

# The Effect of Convenience, Attractiveness, and Motivation on the Effectiveness of Online and Offline BIPA Learning Based on Teacher Perceptions

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**Abstract**—Teachers must create an engaging, convenient, and motivating learning environment to ensure the effectiveness of both online and offline BIPA learning. This research aims to identify the characteristics of BIPA (Indonesian Language for Foreign Speakers) teachers and analyze the differences in the levels of effectiveness, attractiveness, motivation, and convenience experienced by teachers during offline and online learning. Furthermore, this research examines the impact of Convenience (ease of access and flexibility), Attractiveness (appeal of content and methods), and Motivation (strategies to inspire engagement) on the overall Effectiveness of BIPA learning based on teacher perceptions. The study finds that Convenience, Attractiveness, and Motivation significantly influence the overall Effectiveness of both online and offline BIPA learning. Additionally, this study seeks to identify strategies teachers employ to foster interest and motivation among BIPA students in both learning modes. This study employs a cross-sectional research design with 100 BIPA teachers as respondents. Data were analyzed using descriptive statistics and partial least squares structural equation modeling (PLS-SEM). The findings indicate that BIPA teachers are generally Indonesian citizens with less than one year of online teaching experience. The study reveals that the attractiveness, convenience, and effectiveness levels are higher offline than online learning. Moreover, attractiveness has a significant positive effect on effectiveness. Field trips are vital activities that generate interest and motivation in offline learning, while simple materials and applications are pivotal in online learning. This research highlights the positive aspects and activities undertaken by BIPA teachers to enhance the effectiveness of online and offline learning.

**Index Terms**—BIPA online, effectiveness, influence, perceptions of BIPA teachers

## I. INTRODUCTION

The teacher is one of the determining factors in the success of learning. The role of the foreign language teacher increases with additional valence and value, such as a mediator, critic, mentor, or adviser (Anca, 2013). Teachers must have personality competence. Teacher openness and friendliness significantly affect student FLE (Ahmadi-Azad et al., 2020). Teachers must have an interactive approach, open communication, and tolerance for the views of others; teachers must inspire and motivate in learning (Anca, 2013). Engaging teaching, clear explanations, a convenient and supportive learning environment, emotional support, and teacher-friendly behavior are essential for students learning foreign languages (Zare et al., 2022). Interest is needed as a positive energy in foreign language learning (Boudreau et al., 2018). Students judge that teachers play an essential role in learning with their attitude, humor, organization, respect, and praise for outstanding performance (Dewaele & Dewaele, 2020). For this reason, teachers can maintain the positive energy of their students.

Learning during a pandemic is carried out online. Teachers who teach adjust to the existing situation. The challenges faced by teachers are different. Teachers experience problems: (1) connection with students, (2) connection with colleagues, (3) digital opportunities and threats to the student learning process (online student feedback, online interaction,

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structured learning materials, flexibility in space and time), (4) changes in the teacher's role, (5) tension due to time pressure, and (6) support problems (Bruggeman et al., 2022). Teachers must have motivation in teaching. However, sometimes, motivation is not fixed; it changes. Teachers' motivation to teach online varies from lesson to lesson (Sak, 2022). Effective teaching methods can influence these changing motivations (Song & Kim, 2016).

This change in a situation certainly makes teachers continue to develop skills so that learning is carried out effectively. However, teachers have limited online learning training, so they must learn how to engage students remotely (Le et al., 2022). Teachers with knowledge still need to improve using digital technology (applications) and can experience technical difficulties that interfere with their teaching (Meirovitz et al., 2022). The lack of ICT infrastructure and student involvement means that teachers must be able to create opportunities for flexibility in the timing and pace of teaching and learning, as well as increased student content interaction (Jebbour, 2022). Therefore, teachers must design high-quality education programs, maximize the potential of ICT interactions in virtual learning environments, adapt teaching methods to distance learning environments, and monitor and assess student progress (Markova et al., 2017). Teachers must have motivation in teaching. However, sometimes, motivation is not fixed; it changes. Teachers' motivation to teach online varies from lesson to lesson (Sak, 2022). Effective teaching methods can influence these changing motivations (Song & Kim, 2016). So, in online teaching, teachers must be able to motivate and design learning methods and techniques so that learning is effective.

The teacher's age is essential in developing his professionalism (Arrafii, 2021). Teacher age and high teacher fidelity have challenges and problems with fewer students (Tamimy et al., 2023). Not only that, happy and tenacious teachers who enjoy their profession are the foundation of student progress because the positive emotional atmosphere they build in class is a prerequisite for linguistic and psychological growth (Ergün & Dewaele, 2021). Meanwhile, even though online learning was carried out during the pandemic, face-to-face learning could not be eliminated after the pandemic. This is because the role of the teacher in face-to-face learning and learning cannot be replaced by online learning (Klimova, 2021).

