

STUDENTS' MOTIVATION TOWARDS ONLINE LEARNING IN THE FOURTH SEMESTER DURING COVID-19 PANDEMIC

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Abstract

Online learning during the Covid-19 pandemic that has been going on for more than 4 semesters or 2 years in Indonesia might have made students feel no longer motivated to participate in online meetings. Problems with the internet and technology, heavy workload, as well as lack of student-student and student-teacher interactions have become the main reasons for students feeling demotivated as revealed by previous studies. This research was to examine the motivation of college students in STBA LIA Yogyakarta in participating in online learning on Zoom and to investigate the reasons that might demotivate them to join Zoom meetings. Questionnaires and a forum group discussion (FGD) were carried out to collect data. Descriptive analytical method was then used to analyze their responses to questions concerning motivation in the survey, and a cross tabulation analysis was to analyze the relationship between students who were demotivated and the reasons why they were less motivated towards Zoom meetings. The results indicated that most of the respondents were still motivated to take online lectures. Yet, such reasons as problems with the internet connectivity, the lecturers, and the classmates also contributed to make students less motivated.

Key words: online learning, motivation, demotivated

INTRODUCTION

Online learning is an educational system that has been implemented by the government around the world to avoid face-to-face learning during the Covid-19 pandemic since early 2020. The shifting has changed students and teachers' method of teaching and learning so that all have to adapt to the new teaching and learning process using some online platforms, such as Google Meet, Zoom, Microsoft Team, Skype, etc. Teachers can post course materials on LMS (Learning Management System), and students can access them synchronously and asynchronously anytime. The flexibility enhances students' independence in learning. Robandi and Mudjiran (2020) claimed that online learning increases the level of learning interaction between students and teachers, allows for learning interactions to occur anywhere and anytime, reaches students in a broad scope, facilitates improvement and storage of learning materials, and improves learning outcomes. Furthermore, Zaitun et al. (2021) asserted that online learning is a medium to encourage independent learning and an effort to modernize the concept of education in the 21st century. It increases the intensity of the interaction between teachers and students and allows for an interaction that is not limited to space and time, and it is meaningful learning. Setyorini (2020) added that online learning systems by utilizing digital platforms at the elementary and secondary school levels has tended to change the face of education towards a better, more effective, and more enjoyable direction. Teachers are becoming more innovative in packaging teaching materials and more creative in developing learning methods to attract student enthusiasm. Time and cost-effectiveness were other positive aspects of

online learning found by Husein, Daoud, Alrabaiah, and Badawi (2020). Students could save time to quickly join a class after they woke up and saved the money they spent for their transportation. Safety and convenience were also stated by the respondents in their study as the students thought that they would be better to stay at home during pandemic situation, and they also could access their courses through the internet anytime.

However, students also might find disadvantages of online learning. Students who live in a rural area, for example, might have bad connectivity to the internet. Students may also feel bored with the explanation video given by the teachers. In addition, they might lack understanding of using technology. Both teachers and students possibly found difficulties during online learning even some students might feel dissatisfied with online learning. Simamora (2020) found out in his research that students complained about their economic condition and their tools. They could not afford to buy the internet quota to access online learning media. They also complained about their phones that could not support their online learning. He added that online learning also caused some health problems like fatigue, headache, or fever because students had too many assignments to do in short time. Some also declared that they had impairment eyesight due to long duration starring at computers or phones screens. As for teachers, they faced the challenge for better coordination with colleague teachers, and principals, and had a higher internet bill. In addition, Setyorini (2020) learnt that there were several problems experienced by students, teachers, and parents in online teaching and learning activities, such as lack of mastery of technology, additional internet quota fees, additional work for parents in accompanying their children to study, communication and decreased socialization between students, less interaction between teachers and parents and unlimited working hours for teachers because they had to communicate and coordinate with parents, other teachers, and school principals all the time. Similarly, Putri, Purwanto, Pramono, Asbari, Wijayanti, and Hyun (2020) revealed that the challenges related to students were: limited communication and socializing among students, a higher challenge for students with special education needs, and longer screen time. As for parents, they had problems related to a lack of learning discipline at home, more time spent to assist their children's learning at home, a lack of technology skills, and higher internet bills. Teachers identified more challenges and constraints including some restrictions in the choices of teaching methods normally applicable in a regular face-to-face class, less coverage of curriculum content, and lack of technology skills that hinder the potential of online learning. Lack of e-resources in their native language resulted in more time needed to develop e-contents. Teachers also needed longer screen time as a result of e-content creating and giving feedback on students' work and needed more intense and time-consuming communication with parents. Distraction, focus constraint, too many assignments, bad internet connectivity, and lack of communication between students and instructor were also mentioned by the respondents in Husein et al.'s (2020) study. In short, online learning has changed the methodology of learning. It not only may positively affect the students'

