Article

JELITA: Journal of English Language Teaching and Literature
Volume 5, Number 2, August 2024, pages 570-587

P-ISSN 2721-1096
E-ISSN 2721-1916

Factors Influencing EFL Students' Engagement in Project-Based Learning within ICT-Integrated Classrooms

Ardhita Annisa Dewi
Universitas Muhammadiyah Prof.Dr Hamka

Roslaini
Universitas Muhammadiyah Prof.Dr Hamka

Abstract
Willingness is a kind of awareness of students to participate in a study. It is important to have for students, particularly in learning ICT-based projects. Then, this research aims to investigate the factors of students' willingness that influence them to complete the project. This research used a mixed–method design, and the data were collected using open and close-ended questions. Thirty EFL students participated in this study as respondents. After analyzing the data using the Likert scale, the result shows that EFL students' willingness to engage in projects is significantly positive. After calculating the frequency and the percentage of students' responses, the highest percentage for behavioral factors is (66,7%), task orientation (96,7%), teacher support (60%), enjoyment task (50%), achievement (60%), and emotional engagement (53,3%). In this case, it indicates a significant tendency among students to tackle challenges.

Keywords
ICT, Project Engagement, Willingness

Corresponding author:
Ardhita Annisa D, Universitas Muhammadiyah Prof.Dr. Hamka, Jakarta, Indonesia
Email: ardhitaannisad22@gmail.com

INTRODUCTION

Modern technology has brought forth many types of opportunities in education, especially for those studying English as a foreign language (EFL). Information and communication technology (ICT) integration in English language instruction may help students improve their language proficiency (Al Arif et al., 2023). ICT tools provide various multimedia elements, such as visual and spoken text, graphics, and videos, catering to ESL/EFL language learners in educational settings (Alobaid, 2021). The ability to integrate technology in classrooms is facilitated by several factors, including recognizing the advantages of ICT, willingness to embrace it, encouraging student engagement, admiring colleagues' technological proficiency, and acknowledging ICT tools as valuable educational assets (Zamir, 2019). Additionally, according to Sabiri, (2020) willingness is readiness to adapt to technology in teaching is related to an individual's attitude, belief, and technological skills.

Moreover, according to Masood et al. (2022), ICT concepts at the university level encompass various topics, such as image processing, social networking, computer databases, internet skills, Microsoft Office applications, and information stability. Pratiwi et al. (2023) explain that several ICT tools, such as creative for practice and assessment, are selected as media in reading and writing courses. The textbook includes links to Kahoot! And quizzes for extra content and entertaining activities. These ICT resources have been shown to encourage students' active learning and keep them interested in EFL classes in both offline and online environments. Almulla, (2020) Stated that educators promote the sharing of students' views and discussion of course material.

The use of ICT in learning becomes a challenge for students. The challenges can be a lack of teacher competence to use ICT, lack of student enthusiasm, lack of facilities, and lack of internet access. Based on Sayaf et al. (2021), despite rapid advances in educational technology and information systems, the great potential of digital learning technology and information systems, and the great potential of digital learning technology and ICT to improve student participation and learning outcomes in higher education, several issues must be addressed. ICT has not been used optimally and effectively. This is highlighted by Sayaf et al.(2021), variations in learner understanding and use of technology and university policies, as well as obstacles to integrating technology in developing nations. Therefore, it is crucial to discover and understand critical success components to maximize student learning outcomes by using information technology and digital learning at the university, focusing on increasing sustainable development.

As highlighted by Verhoeven et al.(2016), information and technology require specific basic abilities, and people's usage depends on what they find valuable for themselves and others. This explains why individuals with similar access to computers and the internet may utilize these tools differently, which may help to explain why there may be differences in the ICT proficiency and equipment use of different groups at the degree. Sometimes, students' complaints about completing ICT projects and their lack

of willingness to participate in ICT projects illustrate differences in technology utilization despite equal access, reflecting different levels of expertise and use of ICT equipment among various individuals.

Furthermore, according to Han et al.(2024), willingness and engagement are two concepts related to the learning process. This ability affects a person's ability to communicate with others. Project-based learning is a tool to improve students' ability to participate in projects that are relevant to real-life Zen et al., (2022)The concept of engagement has multiple dimensions; the importance of educational practices that involve students from different disciplines in real-world learning scenarios that allow for the application of course material was emphasized. These practices also foster long-term intellectual development and a stronger sense of personal accountability in students (Groccia and Hunter, 2018). Previous research, Sudarwati (2023) Project-based learning (PjBL) has been shown in earlier research to improve other abilities, including critical thinking and teamwork. It can also increase students' interest in reading in online classrooms. The research gap, however, is that no study has explicitly examined how PjBL can raise students' reading engagement when taking online courses. Thus, by concentrating on the effect of PjBL on students' academic reading engagement in online settings, this study seeks to close that gap. Meanwhile, Al Arif et al. (2023) the use of ICT in English language acquisition has solely looked at students' motivation and attitudes toward using ICT in the classroom. Nonetheless, limited study has been conducted to thoroughly examine the specific ICT usage and expectations of EFL (English as a Foreign Language) students when learning the language. By employing a mixed-method approach to investigate EFL students' expectations, usage patterns, and views of ICT in English language acquisition, this study seeks to close that gap.