One of the learning subjects is Indonesian for Foreign Speakers (BIPA). In internationalizing the Indonesian language, the Government of Indonesia has also sent BIPA sellers abroad before and during the pandemic. It is just that BIPA was held online during the pandemic, and post-pandemic, some were held online, blended, or offline. Therefore, the effectiveness, motivation, attractiveness, and convenience BIPA teachers create during online and offline learning are unknown. In this regard, the purposes of this study are 1) to identify the characteristics of BIPA Online and Offline developers; 2) to analyze the differences in the level of effectiveness, attractiveness, motivation, and convenience of developers during the offline and online learning process; 3) to analyze the influence of characteristics, attractiveness, motivation, and convenience of policymakers regarding the effectiveness of online and offline learning based on the perceptions of BIPA providers; and 4) to identify things employers do to create interest and motivation for BIPA students in online and offline learning.

## II. METHOD

This study used a cross-sectional research design conducted during the post-Covid-19 pandemic. Data were collected from June to October 2022. The population in this study were Indonesian language teachers for foreign speakers (BIPA) who had taught BIPA online and offline. Some of them are in Indonesia, and some are abroad. Some of them are Indonesian citizens, and some are foreigners. There are BIPA teachers in Indonesia, and there are also teachers abroad who teach BIPA. The sampling technique is a voluntary sampling method. The number of respondents who filled in was 100 teachers.

Data is collected using Google Forms. In addition, they distributed questionnaires on Google Forms via WhatsApp (WA). There are two ways to distribute the questionnaire: 1) formally request assistance from the Head of the Language Strengthening and Empowerment Center, Language Development and Development Agency, Ministry of Education and Culture for BIPA teachers whom the institution has assigned; 2) ask for direct assistance from a BIPA teacher who is in the WA group of the BIPA family.

In this study, the variables measured include Convenience, Attractiveness, Motivation, and Effectiveness in the context of online and offline BIPA learning. Convenience refers to the ease with which teachers and students can engage in the learning process, including access to materials, smooth communication, and flexibility in learning schedules. Attractiveness assesses the appeal of the learning experience, which includes the use of engaging methods, content, and activities such as games or interactive media that capture students' interest. Motivation describes the ability of teachers to inspire and encourage student participation, whether through intrinsic or extrinsic factors that drive the desire to learn. Lastly, Effectiveness reflects the overall success of the learning process in achieving educational goals, measured by student participation, the quality of interactions, task completion, and the attainment of learning outcomes. These four variables are analyzed to examine their impact on the effectiveness of both online and offline BIPA learning.

Research highlights the importance of convenience in learning. For instance, students value convenience in the learning environment (Sanford et al., 2017), as a focus on convenience fosters open communication and reduces barriers, anxiety, and constraints (Anca, 2013). The methods and techniques employed by teachers contribute to student interest in learning foreign languages (Li et al., 2018). Additionally, the assignments and class activities provided by teachers play a crucial role in engaging students (Chen, 2016). Tests also positively influence online learning motivation, which indirectly

enhances the effectiveness of online learning (Hongsuchon et al., 2022). In language learning, a teacher's preparation—including approaches, methods, materials, textbooks, teaching style, assignments, and time management—significantly impacts the learning process (Brown, 2006). Lastly, the use of games is an effective motivational tool that enhances learning outcomes (Platz, 2022).

Teacher characteristics are unique identities consisting of name, age, gender, place of teaching BIPA, length of time teaching BIPA online and offline, country of origin (nationality), disciplinary background, whereabouts when teaching BIPA online, several meetings per week in online learning and offline, and teaching time duration per online and offline meeting. Apart from that, the characteristics section also has open questions regarding the level of BIPA being taught, the online learning platform used, and the facilities.

Effectiveness in teaching online and offline is seen from 1) holding discussion activities, 2) teaching materials that have been prepared and given, 3) assignments given, 4) techniques/methods of teaching, 5) games given, 6) implementation of tests/exams, 7) learning implementation time, and 8) learning implementation duration. The attractiveness and motivation of online and offline learning can be seen from 1) discussion activities, 2) teaching materials, 3) assignments, 4) techniques or how to teach lecturers/instructors, 5) playing games, and 6) tests/exams. Convenience and ease in learning can be seen from the beginning, when learning takes place, and when learning ends.

The questionnaire consists of closed and open questions. For closed questions, there are four groups of questions, namely 1) effectiveness, 2) motivation, 3) attractiveness, and 4) convenience. The scale is 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Open questions on the teacher questionnaire were given to all teachers. Open questions are 1) interesting things to do in online and offline teaching and 2) things to do to motivate students in online and offline learning.

This study studies five variables: teacher characteristics (X1), convenience (X2), attractiveness (X3), motivation (X4), and effectiveness (Y). Researchers developed the instrument using a five-point Likert scale based on definitions and research objects. Before it was used, it was tested on 30 respondents with essential criteria to produce a reliable and valid instrument.

After the survey data was processed using Microsoft Excel, the data was then analyzed using the Statistical Package for Social Science (SPSS) 25.0 for Windows and SmartPLS 4.0. Data analysis carried out in this study was descriptive analysis and partial least squares structural equation modeling (PLS-SEM). Descriptive analysis was used to identify the characteristics of the instructor and the distribution of different tests for each variable based on the learning process (offline and online) and the gender of each variable. SEM analysis is used to measure the direct effect between variables. For example, on the convenience, attractiveness, motivation, and effectiveness variables, the data from each indicator are summed beforehand to calculate the index and categorized based on the cut-off according to Khomsan (2000), namely low (<60), medium (60-80), and high (>80).