behaviors to be more creative, but also may not be a good way for students who find difficulties to learn with online learning system.

Motivation in learning is behavior that encourages students to interact in learning and to complete tasks given by the teacher to achieve their learning goals (Law, Geng, and Li, 2019). Motivation indeed relates to academic performance. Students with high level of motivation tend to show good academic performance (Kusurkar, Ten Cate, Vos, Westers & Croiset, 2013; Gottfried, Marcoulidis, Gottfried & Oliver, 2013). Moreover, social relations between students and peers as well as students with faculty staff affect students' academic motivation and performance (Wentzel 2017, Trollian et al., 2016).

Previous studies have reported the correlation between online learning and students' motivation during the Covid-19 pandemic. Tan's (2021) survey distributed to 282 university students in Malaysia revealed that students lost their motivation and performance during the pandemic. Compared to before the pandemic, their level of motivation went down during online learning. Lack of tools for learning and lack of support from both parents and lecturers became the main factors that contribute to loss of motivation among the university students. A decline in academic motivation during the Covid-19 confinement was also found out in Zaccoletti, Camacho, Correia, Aguiar, Mason, Alves, and Daniel's study (2020) among the Italian and Portuguese students. Their study also revealed that older students indicated lower decrease in motivation compared to the younger. Additionally, Mese and Sevilen (2021) found out that a majority of respondents registered in online courses in Turkey felt that online education negatively impacts their motivation because of the lack of social interaction, mismatch between expectations and content, organizational issues, and the way learning environments are organized. As a result of their lack of motivation in online learning, students said they were unhappy with the course content and materials, lack of self-discipline to follow the course, lack of communication among students and teachers, and lack of private space to follow the course. A study at a Dutch university involving 15,125 college students carried out by Meeter, Bele, Hartogh, Bakker, De Vries, and Plak reported similar findings. Students' motivation showed a decrease when learning shifted to online. Online learning was considered as "not real education", lacked social interaction, and caused "digital discomforts" because of poor resources for online education (Meeter et al., p.19).

In Indonesia, Robandi and Mudjiran (2020) found that only 11% of Junior High School students in Bukittingi, West Sumatra had very high learning motivation in online-based learning, while the rest were in moderate, medium, and low motivation category (38%, 27%, and 24% respectively). Their research showed that online learning still confused the students. Without modules, they got bored because of the monotonous educational procedures, learning materials,

and assignments. They experienced stress due to limitations to do activities outside, anxiety about being infected by the Covid-19 virus, ability in using technology, and a large workload. A similar result was shown in Hanesty, Neviyarni, and Karneli's study conducted among 256 Islamic Junior High School students in Pesisir Selatan, West Sumatra. The online learning made the majority of the students lost their motivation.

Research on Senior High School students by Haryadi and Rosiana (2020) indicated that most students felt unmotivated to take part in online learning activities and only a few were quite adaptable in participating in online learning. The reasons they did not enjoy the online learning were unstable internet connection. Problems in cell phone batteries and laptops also affected their comfort when communicating online with teachers. Haryadi and Rosiana further argued that online learning harms student learning motivation. A decrease in motivation to learn was caused by laziness as students did not know the benefits of the learning. Psychological and physical conditions also became the factors of loss of motivation. In online learning, every teacher tended to assign assignments every day which made students feel bored and tired. This resulted in their being lazy to take part in further learning. The affordability of access to learning from home also made students divide their time with homework so that they could only do assignments at certain times.