This study focuses on EFL students' willingness to engage in ICT classrooms through project-based learning. It aims to explore the students' willingness to work on these projects and find out the factors influencing their willingness to work on them and the obstacles that students face. The study hopes to provide deep insight into improving students' engagement and willingness in ICT classrooms.

LITERATURE REVIEW

Al Arif et al. (2023) Stated that the main problem addressed in this journal is using ICT (Information and Communication Technology) for English language learning among EFL (English as a Foreign Language) university students. The study's objective is to investigate the frequency and ways in which students utilize ICT for general and English learning purposes, as well as their perceptions and expectations regarding the use of ICT for English learning. The study aims to provide insights into the current practices and challenges of using ICT in English language learning and to inform the development of effective strategies for integrating ICT into EFL classrooms.

Secondly, Sudarwati (2023) States that The research concerns the implementation of Project-Based Learning (PJBL) in an Academic Reading class for EFL learners. The study aims to investigate the effects of PJBL on students' reading engagement, specifically

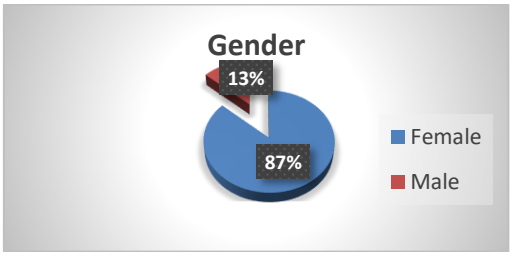
their behavioral and emotional engagement. Previous researchers have discussed the effect of PJBL on students by looking at their involvement and emotions. Previous research used a mix of quantitative and qualitative methods.

RESEARCH METHOD

This study focuses on the design, willingness, and engagement in projects within the information and communication (ICT) classroom based on Naqvi & Al Mahrooqi (2016) Stated of Vygotsky (1978). A study quantitative method specifically compares or blends qualitative and quantitative methods of various kinds to give a more detailed understanding of the phenomenon of interest (along with its context) and to increase confidence in the conclusion obtained from the evaluation study (Johnson & Onwuegbuzie, 2007). This means mixed methods research is a type of research in which qualitative and quantitative research methodologies are integrated into a single study (Rahma Hakiki, 2021).

In this research, the participants are EFL students who have studied and experienced ICT classes. There were 30 students, of whom 87% (26) were female and 13% (4) were male.

Figure 1



Close and open-ended questionnaires are given to the students who have joined and are experienced in ICT courses. The indicators of the close-ended questionnaire are adapted from (Vurdien, 2019). The questions of each indicator were adapted from previous research, such as Behavioral (Trickey et al., 2015) , (Zen et al., 2022), Task orientation (Menon, 2024), Teacher support (Siregar et al., 2023) ,(Borgonovi et al., 2023) , Enjoyment task (Zaccoletti et al., 2020) ,(Czikmantori et al., 2021), Achievement (Fitriana, 2018), (Shamdas, 2023), and Emotional engagement (Pietarinen et al., 2014).

The questionnaire was distributed to the participants via a Google Forms link sent to students who had taken ICT classes. SPSS version 25 was then utilized to search percentages and frequencies. Microsoft Excel was used to create the data tabulation.

FINDINGS AND DISCUSSION

Having stated that this study aims to explore EFL students' willingness to engage in ICT classrooms through project-based learning. The focus is to gain insight into students' willingness in behaviour, task orientation, teacher support, enjoyment of tasks, achievement, and emotional engagement. The data sample was taken from 30

students. They are from the English Language Education Department, and the data are calculated using a Likert scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree).

Table 1. Behavioural

No	Statement	SA (5)		A (4)		N (3)		D (2)		SD (1)		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1.	If I don't understand something my lecturer explains it another way, particularly focusing on the learning material being discussed.	6	20.0	16	53.3	6	20.0	2	6.7	-	-	30	100
2.	My lecturer says that s/he appreciates, even if it is not always perfect, particularly in video learning and LMS projects.	6	20.0	20	66.7	2	6.7	1	3.3	1	3.3	30	100
3.	My Lecturer stays focused on the assigned projects (Video learning and LMS).	6	20.0	18	60.6	4	13.3	2	6.7	-	-	30	100
4.	My teacher displays emotions through facial expressions.	6	20.0	14	46.7	7	23.3	1	3.3	2	6.7	30	100
5.	My teacher's rules for class behavior during projects engagement are very strict.	3	10.0	12	40.0	8	26.7	4	13.3	3	10.0	30	100

Table 1 presents the frequency and the percentage of student behaviour, consisting of 5 question items or situations. The table above shows that all behavioural items were responded to based on the rating scale provided 1-5. it shows the highest number of behaviours, with item 2 responding by 20 (66.7%) students categorized as probably agree and item 3 responding by 18 (60.6%) students as probably agree. While the lowest number of responses was for items 1 and 3, those who responded strongly disagreed were categorized as strongly disagreed. Based on Table 1, it can be concluded that students' responses to their behavioural tendencies vary. It shows a high agreement or strongly agreed towards item 2, with 20 (66.7%). It means that "the lecturer always appreciates the students' work even if it is imperfect". Gan, An, and Liu (2021) Provide insightful information about how teacher feedback techniques influence student behaviour and learning outcomes. In the second, Categorizing it as probably agreed related to item 3 responded 18 (60.6%). "My Lecturer stays focused on the assigned projects (Video learning and LMS)". The table reflects variability in students' perceptions of their behaviour, yet most show favourable agreement towards the items presented. Moreover, Based on It is supportive open-ended questions that ICT class is boosting students, they said:

"After joining an ICT class, I gained knowledge and skills to use software applications and digital tools for various tasks."