### III. RESULT AND DISCUSSION

#### A. Result

##### (a). Characteristics of Respondents

In this study, almost all respondents (99.0%) were teachers from Indonesia or Indonesian citizens. Of the 100 respondents involved, more than two-thirds (67%) of the respondents were female, while only 33% were male respondents. Furthermore, in the age category, the average age of the respondents was 40.42 years, with the most significant proportion (35%) of respondents falling into the early and late adult categories. Regarding the place of teaching BIPA, almost two-thirds (63.3%) of respondents became teachers at a university in Indonesia. More than half (58%) of respondents have been online BIPA developers for 1—11 months (less than one year), while the most significant proportion of respondents (38%) have been offline BIPA developers for <5 years. More than half (56.0%) of the respondents came from an educational/literary background in Indonesia.

When teaching online, the most significant proportion (84.0) of respondents were in Indonesia, while the rest (16.0%) were abroad when teaching BIPA online. Regarding the number of BIPA teaching friends, the most significant proportion (32.0%) of respondents took two meetings a week to teach BIPA online, with the proportion teaching duration of two hours per meeting (46.0%), while teaching BIPA offline was 22.0% percent of respondents took two meetings in one week with the most significant proportion (30.7%) taking two hours per guest (Table 1).

TABLE 1  
CHARACTERISTICS OF BIPA TEACHERS

Teacher Characteristics	Total	Percentage
Gender		
Man	33	33.0
Woman	67	67.0
Age		
Early Adulthood (26–35)	35	35.0
Late adulthood (36-45)	35	35.0
Early Old Age (46-55)	25	25.0
Final Old Age (56-65)	5	5.0
Min-Max	23-58	
Mean±SD	40.42±8.646	
BIPA Teaching Place		
University in Indonesia	63	63.0
Universities Abroad	12	12.0
Language Institute in Indonesia	12	12.0
Indonesian Embassy	7	7.0
Independent/Private	6	6.0
Length of Teaching BIPA Online		
1-11 months	20	20.0
12-23 months	58	58.0
24-35 months	14	14.0
36-47 months	5	5.0
>48 months	3	3.0
Length of Teaching BIPA Offline		
<5 years	38	38.0
6-10 years	31	31.0
11-20 years	24	24.0
21-30 years	5	5.0
>30 years	1	1.0
Citizenship		
Indonesian citizen (WNI)	99	99.0
Foreign Citizens (WNA)	1	1.0
Discipline background		
Indonesian Education/Literature	56	56.0
Outside Education/Indonesian Literature	44	44.0
Presence when teaching online		
In Indonesia	84	84.0
Abroad	16	16.0
Number of BIPA Online teaching meetings in one week		
1	16	16.0
2	32	32.0
3	14	14.0
4	10	10.0
5	14	14.0
6	11	11.0
7	2	2.0
>7	1	1.0
Number of BIPA Offline teaching meetings in one week		
1	16	16.0
2	22	22.0
3	14	14.0
4	17	17.0
5	21	21.0
6	6	6.0
7	2	2.0
>7	2	2.0
The duration of teaching BIPA online is one meeting		
One hour per meeting	22	22.0
One hour and a half per meeting	20	20.0
Two hours per meeting	46	46.0
Three hours per meeting	10	10.0
Four hours per meeting	2	2.0
More than 4 hours per meeting	22	22.0
The duration of teaching BIPA offline is in one meeting		
One hour per meeting	4	5.3
One hour and a half per meeting	11	14.7
Two hours per meeting	23	30.7
Three hours per meeting	21	28.0
Four hours per meeting	6	8.0
More than 4 hours per meeting	10	13.3

Regarding the BIPA level attended, 72.0 percent of respondents participate in BIPA 1 (Basic Level 1), while only 13 out of 100 teach online BIPA at BIPA level 7 (Advanced Level 3). Likewise, with the offline BIPA level, the largest percentage (82.0%) of respondents taught BIPA level 1 (basic Level 1), the order after BIPA 2 (basic Level 2) (Table 2).

TABLE 2  
DISTRIBUTION OF BIPA LEVELS ATTENDED DURING ONLINE AND OFFLINE LEARNING

BIPA Level	Followed		Not Followed	
	n	%	n	%
BIPA Online Levels				
BIPA 1 (Basic Level 1)	75	75.0	25	25.0
BIPA 2 (Basic Level 2)	67	67.0	33	33.0
BIPA 3 (Intermediate Level 1)	53	53.0	47	47.0
BIPA 4 (Intermediate Level 2)	46	46.0	54	54.0
BIPA 5 (Advance Level 1)	33	33.0	67	67.0
BIPA 6 (Advance Level 2)	27	27.0	73	73.0
BIPA 7 (Advance Level 3)	13	13.0	87	87.0
BIPA Offline Levels				
BIPA 1 (Basic Level 1)	82	82.0	18	18.0
BIPA 2 (Basic Level 2)	81	81.0	19	19.0
BIPA 3 (Intermediate Level 1)	69	69.0	31	31.0
BIPA 4 (Intermediate Level 2)	58	42.0	42	42.0
BIPA 5 (Advance Level 1)	46	46.0	54	54.0
BIPA 6 (Advance Level 2)	38	38.0	62	62.0
BIPA 7 (Advance Level 3)	25	25.0	75	75.0

When teaching online, almost all respondents (90.0%) use the Zoom application as a platform that assists in the teaching process after WAG (30.0%) and G-meet (30.0%). Furthermore, regarding teaching facilities, almost all respondents (99.0%) already use laptops, and only one percent use iPads and tablets (Table 3).