In higher education, Gustiani (2020) reported the lack of motivation towards online learning among students of English at a Polytechnic in North Sumatra. Poor supporting facilities, such as electricity problem, bad signals, delay voice, and blur pictures, contributed to the frustration among the students and really gave impacts to their belief and ability to understand the delivered learning materials. Natalya and Halim (2021) who examined college students' motivation level of universities in Surabaya, West Java before, in the beginning, and one year after online learning during the pandemic found out that the students' learning motivation dropped in the third phase as a result of the monotonous learning method.

After four semesters doing online learning, both teachers and students have developed their technological skills. Teachers have tried a lot of applications to attract student's attention and increase their motivation. They also have created learning materials that can be accessed anytime and anywhere. As for students, they have got used to managing their schedules and studying independently.

This research aimed to find out college students' motivation towards online classes during the pandemic after they attended online classes for four semesters. In addition, it was also to find out the factors that made students demotivated. The undergraduate and diploma 3 students of STBA

LIA Yogyakarta were the respondents of this research. Their motivation to join online learning on Zoom was investigated in this research.

METHOD

This research used descriptive research with quantitative approach. Data were collected using a survey made on Google form which was distributed at the end of the fourth semester to undergraduate and diploma 3 students of STBA LIA Yogyakarta class of 2019, 2020, and 2021 majoring in English. The link of the survey was shared to the students through WhatsApp groups and personal messages. The survey was divided in two parts. The first was to obtain students' demographic information (class, study program, and geographic location). The second part consisted of 10 Likert scale questions (Q1 – 8) to measure their satisfaction and motivation towards online learning, a yes/no question (Q9) related to grading assignment, and a check- box question (Q10) to find out students' reasons to not join Zoom meetings. A forum group discussion (FGD) among the students in this research was also carried out to clarify and to find out more the reasons for their answers to the survey.

Data were analyzed using SPSS to find out the frequency of each question and using cross-tabulation analysis to understand the relationship between two variables, i.e. students who were demotivated and the reasons why they were less motivated to Zoom meetings. They were presented in the form of tables with percentage of each scale and analyzed descriptively.

RESULTS AND DISCUSSION

Results

Results of survey

This survey was responded by 50 students. Table 1 presents the demographic information of the students.

Table 1
Demographic Information

	Frequency	Percentage
Class		
2019	18	36
2020	11	22
2021	21	42
Study program		
S1	45	90
D3	5	10
Geographic location		
City	18	36
Rural	13	26
Suburban	19	38

Most respondents were undergraduate students (90%). The students of 2021 who have never attended offline classes on campus since the pandemic struck responded the survey the most (42%). The survey shows that 38% of the students are living in suburban areas, 36% in cities, and the rest (26%) in rural areas.

The students' answers to 10 questions measuring their motivation towards online learning are presented in Table 2.

Table 2
Summary of students' responses

No.	Questions	Frequency & Percentage			
		Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Q1	Satisfaction with online classes	13 (26%)	28 (56%)	8 (16%)	1 (2%)
		Highly motivated	Motivated	Demotivated	Highly demotivated
Q2	Academic motivation currently	13 (26%)	26 (52%)	9 (18%)	2 (4%)
Q3	Motivation to follow lectures on Zoom meetings	12 (24%)	27 (54%)	8 (16%)	3 (6%)
Q4	Motivation to participate on Zoom activities	12 (24%)	25 (50%)	11 (22%)	2 (4%)
Q5	Motivation to interact with the lecturers on Zoom meetings	9 (18%)	25 (50%)	14 (28%)	2 (4%)
Q6	Motivation to complete online exercises/assignments	19 (38%)	22 (44%)	8 (16%)	1 (2%)
Q7	Motivation to browse the internet to enrich study materials	22 (44%)	21 (42%)	6 (12%)	1 (2%)
Q8	Motivation to attend offline classes next semester	17 (34%)	17 (34%)	10 (20%)	6 (12%)

The first question asks students' satisfaction towards online learning. The majority of the respondents were satisfied with the online learning they have had for four semesters (82%) with 26% of them felt very satisfied.