Meanwhile, the result of the open-ended question for item 3, namely:

"I gain essential digital skills and knowledge after joining an ICT (Information and Communication Technology) class. You learn how to use various software and hardware, understand internet safety and digital communication, and develop problem-solving skills related to technology. Additionally, you become proficient in using productivity tools like word processors, spreadsheets, and presentation software. This knowledge prepares you for a wide range of careers and enhances your ability to function effectively in a technology-driven world."

This shows that most students appreciate their achievements, even if imperfect, especially in video learning and LMS projects. Meanwhile, B. Dinoy & A. Bantilan,(2023) Students positively perceived flexible learning and were very satisfied with the course. Student satisfaction correlates with academic achievement. Additionally, the results for item 3 highlight that lecturers remain focused on assigned projects, such as video learning and LMS. Based on (Jane et al., 2020)The teacher recognized that although the learning exercises were engaging, they required much time. Many teachers (36;81.81%) complained about insufficient time to finish specific tasks. " Some of these activities are quite demanding, and the time allocated is inadequate," a teacher stated.

Based on Table 1 data and open-ended responses, students find the LMS and video learning projects useful and recognize their lecturer's effort. Klimova (2019) stated that 66% of the students strongly agreed, and 33% agreed that it significantly aided them in preparing for their final test. The high level of agreement with items 2 and 3 indicates that students appreciate the practical skills and knowledge they gain from these projects. This appreciation is reflected in their positive responses, even if the projects are not perfect. The open-ended response further elaborates on the quantitative findings.

Table 1 shows that most students tend to agree with the video learning project, and LMS with items 2 and 3 got the highest "agree" responses. Students appreciate the practical skills and knowledge they gain from ICT classes and the lecturer's support and focus on these projects. Based on Neokleous (2019), students value the practical skills and knowledge they gain from ICT classes and appreciate lecturers' support and focus in effectively integrating technology into their educational projects. This underscores the important role of lecturers in ensuring the appropriate and valuable use of technology in the classroom. Open-ended answers support this data, highlighting students' basic understanding of technology and the acquisition of valuable digital skills. Overall, students had a positive view of the video learning project and LMS, appreciating the lecturer's efforts and recognizing their value and usefulness in the learning context despite imperfections.

Table 2. Task Orientation

No	Statement	SA (5)		A (4)		N (3)		D (2)		SD (1)		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1.	I like to motivate my friends to complete the project of video learning and LMS.	29	96.7	-	-	1	3.3	-	-	-	-	30	100
2.	I like my friends who are trying to complete the Video learning and LMS projects on time.	8	26.7	17	56.7	4	13.3	-	-	1	3.3	30	100
3.	I always try to concentrate when doing my task on project.	11	36.7	15	50.0	3	10.0	-	-	1	3.3	30	100
4.	I am happy working on my video learning and LMS project assignments.	6	20.0	17	56.7	5	16.7	1	3.3	1	3.3	30	100
5.	I prefer to work on the easier project first on my assignment.	12	40.0	12	40.0	5	16.7	1	3.3	-	-	30	100

This table presents the frequency and the percentage of Task Orientation, which consists of 5 questions items or situations. The table above shows that all items in task orientation were responded to based on a rating scale of 1-5. This shows that the highest responses in task orientation were item 6, which responded by 29 (96.7%) students who strongly agreed, and item 7,9, which responded by 17 (56.7%) students who chose to agree. Based on Table 2, it can be concluded that most students demonstrated a high level of task orientation across the items presented. Item 6: “I like to motivate my friends to complete the video learning project and LMS” received the highest number of responses, with 29 students (96.7%) strongly agreeing”. This indicates students' strong and consistent perception regarding their orientation towards tasks. Based on open-ended questions, highlight :

“I'm interested in learning about video and LMS projects because I enjoy creating and sharing digital content and want to learn how to use technology for online learning.”

“As a pre-service teacher in an EFL Classroom, I believe that the interest in learning video potentially makes the teaching material more interactive. Therefore, I'm highly interested in applying my creativity in creating videos to perform my informal digital teaching. Additionally, the students give me positive feedback as I deliver my LMS project in the classroom."

Based on Neokleous (2019), it has been demonstrated that integrating technology into the classroom improves students' interactive and collaborative learning opportunities. These elements increase student motivation and engagement, which students highly value. In addition, students’ attitudes about learning are also changed by

the project-based learning approach in English classes, making them more willing to participate in class (Ukah et al., 2023).