TABLE 3  
DISTRIBUTION BASED ON ONLINE TEACHING PLATFORMS AND FACILITIES

Online Teaching Platforms/Facilities	Use		Do not use	
	n	%	n	%
Online Teaching Platforms				
Zoom	90	90.0	10	10.0
WAG	30	30.0	70	70.0
G-meet	30	30.0	70	70.0
Canvas	11	11.0	89	89.0
LMS	9	9.0	91	91.0
Microsoft Team	4	4.0	96	96.0
Skype	3	3.0	97	97.0
VOOV	3	3.0	97	97.0
Google Classroom	2	2.0	98	98.0
Cisco-Webex	2	2.0	98	98.0
G-form	1	1.0	99	99.0
G-sites	1	1.0	99	99.0
Padlet	1	1.0	99	99.0
Worwall	1	1.0	99	99.0
Facebook	1	1.0	99	99.0
Ding Talk	1	1.0	99	99.0
Online Teaching Facilities				
laptops	99	99.0	1	1.0
Mobile phone	33	33.0	67	67.0
PC	2	2.0	98	98.0
Tablet	1	1.0	99	99.0
ipads	1	1.0	99	99.0

(b). *Index Category*

Overall, the variables of convenience, attractiveness, and motivation are rated higher in offline learning compared to online learning. In the high category based on teacher assessments, these variables significantly contribute to the overall effectiveness of offline learning, reaching up to 40 percent in some cases. Based on Table 4, the most significant percentage (38.0%) of respondents has a convenience level in the high category with an average of 76.50. This means that in online learning, before and during the lessons, teachers consistently ensure that the learning activities are made more accessible and convenient for students. However, only 12.0 percent of respondents reported a high level of

effectiveness, with an average score of 65.36. As a result, only 12 percent of teachers feel that the learning process, including discussions, teaching materials, assignments, and teaching methods, is highly effective.

Furthermore, it differs from offline learning; almost two-thirds (60.0%) of respondents have an effectiveness level in the high category with an average of 83.69. Only 40 percent of teachers feel that the learning process, which consists of discussions, teaching materials, assignments, and teaching techniques/methods, still needs to be highly effective. However, the motivation variable has the smallest percentage when viewed from the lowest percentage. Namely, only 49 percent of teachers are in the high category. Therefore, only 49 percent of teachers feel that their discussions, teaching materials, assignments, and teaching techniques/methods have motivated students.

TABLE 4  
THE VARIABLE CATEGORIES OF THE TEACHER'S LEARNING PROCESS DURING ONLINE AND OFFLINE

Variable	Category						Min-Max	Mean±SD
	Low		Medium		High			
	n	%	n	%	n	%		
<b>Online Learning</b>								
Effectiveness	33	33.0	55	55.0	12	12.0	25.00-100	65.36±14.22
Attractiveness	24	24.0	59	59.0	17	17.0	25.00-100	68.67±14.65
Motivation	17	17.0	55	55.0	28	28.0	45.83-100	75.79±13.14
Convenience	16	16.0	46	46.0	38	38.0	50.0-100	76.50±14.03
<b>Offline Learning</b>								
Effectiveness	9	9.0	31	31.0	60	60.0	5.56-100	83.69±16.43
Attractiveness	6	6.0	35	35.0	59	59.0	17.86-100	84.67±15.12
Motivation	6	6.0	45	45.0	49	49.0	25.0-100	84.04±14.94
Convenience	12	12.0	29	29.0	59	59.0	8.33-100	85.75±19.21

(c). *Test the Difference in the Learning Process During Online and Offline Learning*

Based on Table 5, the value of Sig. (2-tailed) on the variables effectiveness, attractiveness, motivation, and convenience is 0.000. There is a very significant difference between the effectiveness, attractiveness, motivation, and convenience during the online and offline learning processes, with the highest average score in the offline learning process.

TABLE 5  
DIFFERENT TESTS OF PAIRED T-TESTS OF THE VARIABLE OF THE TEACHER'S LEARNING PROCESS DURING ONLINE AND OFFLINE LEARNING

Variable	Average		P-value
	Online	Offline	
Effectiveness	65.36	83.69	0.000
Attractiveness	68.67	84.67	0.000
Motivation	75.79	84.67	0.000
Convenience	76.50	85.75	0.000

Table 6 shows that the test scores on the variables of effectiveness, attractiveness, motivation, and online and offline convenience based on gender are more than 0.05. This means there is no significant difference between men and women in these variables.