Students' academic motivation in the fourth semester of online learning apparently was still high (78%) and most of them (78%) were also still motivated to join lectures on Zoom. In addition, they were motivated (54%) and highly motivated (24%) to participate in activities given by the lecturers on Zoom. Students (68%) also showed high motivation to interact with the lecturers on Zoom meetings.

Since the classes were held online, all class exercises and assignments were also given online and should be submitted online. Some online assignments were quite flexible to be done by students because they could do them anytime outside the Zoom schedule but still following the deadline. This might make 38% of the respondents were highly motivated while 44% were motivated to do their online tasks. Most of them also indicated very high motivation (44%) and high motivation (42%) to search more materials or references on the internet related to their courses. Even though they seemed to enjoy the online classes, the majority (68%) expected to be able to attend classes on campus. Only 32% were demotivated for offline classes.

One of the students' motivations to follow online learning or offline learning is to reach good grades at courses they are taking. Table 3 showed students' responses to whether graded assignments triggered their motivations.

Table 3
Graded exercises/assignments as a contributor to students' motivation

No.	Questions	Frequency & Percentage	
		Yes	No
Q9	Graded exercises/assignments are a contributor to student's motivation	45 (90%)	5 (10%)

Seemingly, graded assignments had a big influence on students' motivation. Only 10% percent of the students said "No" to this question, while almost all of the students (90%) said "Yes".

The last question in the survey was to find out students' reasons for not being motivated to join online classes on Zoom.

Table 4

Factors making students demotivated to join Zoom meetings (Q10)

	Frequency & percentage
Lack of internet data	40 (80%)
Available recorded Zoom meeting videos	23 (46%)
The lecturer of the course	14 (28%)
The classmates	5 (10%)

The biggest factor was lack of internet data (80%), but 46% stated that they did not need to join Zoom meeting since there would be available recorded Zoom meeting video shared online by the lecturers after class. The lecturers at the language school (STBA) indeed allowed students to either join classes on Zoom at the scheduled dates or watched the recorded Zoom video posted on the LMS. This gave an opportunity to those who worked at the scheduled dates or who had problems with the internet connection at the scheduled time. The lecturer of the course and the classmates were also other factors that might demotivate students not to join Zoom. Twenty-eight percent (28%) chose not to join Zoom meetings because of the lecturers of the course, while five students (10%) were unwilling to join Zoom meeting because of their classmates.

Results of FGD

The results of the FGD showed that most of the students were still motivated to take online lectures through the conference tool. They claimed that they understood the current pandemic conditions. They stayed motivated to learn because they felt that this was their choice to continue their studies. They asserted that they must take responsibility for their choices. Some also added that they must be responsible for their parents who have paid for their tuition. Some students who were already working also declared that they paid their own tuition fees, so they had to finish what they have started.

The students also said that they were still motivated to attend lectures for reasons of their score. To get good score, they had to be actively involved in lectures and submit all tasks given by lecturers. In addition, they realized that studying in the language field requires the practice of using language, so they tried to practice it during lectures. Students also actively looked for additional material to do assignments from the lecturer. They also actively contacted friends if they felt there were problems while doing assignments. Some students said that they preferred to ask friends rather than asked their lecturers directly if they had problems because they felt reluctant to ask the lecturers.

STBA LIA Yogyakarta applied three types of learning modes during the pandemic: 1) attending lectures through Zoom meetings, 2) coming to class (with a limited number), and 3) studying independently by following video recordings uploaded on YouTube or on LMS. Some students really appreciated this learning model, especially for those who could not attend the lectures directly at the scheduled time. They said that they did not have to worry about missing course materials because they could follow it through lecture recordings. However, some students said that with the video recording, they felt they did not have to attend lectures on a set schedule, especially for students who were working. They chose not to be present at the specified schedule and just watched the video recording and did the assigned task. They said that this was not optimal, but they realized the consequences of working while studying.