The open-ended responses provide further insight into students' attitudes towards video learning and LMS projects. One response highlights students' interest in creating and sharing digital content and learning. Another emphasizes the benefits of learning videos and LMS in making education more engaging, accessible, and efficient, enhancing the learning experience through visual and auditory elements. French et al.(2023), highlight that Students have positive attitudes toward video learning and LMS projects. They emphasize their interest in creating and sharing digital content and recognize the benefits of these tools in making education more engaging, accessible, and efficient through visual and auditory elements. Additionally, a pre-service teacher notes the potential of video learning to make teaching material more interactive and the positive feedback received from students when delivering LMS projects in the classroom. Meanwhile, Unte (2017) Highlights the effectiveness of video learning in making teaching materials more interactive and the positive feedback received from students, supporting the potential of video learning in enhancing teaching practices and LMS project delivery. Barth-Cohen et al. (2018) Argue for the potential of video learning to make teaching materials more interactive and emphasize the positive feedback received from students during LMS projects. This underscores the effectiveness of video learning in engaging students and enhancing their learning experience through interactive and reflective practices.

Based on the explanation above, students demonstrated high task orientation toward the video and LMS learning projects. Most students strongly agreed that they were motivated to complete the projects. Students appreciate the practical skills and interactive learning experience gained from this project.

Table 3. Teacher Support

No	Statement	SA (5)		A (4)		N (3)		D (2)		SD (1)		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1.	The teacher shows an interest in every student's learning through each video learning and LMS project undertaken by the students.	4	13.3	18	60.0	6	20.0	1	3.3	1	3.3	30	100
2.	When students need even more help, the teacher offers it.	10	13.3	14	46.7	5	16.7	-	-	1	3.3	30	100
3.	The teachers support students in their learning, particularly with their video learning and LMS projects.	8	26.7	17	56.7	4	13.3	-	-	1	3.3	30	100
4.	The teacher continues explaining the material related to the upcoming project until the students	9	30.0	16	53.3	4	13.3	1	3.3	-	-	30	100

	understand.												
5.	The teacher is very helpful and patient, even when my device does not work properly.	9	30.0	14	46.7	4	13.3	2	6.7	1	3.3	30	100

Table 3 presents the frequency and the percentage of teacher support, which consists of 5 question items or situations. The table above shows that all items in teacher support were responded to based on the rating scale provided 1-5. The highest number of responses in task orientation was item 11, 13 responded that 18 (60.0%) agreed, and 17 (56.7%) agreed. Based on Table 3, it can be concluded that most students responded positively to teacher support across the items presented. Item 11: "The teacher shows an interest in every student's learning through each video learning and LMS project undertaken by the students". Furthermore, item 13, "The teachers support students in their learning, particularly with their video learning and LMS projects." Received the highest number of responses, with 18 (60.0%) agreeing and 17 (56.7%) agreeing. This indicates a high level of agreement and consistency in students' perception of teacher support. Based on the results of the open-ended question for item 11, namely;

"As a pre-service teacher in an EFL Classroom, I believe that the interest in learning video potentially makes the teaching material more interactive. Therefore, I'm highly interested in applying my creativity in creating videos to perform my informal digital teaching. Additionally, the students give me positive feedback as I deliver my LMS project in the classroom."

Meanwhile, the result of the open-ended question for item 3, namely:

"After ICT class provides a foundational understanding of technology and its applications, equipping me with practical skills that are valuable in both personal and professional contexts."

"After I took ICT classes I learned how I can use technology in learning."

"After joining an ICT class, I gained knowledge and skills to use software applications and digital tools for various tasks."

The open-ended responses provide additional insight. For item 11, the pre-service teacher mentioned that the interest in learning video makes the teaching material more interactive, and positive feedback from students when delivering LMS projects in the classrooms enhances the learning experience. Furthermore, Sari (2014) highlights the effectiveness of video feedback and the positive response from students, supporting the potential of video learning in enhancing teaching practices and LMS projects. Meanwhile, for item 3, responses indicate that the ICT class provided a foundational understanding of technology, practical skills, and the ability to use various software and digital tools effectively in personal and professional contexts. One student stated *"After joining an ICT class, I gained knowledge and skills to use software applications and digital tools for various tasks."* Highlighting the practical benefits gained.

The data from Table 3 and the open-ended responses suggest that students perceive a high level of support from their teacher, particularly in video learning and LMS projects. The high agreement levels for items 11 and 13 indicate that students feel their teachers are interested in their learning and provide the necessary support for these projects. The open-ended Responses reinforce this perception, emphasizing the interactive nature of video learning and the positive impact of teacher involvement on students' engagement and learning outcomes. The practical and technological skills gained from the ICT class, supported by teachers, further enhance student's learning experience. Based on An et al. (2022), the importance of teacher support and its positive impact on students' learning outcomes, specifically concerning video learning and LMS projects, is emphasized. This supports the perception that high levels of teacher support enhance students' engagement and learning experience.

Students perceive high levels of support from their teachers, especially in video learning and the LMS project. The majority agree that teachers show interest and provide necessary assistance. This strong perception of support enhances students' motivation and engagement.