TABLE 6  
DIFFERENT TEST INDEPENDENT T-TEST OF TEACHING-LEARNING PROCESS VARIABLES BASED ON GENDER DURING ONLINE AND OFFLINE LEARNING

Variable	Online Average		P-value	Offline Average		P-Value
	Men	Women		Men	Women	
	Effectiveness	64.73		65.67	0.758	
Attractiveness	66.55	69.72	0.312	85.49	84.27	0.706
Motivation	76.01	75.68	0.908	84.72	83.70	0.751
Convenience	77.52	75.99	0.611	85.35	85.94	0.886

(d). *Test the Effect of Offline and Online Learning*

1. *Test Results of the Measurement Model (Outer Model) of Offline and Online Learning*

The measurement or outer model with reflective indicators is evaluated with the indicators' convergent and discriminant validity. Convergent validity is considered valid and acceptable; the loading factor value for each indicator must be  $\geq 0.7$ . For example, in the offline learning model, Affecti1 (Effectiveness Indicator Number 1) has a loading factor of  $0.824 > 0.70$ , which means that this item is valid for measuring the effectiveness variable. Any change in the effectiveness variable will be reflected in the Affecti1 variation of  $(0.824 \times 0.824 = 67.8\%)$ . In the offline learning model, two variable motivation items (Motiva6 and Motiva7) and five items on characteristic variables (Gender, Age, Discipline, Length of

Teaching, and Duration of Meetings) were omitted. Likewise, several items in each variable are omitted from the online learning model. It is done because the value of the loading factor is  $< 0.70$ .

After the evaluation process, each item that measures the variable has a loading factor  $> 0.70$  (valid). Furthermore, the composite reliability of the offline learning model demonstrates that each variable effectiveness (0.965), convenience (0.984), attractiveness (0.956), and motivation (0.966) has a composite reliability (CR) value greater than 0.7, indicating that the reliability of all variables is acceptable. Similarly, in the online learning model, each variable namely effectiveness (0.906), convenience (0.926), attractiveness (0.910), and motivation (0.906) also has a composite reliability (CR) value greater than 0.7, indicating that the level of reliability of all variables is acceptable. Overall, the items are consistent and reliable in measuring effectiveness, convenience, attractiveness, and motivation.

In the offline learning model, the AVE value of the effectiveness variable is 0.778, which means that the variation in the Affecti1–Affecti9 measurement items contained by the effectiveness variable is 77.8%, likewise with the AVE values of convenience (0.969), attractiveness (0.777), and motivation (0.847). Furthermore, in the online learning model, the AVE value of the effectiveness variable is 0.670, which means that the magnitude of the variation in the Affecti1–Affecti7 measurement items contained by the effectiveness variable is 67.0%, likewise with the AVE values of convenience (0.920), attractiveness (0.636), and motivation (0.692). Therefore, all variables in the offline and online models have shown  $AVE > 0.50$ . So, the convergent validity requirements have been met very well. Furthermore, the Heterotrait-Monotrait ratio (HTMT) value for each pair of variables is less than 0.90. So, it can be said that the discriminant validity evaluation is fulfilled. Furthermore, as seen by Fornell Lacker, discriminant validity for the correlation variable is fulfilled because of the root of the AVE variable  $>$  correlation between variables.

## 2. *Structural Model Test Results (Inner Model) of Offline Learning*

The structural model is evaluated after passing the outer model test and obtaining good (acceptable) results. The parameters used to evaluate the inner node in smartPLS are the determinant coefficient (R<sup>2</sup> test) and the path coefficient or t-value. The value of R<sup>2</sup> measures the degree of variation in the independent variables. For example, the R<sup>2</sup> value for the variable effectiveness of the offline learning model is 0.834.

The coefficient of determination (R<sup>2</sup>) is used to calculate the Goodness of Fit (GOF) or model feasibility test because SmartPLS does not provide a special menu for calculating GOF. GOF values are used to indicate and describe the suitability of a model. GOF reflects how much the independent variable (X) can explain the dependent variable (Y).

Based on the calculation results, the resulting Q<sup>2</sup> value is 0.828. Therefore, it means that the independent variable (X) consisting of teacher characteristics (number of meetings), convenience, attractiveness, and motivation can explain 83.4 percent of the effectiveness of offline teaching, and the remaining 16.6 percent is explained by other variables not included in the models. Thus, this research model is suitable for use because of the value of  $Q^2 > 0$ . Furthermore, the  $Q^2 > 0$  shows predictive relevance (the resulting observation value).

After calculating the goodness of fit (GOF), the subsequent analysis tests the hypothesis with the path coefficient. The path coefficient indicates the level of significance in hypothesis testing. The hypothesis used in this study is one-tailed. The hypothesis is accepted if it has a t-statistic value of more than 1.96. The structural model image of the bootstrapping results is shown in Figure 1, and the results of the path coefficient values are in Table 7.

