CHAPTER 1
INTRODUCTION

1.1 Background of the Study

Technological tools in education, especially online learning, have proven essential in the modern age, facilitating access, engagement, and efficiency in learning environments (Bernacki et al., 2020). Previous research utilizing the Technology Acceptance Model (TAM) has demonstrated its efficiency in understanding students' perceptions of Learning Management Systems (LMS), such as Canvas. TAM assesses factors like perceived usefulness and ease of use, which significantly influence students' acceptance and engagement with educational technologies (Davis, 1989a; Tick, 2019). Supriyono et al. (2024) have underscored that perceived usefulness enhances students' self-regulated learning, fostering intrinsic motivation and satisfaction in achieving academic goals (Zimmerman, 2002).

Canvas, a widely adopted LMS in higher education, facilitates seamless pedagogical material sharing, student performance tracking, and the creation of engaging learning environments (Nalyvaiko & Vakulenko, 2021). Research underscores Canvas' user-friendly interface and its significant impact on students' learning experiences through simplified, enjoyable, and student-centred strategies (Garcia et al., 2021). Studies have shown that Canvas enhances learning motivation by fostering interactive discussions and providing engaging learning experiences (Santiana et al., 2021).

However, while TAM provides insights into acceptance and initial engagement with Canvas, the deeper motivational aspects remain underexplored. The ARCS model (Attention, Relevance, Confidence, and Satisfaction), proposed by Keller (1987), offers a systematic approach to understanding and enhancing learning motivation. This model categorizes motivational factors critical for sustaining students' engagement and satisfaction in learning environments.

ARCS model as a basis of research has been investigated thoroughly, and the theory has been used to investigate the instructional designs, mostly in multimedia learning and in the level of higher education (Fang et al., 2023). By applying the ARCS model as the framework, this study seeks to explore how students' perceived usefulness of Canvas, as evaluated through TAM, influences these motivational factors. This investigation aims to fill the gap in current research by providing a comprehensive understanding of how technological acceptance translates into sustained motivation and engagement in educational settings.

In this particular study, the researcher focused solely on the perceived usefulness (PU) aspect of TAM, the primary aim of this research is to provide a more detailed and streamlined analysis of how students' perception of Canvas influence their learning motivation. By concentrating on PU, the study can offer a deeper and more focused insight into the specific ways in which students find the platform beneficial and how these perceptions drive their motivation to engage with it. Moreover, in the space of English as a Foreign Language (EFL) setting at an Indonesian university, PU tends to have more significance than perceived ease of use (PEOU). In this environment, students are more likely to value the functional benefits and the tangible contributions of Canvas to their learning outcomes. Consequently, examining PU allows for a more relevant and context-specific analysis, linking directly to students' learning motivation. While PEOU is an important component of TAM, its influence is often mediated through PU. Prior studies have shown that the impact of PEOU on user acceptance can be indirect, primarily enhancing the PU. Therefore, focusing on PU in isolation provides a more direct understanding of the factors that motivate students to use Canvas, thus making the research more impactful and aligned with the specific educational setting under study.

To achieve these objectives, this study employs a case study approach within the English Education Department of one of the universities in Indonesia, focusing specifically on students in their 7th semester that have used Canvas LMS in Technology Enhanced Language Learning (TELL) course, a crucial course in the

curriculum designed to integrate technological tools into language education. Initial observation by interviews revealed that the use of Canvas significantly influences students' learning motivation, especially within the TELL course. Participants noted that the diverse features of Canvas, coupled with lecturers' use of various multimedia resources, enhanced their motivation to learn. This observation underscores the importance of Canvas in facilitating an engaging and supportive environment. By delving deeper into how these technological features impact students' motivation, this study aims to provide valuable insights into the effective integration of educational technology in higher education EFL context. This unique combination of factors makes the setting of this study an intriguing case for examining the intersection between educational technology and student motivation in higher education EFL context. Semi-structured interviews will be conducted with students to explore their perceptions of Canvas and how these perceptions impact their motivation to engage with course materials and activities. This research setting allows for a nuanced exploration of the interplay between the technological acceptance, learning motivation, and educational outcomes within a specific academic context.

1.2 Formulation of the Problem

       1.   How do students perceive the usefulness of Canvas and how do said perceptions affect their learning motivation?

1.3 Operational Definitions

1.3.1 Perceived Usefulness of Canvas: Perceived usefulness is how students believe that using Canvas would gain them an advantage over their learning experience in TELL course, particularly how students perceive how Canvas' features and multimedia resources provided by lecturers.

1.3.2 Canvas: Canvas behaves as a platform to supervise and distribute academic contents in TELL course. It aims to provide the optimal environment for learners' engagement and achievements, allowing learners to access multimedia resources, involved in discussions, submit tasks, track their grades, and check on updates.

1.3.3 Learning Motivation: Learning motivation is students' attitude of towards learning while using Canvas in TELL course, especially driven by perceived usefulness of Canvas. This includes how the perceived usefulness of Canvas keeps students' attention, raising their confidence, how the lessons are relevant to students' goals, and give them a sense of challenges and satisfaction.

1.4 Aim of the Research

This research will attempt to find out the perceived usefulness of Canvas and how it affects students' learning motivation.

1.5 Significance of the Study

1.5.1 Theoretical Uses

The findings of this study is supporting the Technology Acceptance Model by Davis (1985) in which detailed the perceived usefulness (PU) of technology and the ARCS model of learning motivation by Keller (2010).

1.5.2 Practical Uses

The result of this study provides information for teachers who use Canvas in their teaching-learning experience revealing how perceived usefulness of Canvas is affecting students' learning motivations, thus enhancing their learning performance.

1.5.3 Empirical Uses

The findings of this study will give an in-depth understanding of how perceived usefulness of Canvas affects students' learning motivation based on the evidence.