Table 4. Enjoyment Task

No	Statement	SA (5)		A (4)		N (3)		D (2)		SD (1)		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1.	I enjoy being in ICT class when I have finished a project Make a video learning and LMS.	10	33.3	12	4.0	7	23.3	-	-	1	3.3	30	100
2.	I enjoy doing a project when I understand how to create video learning and use an LMS (Learning Management System)	13	43.3	12	40.0	4	13.3	-	-	1	3.3	30	100
3.	I enjoy doing tasks when I have to understand how to make interesting video learning and LMS (Learning Management System).	9	30.0	14	46.7	5	16.7	1	3.3	1	3.3	30	100
4.	I always find something to be excited about when the lecturer explains new tools.	7	23.3	15	50.0	6	20.0	1	3.3	1	3.3	30	100
5.	As time passes, I tend to find enjoyment in tasks that are difficult to complete.	6	20.0	13	43.3	7	23.3	4	13.3	-	-	30	100

This table presents the frequency and the percentage of Enjoyment tasks, which consists of 5 question items or situations. The table above shows item 19 "I always find something to be excited about when the lecturer explains new tools". The Enjoyment task was responded to based on the rating scale provided 1-5. It shows that 15 (50.0%) students chose to agree. Based on Table 4, most students enjoyed the tasks presented, with a high percentage agreeing or strongly agreeing. Therefore, it suggests that most students experience high satisfaction with their assigned tasks. Based on open-ended questions, highlight :

"I always feel more enthusiast when it comes to visual or project learning because theory learning really bores me. Through video learning and LMS project learning felt more enjoyable since it contains visual aspect."

"After joining an ICT class, I gained knowledge and skills to use software applications and digital tools for various tasks."

Overall, table 4 indicates that most students enjoyed the tasks presented, with a high percentage of students who disagreed or strongly disagreed relatively low, suggesting that most students experienced high satisfaction with their assigned tasks. Based on Kormos et al. (2020), Positive responses and high satisfaction levels of students towards the task presented, particularly concerning their excitement when lecturers explain new tools and the interactive nature of the task. Related to (Satisfaction, 2005), high levels of satisfaction among students concerning the task presented, particularly in terms of their learning engagement and enjoyment when lecturers explain new tools and concepts.

The data from Table 4 and open-ended responses suggest that students enjoy their tasks, especially when they involve visual project-based learning. The high level of agreement with item 19 indicates that students are excited and engaged when new tools are explained by their lecturers. This enthusiasm for learning new tools and engaging in visual or project-based learning contributed to their enjoyment and satisfaction with the learning process. Based on Poobalan et al. (2022), Students enjoy their tasks, especially when involved in visual project-based learning. Integrating creative projects in 21st-century education enhances students' academic and practical skills and creates a more engaging and motivating learning environment, thereby improving student satisfaction and learning outcomes.

The open-ended responses reinforce this perception, emphasizing that students find visual and project-based learning more enjoyable and less monotonous than theory-based learning. The practical skills and knowledge gained from ICT class further enhance their enjoyment and satisfaction, as students appreciate the opportunity to learn and apply new tools and technologies. Students experience high enjoyment and satisfaction with their tasks, particularly those involving visual and project-based learning. A majority agree or strongly agree with the task presented, indicating enthusiasm and engagement when learning new tools and technologies. This positive experience suggests that incorporating visual and practical elements in learning can significantly enhance students' satisfaction and engagement.

Table 5. Achievement

No	Statement	SA (5)		A (4)		N (3)		D (2)		SD (1)		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1.	It is important to complete all projects' learning videos and LMS well and attractively.	12	40.0	13	43.3	4	13.3	-	-	1	3.3	30	100
2.	I just ignore it when my friends get higher grades than me, because I focus on my achievements.	9	30.0	13	43.3	5	16.7	2	6.7	1	3.3	30	100
3.	I had a small discussion with my classmate to ensure our understanding of the instructional video project and LMS (Learning Management System).	6	20.0	16	53.3	6	20.0	2	6.7	-	-	30	100
4.	Focusing on achievement within a Video learning and LMS Project.	4	13.3	18	60.0	7	23.3	1	3.3	-	-	30	100
5.	I write down any relevant information or clues related to the project.	8	26.7	12	40.0	9	30.0	1	3.3	-	-	30	100

This table presents the frequency and the percentage of achievement, which consists of 5 question items or situations. The table above shows that all achievement items were responded to based on the rating scale provided 1-5. From the table above, the highest numbers of responses in achievement were items 24 “Focusing on achievement within a Video learning and LMS Project.” , 18 (60.0%) students chose to agree. The table displays the frequency and percentages related to achievement, comprising 5 question items or situations. table 5 shows that most students achieved high levels of agreement regarding the items presented. Items 24 and 21 received the highest responses, with 18 students (60.0%) agreeing. This indicates a high level of agreement and consistency in students' perceptions of achievement related to the situations or questions provided. Based on open-ended questions, highlight :

“I was interested in video projects and LMS because they both provide an opportunity to combine technology with education. Videos can make learning materials more engaging and easy to understand, while LMS (Learning Management System)

helps organize and manage the learning process efficiently. The combination of the two can create a more effective and interactive learning experience."

"Learning videos and Learning Management Systems (LMS) are fascinating because they revolutionize education by making it more engaging, accessible, and efficient. Videos capture attention and improve retention through visual and auditory elements while LMS platforms organize and track learning, providing a centralized, customizable, and collaborative environment. Together, they enhance the learning experience, making it easier for people to learn at their own pace and for educators to manage and improve educational outcomes."