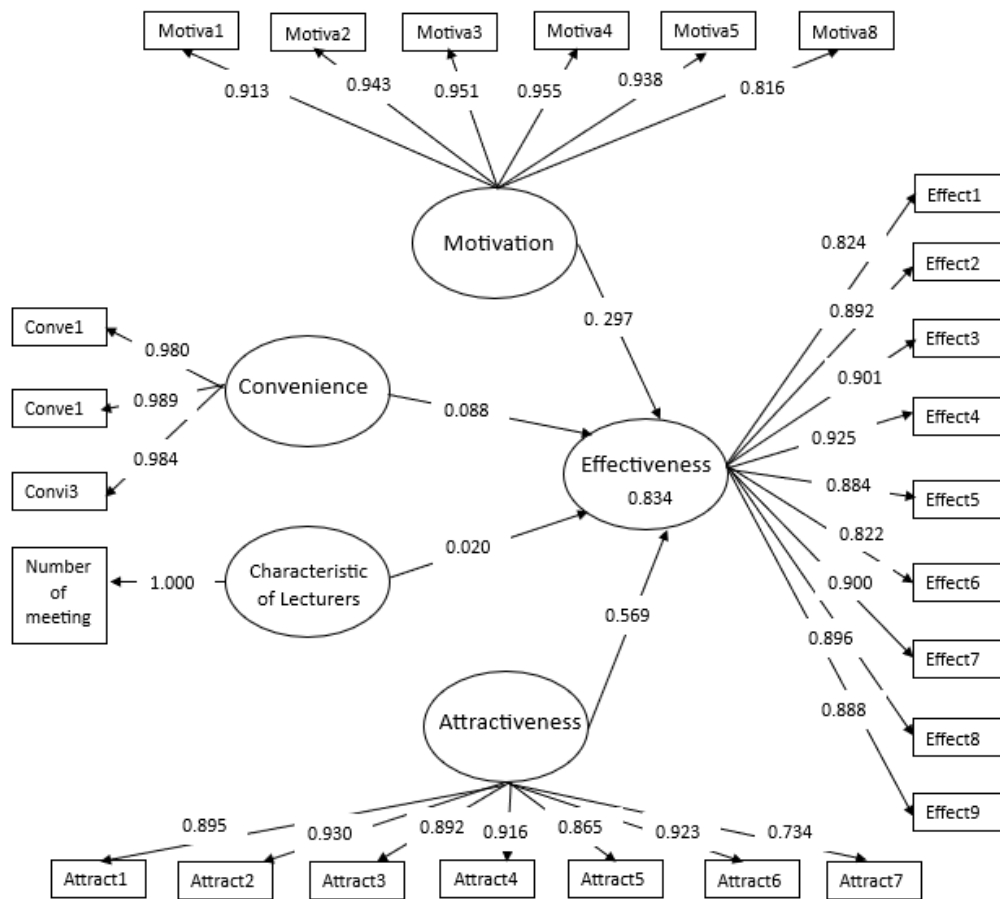


Figure 1. Offline Research SEM Model

TABLE 7  
THE RESULTS OF THE PATH COEFFICIENT AND T-TEST

Variable	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
Characteristic-> Effectiveness	0.020	0.024	0.033	0.604	0.546
Convenience-> Effectiveness	0.088	0.098	0.086	1.023	0.306
Attractiveness-> Effectiveness	0.569	0.559	0.163	3.493	0.000
Motivation-> Effectiveness	0.297	0.297	0.153	1.939	0.053

The results of the direct effect hypothesis test between variables (Figure 1 and Table 7) explain that attractiveness ( $\beta = 0.569$ ,  $t = 3.493$ ) or p-value ( $0.000 < 0.05$ ) has a significant positive effect on effectiveness. It means that a beautiful teacher will increase or strengthen the effectiveness of the offline learning process. Furthermore, the characteristics, convenience, and motivation variables do not significantly affect the teacher's effectiveness in the offline learning process. It is evidenced by the t-statistic value, which is less than 1.96.

3. Structural Model Test Results (Inner Model) of Online Learning

In the online learning model, the R2 value measures the degree of variation in the independent variable changes. For example, the R2 value on the effectiveness variable is 0.623. Based on the calculation results, the resulting Q2 value is 0.623. It means that the independent variable (X), which consists of the characteristics of the employer (number of meetings), convenience, attractiveness, and motivation, can explain 62.3 percent of the effectiveness of offline learning readers, and the remaining 37.7 percent is explained by other variables that are not included inside models. Thus, this research model is suitable for use because of the value of  $Q2 > 0$ . The  $Q2 > 0$  shows predictive relevance (the resulting observation value). The structural model image of the bootstrapping results is shown in Figure 2, and the results of the path coefficient values are in Table 8.

