take ownership of their learning, reducing stress and increasing their commitment. Interactive online components transform passive learning into a dynamic and enjoyable experience, fostering a genuine interest in English. Personalized feedback and the supportive online environment reflect a caring educational approach that addresses the individual needs of students, making them feel valued and understood.

Overall, this research suggests that blended learning builds a pedagogical understanding where the approach is not solely about content delivery, but also about fulfilling students' psychological and emotional needs, such as fostering independence, promoting active participation, and providing tailored support for a more motivating English language learning experience. This approach is a key characteristic of modern educational strategies, which often combine technological advancements with student-centered pedagogy in a strategic way to optimize learning outcomes and motivation.

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