The open-ended responses provide insight into why students perceive high achievement in video learning and LMS projects. One student highlighted their interest in video and LMS projects because these tools combine technology with education, making learning materials more engaging and easier to understand. They noted that LMS helps organize and manage the learning process efficiently, creating a more effective and interactive learning experience. Another student emphasized that learning videos and LMS revolutionize education by making it more engaging, accessible, and efficient. Meanwhile Rahman et al. (2019), the study findings about students' positive attitude towards LMS use may be explained by the benefits of LMS, which allow students to participate in learning at any time and from any location. Students' learning could rise due to this involvement since it could encourage independent thought and behaviour in the quest for information. They mentioned that videos capture attention and improve retention through visual and auditory elements, while LMS platforms provide a centralized, customizable, and collaborative environment that enhances the learning experience. The data from Table 5 and the open-ended responses suggest that students perceive a high level of achievement when engaged in video learning and LMS projects. The high agreement levels for items 24 and 21 indicate that students feel successful and accomplished in these activities. Integrating technology in education, as described in the open-ended responses, is crucial in enhancing student engagement and learning outcomes. Students appreciate LMS's interactive and organized nature, which helps them manage their learning more effectively. Learning videos' visual and auditory elements make the content more engaging and more accessible to retain. This combination of factors contributes to students' positive perception of achievement, as they feel more capable and supported in their learning journey. Students experience a high sense of achievement in video learning and LMS projects, with a majority agreeing that these tools enhance their learning experience. Video learning and LMS's interactive, engaging, and efficient nature contribute significantly to their perceived success and academic accomplishment.

Table 6. Emotional Engagement

No	Statement	SA (5)		A (4)		N (3)		D (2)		SD (1)		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1.	The teacher often gives me encouraging feedback about our video learning and LMS project.	4	13.3	16	53.3	8	26.7	2	6.7	-	-	30	100
2.	In ICT class, the lecturer listens to the students regarding feedback and questions related to the instructional video project and LMS.	6	20.0	16	53.3	7	23.3	1	3.3	-	-	30	100
3.	I feel the lecturer cares about me.	6	20.0	14	46.7	9	30.0	1	3.3	-	-	30	100
4.	I get along well with my lecturer.	8	26.7	13	43.3	8	26.7	1	3.3	-	-	30	100
5.	The lecturer treat me fairly.	11	36.7	12	40.0	6	20.0	1	3.3	-	-	30	100

Table 6 presents the frequency and percentage of emotional engagement, measured through five question items or situations. Each emotional engagement item was responded to on a scale of 1 to 5. The table shows that the highest number of responses in emotional engagement were items 26 and 27. Item 26 states, "The teacher often gives me encouraging feedback about our video learning and LMS project," while item 27 states, "In ICT class, the lecturer listens to the students regarding feedback and questions related to the instructional video project and LMS." Both items were agreed upon by 16 students (53.3%). Meanwhile, C. F. Sari et al. (2022) state that to the information, feedback from teachers is highly beneficial for students as it can help them avoid making the same mistakes twice. In addition to being helpful, the feedback is a great source of motivation for students to improve their skills. Based on the data, it can be inferred that most students showed positive emotional engagement with the items presented. Most students agreed with items 26 and 27, although the differences are insignificant. This indicates a consistent and generally positive response towards emotional engagement with situations or questions posed.

The analysis of Table 6 on emotional engagement indicates that most students responded positively to questions related to encouraging feedback from teachers and lecturer engagement in listening to student feedback and questions. Although this response is insignificant, a positive trend exists in students' emotional engagement with the situations questioned. This suggests that motivational feedback and lecturer engagement in listening to students are crucial in enhancing their emotional engagement in the learning process.

CONCLUSION

This study explores the willingness and engagement of EFL students in ICT classrooms through project-based learning. The findings indicate that students exhibit varying levels of engagement, with most showing positive attitudes towards video learning and LMS projects. Students appreciate the practical skills and knowledge they gain from these projects. They also demonstrate a high task orientation and are motivated to complete these projects, valuing the engaging and effective nature of these tools, which enhance their learning experience. Most students responded positively to teacher support, acknowledging the importance of teacher involvement and encouragement in their learning process. Additionally, students enjoyed tasks, particularly visual and project-based tasks, finding them more engaging than traditional theoretical learning. Students also felt a high sense of achievement in video learning and LMS projects. They appreciated how technology and education were combined to make learning more effective and interactive. The emotional engagement was also positive, with students valuing encouraging feedback from teachers and their involvement in addressing students' feedback and questions.

This research contributes to understanding how project-based learning videos and LMS (Learning Management System) can increase emotional engagement, motivation, and student achievement. The study shows that using technology, such as video and LMS, provides a more effective and interactive learning experience. Based on the research results, educators use more technology, such as learning videos and LMS. In addition, teachers must also provide supportive feedback and actively listen to input from students, as this motivates them to participate more in learning.