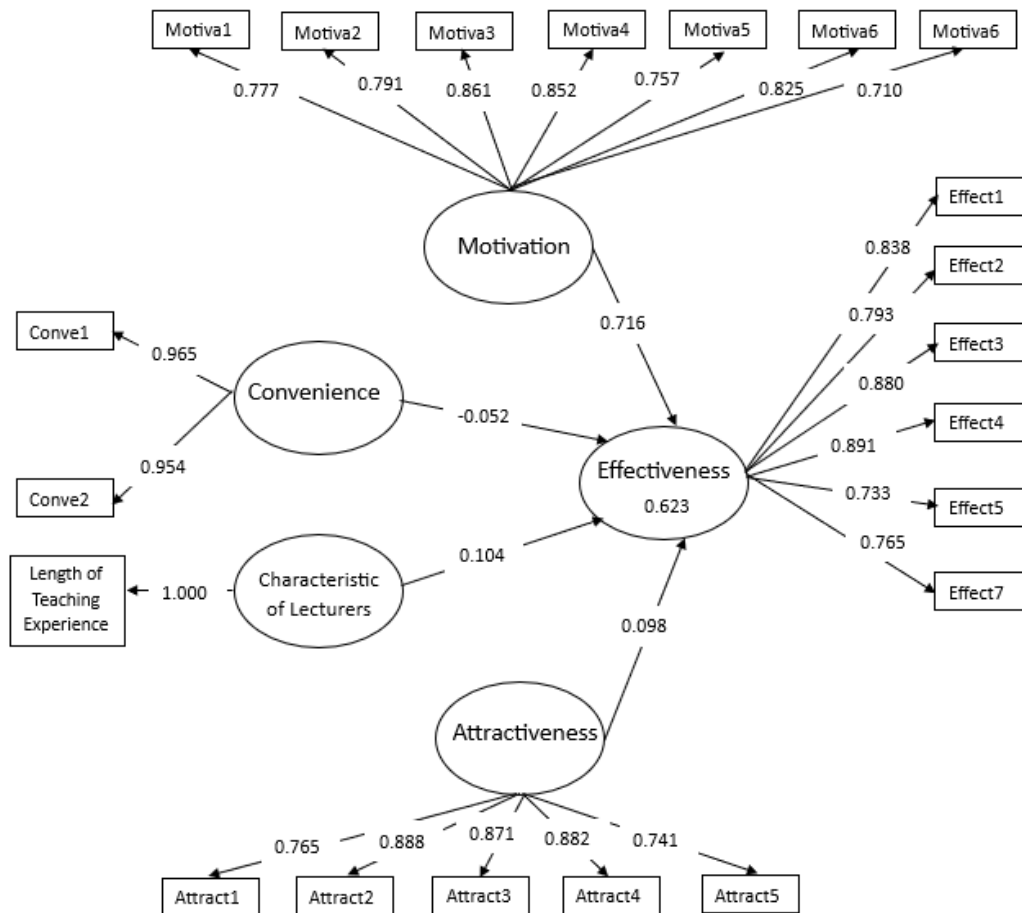


Figure 2. Online Research SEM Model

TABLE 8  
RESULTS OF THE PATH COEFFICIENT AND T-TEST

Variable	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
Characteristic-> Effectiveness	0.104	0.104	0.056	1.842	0.066
Convenience-> Effectiveness	-0.052	-0.048	0.078	0.672	0.502
Attractiveness-> Effectiveness	0.716	0.716	0.087	8.244	0.000
Motivation-> Effectiveness	0.098	0.099	0.092	1.057	0.291

The results of the hypothesis test for the direct effect between variables (Figure 2 and Table 8) explain that attractiveness ( $\beta = 0.716$   $t = 8.244$  or  $p$ -value  $(0.000 < 0.05)$ ) has a significant positive effect on effectiveness. It means that lovely teachers will increase or strengthen the effectiveness of the online learning process from the teachers themselves. Furthermore, the characteristic variables (long teaching), convenience, and motivation do not significantly affect teachers' effectiveness in online learning. It is evidenced by the t-statistic value, which is less than 1.96.

(e). *The Things That Teachers Do in Online and Offline Learning*

Based on the results of an open questionnaire from 50 respondents who filled it out, the most exciting thing teachers do in online learning is make creative and simple teaching materials. After that, they use various online learning applications. To motivate students, most teachers create a fun atmosphere by holding games and quizzes. According to the teacher, the things that have motivated students are simple and exciting practice assignments and questions, unique cultural videos about Indonesia, and the practice of seeking cultural similarities.

In contrast, in offline learning, for the teacher's answers regarding exciting things that the teacher does most, things that can motivate, and things that motivate students, the teacher answers the same thing, namely learning outside the room, such as holding workshops and field trips. Furthermore, communicating directly with Indonesians is the second thing teachers do to motivate students, and it also motivates students. Finally, games and games are the second exciting thing teachers do in offline learning.

B. *Discussion*

Not all BIPA teachers have a background in Indonesian language or literature education; some have backgrounds in foreign language or literature education, while others lack a language education background entirely. This differs from the findings of Tamimy et al. (2023), which indicate that teachers of English as a foreign language are graduates of English-related disciplines. Meanwhile, according to Anca (2013), foreign language teachers must also possess linguistic skills in the foreign language they teach. Almost all BIPA teachers are Indonesian citizens with an average age of 40.42 years, and nearly two-thirds of BIPA teachers teach at a university in Indonesia. Some have less than one year of online teaching experience, while their offline teaching experience averages around five years. More than two-thirds of them are in Indonesia while teaching online, with both online and offline learning consisting of more than two meetings per week, each lasting 2 hours. In general, the BIPA level taught is primarily BIPA 1, both online and offline. Generally, the platform used for online learning is Zoom. Nonetheless, the WA Group platform remains the second choice. The extensive use of the Zoom platform in online learning was also noted by Hongsuchon et al. (2022).