When asked if they were always motivated, some students said that they sometimes felt demotivated in this online learning. Common reasons they gave were the internet connection problems, their lecturers, classmates, and health problem. The internet connections were the highest reason for their inactivity. Apart from unstable internet connections, it was also due to economic factors. Some students lived in suburban areas that made the internet signal not friendly. To be able to attend online lectures, some students had to walk quite a distance. Furthermore, when the weather was bad, they did not get a signal at all. To take part in a Zoom meeting, a stable connection is needed as well as a large enough internet data. When they joined an online lecture and suddenly they lost their signal, it made them have a bad mood. This condition could make students feel demotivated. Economic reasons became the next reason. Sometimes they had to give up not attending lectures because there was not enough funds to buy internet data. A few students also stated their reason for not getting actively involved on Zoom because of the lecturers. They said that in addition to being reluctant, they also felt afraid of making mistakes. There was even one student who expressed fear of being reprimanded by the lecturer during lectures because his parents were monitoring the lectures and would give punishment if the lecturer scolded him. Health problems were also the reason they were not motivated. During the two years of studying using electronic equipment, students' eyes were disturbed. In addition to eye health, some students also stated that they often felt dizzy when they looked at their cell phone or computer screen for too long. In addition, some students stated that they were not motivated because of their classmates. Classmates who dominated the class made some students choose not to be active during lectures; some even chose not to attend lectures at the specified hours. They said that they felt that their opinions were useless. Those reasons could make students demotivated to attend lectures.

When asked if they were excited about the offline learning plan, almost all students answered yes. They felt that language courses should have a lot of practice, especially for speaking courses. They said that in online learning when they practiced speaking and there was a signal disturbance,

the learning process became not optimal and disrupt their learning mood. In offline learning, they can practice using language without being constrained by the internet signals, so they have been waiting for offline learning to be implemented.

Discussion

After four semesters of online learning, the students could adapt the new roles of this online learning system. Table 2 informs that the students were still excited to join activities through Zoom meeting. Some students said that it was because they understand that they had to follow the course as their responsibility. They were aware that they had to carry out their choice to continue their study. Due to the pandemic, they also understood that they had to follow online learning. In university level, students might grow their intrinsic motivation by themselves. University/college students can indeed develop their intrinsic motivation in following online learning by themselves (Gustiani, 2020; Simamora, 2020) unlike Junior High or Senior High Schools students who still need their parents to help them in online learning (Robandi & Mudjiran, 2020; Setyorini, 2020). University/college students, thus, have already had the independence in learning and have their intrinsic motivation to learn even though learning is done online.

Furthermore, the students confessed that they learnt a lot during online learning. They learnt some new applications, such as video conference applications, editing application, and learning applications. Regarding their extrinsic motivation, they said that creative teachers could make them motivated to join the class. Using some applications made the students engage to the class. This is line with research by Setyorini (2020) that showed students' enthusiasm increase as a result of innovative materials created by teachers. Moreover, they liked attending Zoom meetings because they could meet their friends and joke in chat rooms. Even though it was sometimes a little disturbing for students who would ask questions in chat room when their chat was shifted by their friend's jokes, some of them said that their chat could make them happy and not get bored during the lecture. Yet, meeting friends online is not always fun for some students who said that they sometimes did not want to attend lectures because there were friends who dominated the lectures. They always answered the lecturer's questions without giving other students a chance to try.

However, online learning through Zoom meeting did not make students to be active during class. Students' motivation to interact with lecturers was quite low. Indeed, social interactions influence students' motivation (Trollian et al., 2016; Wentzel 2017). Table 2 (Q5) shows that half of the students preferred to be passive during a synchronous class. Some students argued that bad internet connection made them demotivated in participating during the class. Sometimes they did not hear the teacher's voice clearly, or their Zoom application restarted several times. These made them feel stressed and then prefer not to continue the class and prefer watching the recorded Zoom

video or reading the power point slides posted on the LMS. In this case, the students still had motivation to learn although they could not follow the lecture directly.

Students' satisfaction also could be seen in Table 2. They were highly motivated to do online assignments or exercises given by the lecturers. Most of the students were also highly motivated to browse the internet to enrich their study materials even to find several references related to their courses. The internet seems very important for all students to complete their assignments in order to get good grades. It means that graded assignments also influenced the students' motivation. Nell, Hood, Graff (2020) found the same finding that grades on assignments highly affect students' motivation.