REFERENCES

Al Arif, T. Z. Z., Armiwati, A., & Handayani, R. (2023). The Use of ICT for English Language Learning: A Mixed-Method Study of EFL University Students. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *8*(2), 199. https://doi.org/10.21093/ijeltal.v8i2.1554

Almulla, M. A. (2020). The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning. *SAGE Open*, *10*(3). https://doi.org/10.1177/2158244020938702

Alobaid, A. (2021). ICT multimedia learning affordances: role and impact on ESL learners' writing accuracy development. *Heliyon*, *7*(7), e07517. https://doi.org/10.1016/j.heliyon.2021.e07517

An, F., Yu, J., & Xi, L. (2022). Relationship between perceived teacher support and learning engagement among adolescents: Mediation role of technology acceptance and learning motivation. *Frontiers in Psychology*, *13*(September), 1–12. https://doi.org/10.3389/fpsyg.2022.992464

B. Dinoy, R., & A. Bantilan, F. M. (2023). Perception and Satisfaction on Flexible Learning Approach to Student's Academic Achievement. *International Journal of English Literature and Social Sciences*, *8*(3), 482–486. https://doi.org/10.22161/ijels.83.74

Barth-Cohen, L. A., Little, A. J., & Abrahamson, D. (2018). Building reflective

practices in a pre-service math and science teacher education course that focuses on qualitative video analysis. *Journal of Science Teacher Education*, *29*(2), 83–101. https://doi.org/10.1080/1046560X.2018.1423837

Borgonovi, F., Pokropek, M., & Pokropek, A. (2023). Relations between academic boredom, academic achievement, ICT use, and teacher enthusiasm among adolescents. *Computers and Education*, *200*(March), 104807. https://doi.org/10.1016/j.compedu.2023.104807

Czikmantori, T., Hennecke, M., & Brandstätter, V. (2021). Task Enjoyment as an Individual Difference Construct. *Journal of Personality Assessment*, *103*(6), 818–832. https://doi.org/10.1080/00223891.2021.1882473

Fitriana, M. (2018). Students' reading strategies in comprehending academic reading: A case study in an indonesian private collage. *International Journal of Language Education*, *2*(2), 43–51. https://doi.org/10.26858/ijole.v2i2.6181

French, S., Ravn, S., Balcaite, E., & Moore, E. (2023). Understanding students' views on the efficacy of video technology to promote engagement in higher education. *Pacific Journal of Technology Enhanced Learning*, *1*(2), 1–14. https://doi.org/10.24135/pjtel.v1i2.172

Gan, Z., An, Z., & Liu, F. (2021). Teacher Feedback Practices, Student Feedback Motivation, and Feedback Behavior: How Are They Associated With Learning Outcomes? *Frontiers in Psychology*, *12*(June), 1–14. https://doi.org/10.3389/fpsyg.2021.697045

Groccia, J. E., & Hunter, M. S. (2018). *The First-Year Seminar: Designing, Implementing, and Assessing Courses to Support Student Learning and Success, Volume II: Instructor Training and Development*. *II*, 128–132.

Han, R., Alibakhshi, G., Lu, L., & Labbafi, A. (2024). Digital communication activities and EFL learners' willingness to communicate and engagement: Exploring the intermediate language learners' perceptions. *Heliyon*, *10*(3). https://doi.org/10.1016/j.heliyon.2024.e25213

Jane, A., Dinah, W., & Irene, A. (2020). The teacher-parent nexus in the competency based curriculum success equation in Kenya. *International Journal of Educational Administration and Policy Studies*, *12*(1), 60–76. https://doi.org/10.5897/ijeaps2020.0646

Johnson, R. B., & Onwuegbuzie, A. J. (2007). Toward a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*, *1*(2), 112–133. https://doi.org/10.1177/1558689806298224

Klimova, B. (2019). Impact of Mobile Learning on Students. *Education Sciences*, *9*(2), 8.

Kormos, J., Brunfaut, T., & Michel, M. (2020). Motivational Factors in Computer-administered Integrated Skills Tasks: A Study of Young Learners. *Language Assessment Quarterly*, *17*(1), 43–59. https://doi.org/10.1080/15434303.2019.1664551

Menon, S. T. (2024). Going beyond conscientiousness to task pursuit orientation: Exploring an individual difference variable with potential implications for professional achievement and remote work. *Computers in Human Behavior Reports*, *13*(December 2023), 100357. https://doi.org/10.1016/j.chbr.2023.100357

Naqvi, S., & Al Mahrooqi, R. (2016). ICT and language learning: A case study on student-created digital video projects. *Journal of Cases on Information Technology*, *18*(1), 49–64. https://doi.org/10.4018/JCIT.2016010104

Neokleous, G. (2019). Interpreting technologically fluent classrooms: digital natives' attitudes towards the use of technology in primary schools in Norway. *Professional Development in CALL: A Selection of Papers*, *2019*, 117–129. https://doi.org/10.14705/rpnet.2019.28.874

Pietarinen, J., Soini, T., & Pyhältö, K. (2014). Students' emotional and cognitive engagement as the determinants of well-being and achievement in school. *International Journal of Educational Research*, *67*, 40–51. https://doi.org/10.1016/j.ijer.2014.05.001

Poobalan, G., Asman, J., Talip, R., Padan, R., Kaliappan, S., Micheal, C., & Marcus, L. (2022). Creative Project Work as A 21st-Century Education Tool. *International Journal of Academic Research in Progressive Education and Development*, *11*(3), 167–176. https://doi.org/10.6007/ijarped/v11-i3/14691