Overall, the learning aspects are more in the high offline category than online learning. Likewise, the different tests show a very significant difference in effectiveness, attractiveness, motivation, and convenience between online and offline learning process, with the highest average scores in the offline learning process. However, there were no significant differences between male and female teachers' effectiveness, attractiveness, motivation, and convenience online and offline. Meanwhile, Kulal and Nayak revealed that teachers believe in the effectiveness of their online classes. However, teachers would prefer the training and support provided by the institution (Kulal & Nayak, 2020). In contrast, Rahayu and Wirza (Rahayu & Wirza, 2020) revealed that more than half of teachers disagreed with the effectiveness of online learning during the COVID-19 pandemic due to the need for more quality communication and interaction between teachers and students.

Meanwhile, teacher-student and student interaction and convenience are the main attractions for students in an online course (Sanford et al., 2017); teachers and prospective teachers have negative feelings about online learning and prefer face-to-face teaching (Çamlıbel-Acar & Eveyik-Aydın, 2022). Teachers continue to develop themselves to explain material acceptably and efficiently so that students are interested in learning and motivated (Wicaksono & Setyowati, 2022). Therefore, offline learning is much more effective and convenient. The findings of Müller and Mildenerger illustrate that blended learning is less effective than traditional classroom learning (Müller & Mildenerger, 2021). Likewise, Sanford et al. found that although online is convenient, traditional face-to-face learning is far more comfortable. (Sanford et al., 2017). Therefore, offline learning remains a more effective solution for improving student achievement by enhancing convenience, attractiveness, and motivation, which contribute significantly to overall learning effectiveness (Basyiroh et al., 2022). Thus, even though teachers consider online learning adequate, effectiveness—including convenience, attractiveness, and motivation—is much higher in offline learning.

In both online and offline learning, attractiveness has a significant positive effect on effectiveness. Therefore, lovely teachers will increase or strengthen the effectiveness of offline and online learning processes. The importance of the role of the teacher in creating attractiveness in learning foreign languages is also supported by the findings of Li et al., namely that of the three aspects that can create attractiveness for students in learning foreign languages is the role of the teacher (support, recognition, and teaching techniques/methods, such as games, singing, and multimedia) compared to the students' personalities and the learning atmosphere (Li et al., 2018). The teacher must create attractiveness through activities students like, such as games and singing. This game and singing can be done in online and offline learning.

Educators do different things to create fun in online and offline learning. Teachers create creative and simple teaching materials for online learning and use various applications. Using applications, such as games (such as i2istudy), can implement all the components of spoken communication needed to practice spoken foreign language skills (Osipov et al., 2016). To create fun in learning, teachers can also use the TikTok platform as a widespread communication practice (Vizcaíno-Verdú & Abidin, 2023). TikTok teachers can also use Facebook in their language teaching practice because this platform is rich in text and provides unique opportunities for language teachers to interact with various texts (Woodford et al., 2023). Application as a new medium in learning English motivates students, turning dependent and passive learners into active and independent learners, making them participatory, involved, and enthusiastic in learning (Hasan et al., 2020).

On the other hand, in offline learning, because students and teachers are present at the same time, teachers can also carry out outdoor learning, such as field trips. These outdoor activities serve to motivate students, and teachers recognize that they have a positive impact on students. Field trip activities motivate more effective study habits (Houser et al., 2011). According to Doan's findings, the outdoor activities created by English teachers in Vietnam can motivate students (Doan, 2020). Therefore, learning content outdoors in English is also effective (Alcántara, 2016).

#### IV. CONCLUSIONS

Foreign nationals have yet to occupy the online and offline BIPA teaching profession widely. Individuals with any educational background can become BIPA teachers; a degree in Indonesian language and literature education is not a requirement. BIPA teachers with minimal online teaching experience but substantial offline teaching experience can also transition to online teaching. Zoom is a platform that is currently considered essential and irreplaceable for online learning.

Furthermore, offline learning can only be partially replaced by online learning. Therefore, traditional face-to-face learning is still the most effective. This is evidenced by all aspects of learning studied, which show higher effectiveness

in offline learning than online learning. The tests also reveal significant differences in effectiveness, attractiveness, motivation, and convenience between online and offline learning, with offline learning consistently scoring higher. Attractiveness has a significant positive effect on the effectiveness of learning in both online and offline settings.

The limitations of this study include the small number of respondents, most of whom are Indonesian citizens residing in Indonesia while teaching online. Only one foreign BIPA teacher from Japan teaches online and offline from their home country. Furthermore, the small sample size and non-probability sampling method limit the generalizability of the findings.

Based on the findings and limitations, the following suggestions are made for BIPA teachers: 1) Teachers should create enjoyable online and offline learning experiences. This can be achieved through the use of games in both settings. For offline learning, interest can be generated through field trips. 2) BIPA teachers without a background in Indonesian language and literature education should receive special training in Indonesian linguistics, such as morphology and syntax. Authorized institutions can organize this training. 3) The Language Development and Cultivation Agency, Ministry of Education and Culture, which has organized a program for sending BIPA teachers abroad (where teaching was conducted online during the pandemic), should continue to enhance teachers' skills in developing simple teaching materials and using applications. 4) Post-pandemic BIPA learning should be conducted partially online; offline components must also be included. This is because the experience of BIPA teachers in online teaching still needs improvement.

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0047

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