In spite of being satisfied with online learning during the pandemic, the students felt highly motivated to attend offline classes as well. It implied that students actually wanted offline learning to be held again as before the spread of the Covid-19 pandemic. The student might say satisfied with online learning. In fact, there were less than half of the students joining Zoom meetings in each earlier semester. The main factors that made them choose not to join Zoom meetings were lack of internet data and available recorded Zoom meeting video. Does online learning really bring positive effects to students? It deeply needs to be evaluated.

On the other hand, there were some factors that made some students demotivated to join online classes. In Table 2, some students rated demotivated with online classes held on Zoom. They also looked reluctant to participate on Zoom activities and to interact with the lecturers. Table 5 presents the cross-tabulation between Q1 to Q7 and factors that made the students demotivated.

Table 5
Factors that made students demotivated

				Lack of internet data	The lecturer	The classmates	Available Recorded Zoom
Q1	Dissatisfied	with	online classes	9	1	2	7
Q2	Academically demotivated			9	4	2	6
Q3	Demotivated	to	follow lecturers on Zoom meeting	8	4	2	7
Q4	Demotivated to participate on Zoom activities			9	5	2	8
Q5	Demotivated to interact with the lecturers on Zoom meetings			12	6	2	11

Q6	Demotivated to complete online exercises/assignments	7	4	2	3
Q7	Demotivated to browse the internet to enrich study materials	6	2	2	3

Most students agreed that lack of internet data and bad internet connectivity were the common reasons making them demotivated (Husein et al., 2020; Setyorini, 2020; Simamora, 2020). Indeed, limited facilities can make students demotivated as Zaitun et al. (2021:266) stated: “Limited facilities make students lazy in learning”. Some students said that every time they had bad connectivity, it made them feel sad. Yet, they also said they still could follow the course by watching the recorded Zoom video. Thus, concerning the course materials, they did not worry to miss them since they could watch the Zoom video and also study them on the LMS even though they could not participate in Zoom activities and interact with the lecturers. They said that they had no intention not to participate in every Zoom meeting. Every time they had bad connectivity which made them not able to listen the lecturer’s explanation smoothly and unable to ask or answer questions directly made them not participate on a Zoom meeting.

Another reason that made them demotivated was the availability of the recorded Zoom videos posted on the LMS. They could learn the course materials anytime from the videos so that they felt they did not have to come in Zoom meetings. This facility has positive and negative effects. Students who had bad internet connection, had no internet quota, or worked during the course schedule still can learn the course materials anytime, but students who are lazy will take advantage of it.

Some students also said that lecturers and classmates could also be the reason of their being silent. Previous research revealed that decrease in learning motivation might also be caused by minimal interactions between students and teachers (Husein, 2020; Meeter et al., 2020; Mese & Sevilen (2021); Putri et al. (2020); Setyorini (2020)). Students in this study felt afraid or shy to speak or to interact with some lecturers. This could be triggered by other students who also remained silent, and the lecturers could not “directly” push students to speak. Every time the lecturers asked for a volunteer to answer a question, some students remained silent. Bad internet connectivity and lack of internet data also became their reason to communicate when online using Zoom. In addition, classmates who dominated the class also could contribute to the silence of the students. When someone dominated answering a lecturer’s questions or giving opinions without appreciating others’, he/she might demotivate other students to become get involved in class interactions.

This research does not classify the motivation on each class (batch) of the respondents. Further research comparing students’ motivation of different classes is needed to see if junior

students (class of 2021) who have never attended offline classes since their first semester have higher motivation compared to senior students.

CONCLUSION

Results of the survey suggest that students of STBA LIA Yogyakarta were quite satisfied with the online learning they had. They could gradually adapt to the online learning. In fact, the students who felt highly motivated with the academic system were more than those who were less motivated.

Several factors that made students demotivated found in this survey are: 1) limited access of the internet. Problem with unstable internet connectivity or limited internet data may be caused by their economic condition or by the region where the students; 2) lack of interactions among students and lecturers. Students tend to keep silent during online meeting because the online interactions were sometimes interrupted by internet connectivity and they were affected by others who kept passive during the online lectures.

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