Rahma Hakiki, G. N. (2021). Perception of EFL Students on the Use Grammarly Application in Writing Class. *Eduvelop*, *4*(2), 99–106. https://doi.org/10.31605/eduvelop.v4i2.891

Rahman, M., Daud, M. Y., & Ensimau, N. K. (2019). Learning Management System (LMS) in Teaching and Learning. *International Journal of Academic Research in Business and Social Sciences*, *9*(11), 1529–1535. https://doi.org/10.6007/ijarbss/v9-i11/6717

Sabiri, K. A. (2020). ICT in EFL teaching and learning: A systematic literature review. *Contemporary Educational Technology*, *11*(2), 177–195. https://doi.org/10.30935/cet.665350

Sari, C. F., Suryaman, M., & Yanto, E. S. (2022). Students' Emotional Responses Toward Teacher'S Direct Written Corrective Feedback. *Eltin Journal : Journal of English Language Teaching in Indonesia*, *10*(1), 23. https://doi.org/10.22460/eltin.v10i1.p23-30

Sari, S. P. (2014). No Titleر. *Pontificia Universidad Catolica Del Peru*, *8*(33), 44.

Satisfaction, S. (2005). *Pr rin t n ot pe er r Pr ep rin t n ot pe er ed*.

Sayaf, A. M., Alamri, M. M., Alqahtani, M. A., & Al-Rahmi, W. M. (2021). Information and communications technology used in higher education: An empirical study on digital learning as sustainability. *Sustainability (Switzerland)*, *13*(13). https://doi.org/10.3390/su13137074

Shamdas, G. (2023). Motivation, Self-Efficiency, and Academic Achievement Private Teacher Professional Education Students in Differentiated Learning Courses. *Journal of Education Research and Evaluation*, *7*(4), 729–738. https://doi.org/10.23887/jere.v7i4.62814

Siregar, G., Bismala, L., Hafsah, H., Handayani, S., Manurung, Y. H., Andriany, D., & Hasibuan, L. S. (2023). Unveiling determinant of student engagement. *Journal of Education and Learning*, *17*(2), 174–182. https://doi.org/10.11591/edulearn.v17i2.20747

Sudarwati, E. (2023). *Enacting Projects-Based Learning (PjBL) to Promote EFL Students' Reading Engagement In Online Academic Reading Class*. https://doi.org/10.4108/eai.7-11-2022.2329390

Trickey, S., Topping, K. J., Trickey, S., Swain-Campbell, N., Quinlan, D., Sixsmith, J., Gabhainn, S. N., Fleming, C., O'Higgins, S., Pössel, P., Rudasill, M., Adelson, L., Bjerg, A. C., Don, T., NICHD Early Child Care Research Net, Mander, D. J., Lester, L., Cross, D., Mander, D. J., … Carlsson, A. (2015). Teaching Behavior and Well-Being in Students : Development and Concurrent Validity of an

Instrument to Measure Student-Reported Teaching Behavior. *Journal of Research on Adolescence*, *44*(2), 70–88. http://www.degruyter.com/view/j/jtes.2010.12.issue-2/v10099-009-0055-9/v10099-009-0055-9.xml%5Cnhttp://discovered.ed.ac.uk/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_springer_jour10.1186/s13612-015-0037-8&indx=3&rec

Ukah, Y., Ayewu, C., & Oworu, P. (2023). Improving Students' Language Learning through Project-Based Learning Activities. *JELITA: Journal of English Language Teaching and Literature*, *4*(1), 9–23.

Unte, N. E. M. (2017). Effects of using Video Vignette on Pre-service Teachers' Pedagogical Content Knowledge and Views in Teaching. *Journal of Social Sciences (COES&RJ-JSS)*, *6*(2S), 81–86. https://doi.org/10.25255/jss.2017.6.2s.81.86

Verhoeven, J. C., Heerwegh, D., & De Wit, K. (2016). ICT learning experience and research orientation as predictors of ICT skills and the ICT use of university students. In *Education and Information Technologies* (Vol. 21, Issue 1). https://doi.org/10.1007/s10639-014-9310-3

Vurdien, R. (2019). Journal of Foreign Language Education and Technology, 2(1), 2017. *Journal of Foreign Language Education and Technology*, *4*(2), 269–298.

Zaccoletti, S., Altoè, G., & Mason, L. (2020). Enjoyment, anxiety and boredom, and their control-value antecedents as predictors of reading comprehension. *Learning and Individual Differences*, *79*(February 2019), 101869. https://doi.org/10.1016/j.lindif.2020.101869

Zamir, S. (2019). The Effects of University Teachers' Perception, Attitude and Motivation on their Readiness for the Integration of ICT in Classroom Teaching. *Journal of Education and Educational Development*, *6*(2), 308–326. https://doi.org/10.22555/joeed.v6i2.2712

Zen, Z., Reflianto, Syamsuar, & Ariani, F. (2022). Academic achievement: the effect of project-based online learning method and student engagement. *Heliyon*, *8*(11). https://doi.org/10.1016/j.heliyon.2022.e11509