

The Effect of Online Learning Towards Learning Motivation of University Students on Social Student Course

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ARTICLE INFO

Keywords:

Social Student;
Learning Motivation;
Online Learning.

Article history:

Received 2021-11-20

Revised 2022-05-23

Accepted 2022-08-27

ABSTRACT

This study aims to determine the effect of online learning toward the learning motivation of Elementary School Teacher Education (PGSD) students in social studies learning. The research approach used is quantitative research, ex post facto type. The research population was 316 students at Primary School Teacher Education (PGSD) at Ahmad Dahlan University, Yogyakarta. The research sample was 118 students. Data obtained through interviews and questionnaires. The data obtained from the questionnaire were analyzed using descriptive statistics and inferential analysis. The results of the regression test with a simple linear test showed a sig value of 0.827, with the criteria $\text{Sig} > \alpha$ (0.05) this means that there is no effect of variable X (online learning) on variable Y (learning motivation). Thus, this study concludes that there is no significant negative effect of online learning on students' learning motivation. Of the four indicators of learning motivation, namely a sense of responsibility, enthusiasm, independence, and belief, they are in the very good category. During the teaching and learning process, most of the students were enthusiastic about participating in lectures and flexible learning. Through online learning, there are many positive things that can be felt to be able to increase the spirit of learning, such as more flexible learning, not being hindered by distance and time and being able to train students' learning independence.

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1. INTRODUCTION

Since the COVID-19 pandemic began of March 2020 until today learning has been supported out using an online system due to. These changes caused college students learning habits altered and influences the students themselves. They must adapt to the currently changes. Either they adore or

not, students must face and take chance of existing circumstances to graduate their studies. Based on interviews results of students via G-form or google forms, the same condition had also experienced by PGSD college students at Ahamad Dahlan University. They faced obstacles by obstacles. Starting from network problems, expensive and limited quotas, and some college students who do not live in urban areas. Some of these obstacles are experienced by students. These problems affect students' motivation to conduct online lectures.

Learning using network, known as online learning. It is face-to-face learning through the internet. Online learning is carried out by adjusting the capabilities of each educational institution that organizes online learning (Dewi, 2020). Online learning or distance learning can be done anytime and anywhere by using the internet network. Therefore, the implementation of learning is no longer limited to specific classrooms (Fitriyani et al., 2020). Many platforms can be used, such as Google Classroom, Zoom, Google Meet, Instagram, Telegram and Whatsapp Group (Yunitasari & Hanifah, 2020). Goggle Meet and WhatsApp Group platform are used by Ahmad Dahlan University PGSD students in Advanced Social Studies subject. The WhatsApp messaging application is one of the messaging platforms used for distance learning, where students are united in one group and the learning process can use written messages, sound or images (Wiranti & Sutriyani, 2020). Thus, it can be concluded that online learning provides various places for lectures that are more flexible than offline learning.

Based on researcher observations, there are several obstacles in the field, one of which is limited internet quota and an unstable network. Even though the government and campuses have given the internet quota to conduct online learning, students still buy additional internet quota to to run lectures process (Cahyani et al., 2020). In another case, if the weather is rainy the network disturbed or unstable (Andrianto Pangondian et al., 2019). This makes the focus, and the stress level of students increases because of online learning disrupted and left behind in the material explained by the lecturer Syahril et al., (2021). Besides, many students thought that during online lectures the assignments quantity given are more than offline lectures and task difficulty level. These difficulties also being a motivating factor for students in suffering online lectures. As research conducted by Taylor W. Acee, et al (2010) stated that boredom (motivation) occurs because of the level of ease and difficulty of tasks allowed by individuals. In addition, there are obstacles during the learning process, some changes occur to students which ultimately affect their learning motivation (Cahyani et al., 2020). Based on these opinions, it can be concluded that students' learning motivation is influenced by external factors not within themselves, such as the level of difficulty of assignments given by lecturers, and limitations during the lecture process.

Despite these obstacles. There are several opinions that present the advantages of online learning that universities can take during this pandemic. Anggrawan (2019) said that students with auditory and visual learning styles who were taught using the online learning model had higher average learning outcomes compared to students taught through face-to-face learning. The results of research conducted by Kuntarto (2017) that the online learning model (LMO) increases student absorption of lecture material, with an increase of more than 81% compared to only using the Offline learning model, besides that it can provide a new, more enjoyable experience. challenging than conventional or offline learning. Online learning, if it can be applied properly can have a positive impact on student learning outcomes, because it is flexible.

Online learning is a form of technological development in the 21st century. Online technology facilitates all activities, including in the world of education. Online learning as a new learning mode in recent years, where students can access an emerging online learning environment without constraints of time and place by using the internet and different online learning platforms (Hergüner et al., 2021). Online learning is one of the innovative approaches in delivering learning that has been well designed, learner centered, interactive and can facilitate anyone anywhere and anytime. By utilizing teaching materials that are suitable for use in a learning environment that is open, flexible, and distributed (Yuliana, et al 2020, 49). In addition, online learning provides benefits in establishing learning independence and providing space for interaction between students even though they are not face to

face (Wiranti & Sutriyani, 2020). During the online learning process, students do not need to be in the classroom, but students can access learning through internet media. Online learning is a learning alternative for students not to be present in class.

The proper movement of an online learning process is the motivation of students to learn. Motivation is something that needs to be considered for the achievement of the expected goals. Motivation is a desire in oneself consciously or unconsciously in an action for a particular purpose or effort that causes a certain person or group to be compelled to do something because they want to achieve the desired goal or satisfaction for their actions (Kompri, 2019b). Motivation constructs an action pressure in an action base on goals that are directed by physical and mental desires, in briefly activity becomes the most important part of motivation (Lee & Martin, 2017). According to Kompri (2019), motivation is a driving force that changes the energy within a person in the form of real activities to achieve certain goals. Meanwhile, according to Schunk (2012, 80) motivation is a process of target-oriented behavior and actions that are deliberately created and maintained. Activities that serve as motivation include choice of tasks, effort (physical and mental), persistence, and achievement.

The results of research that are relevant to the study are research conducted by Fitriyani et al., (2020) which stated that the learning motivation of students in the 6th semester of the primary school teacher education study program at Kuningan University is very good, with a motivational percentage of 80.27%. Salsabila et al., (2021) also said that online learning affects learning outcomes, physically and mentally (motivation) of students. The results of this study were also in line with research conducted by Dewi (2020) the results of the study showed that the impact of COVID-19 on the implementation of online learning on students is carried out quite well. The literature review conducted by Dewi shows that from 3 data articles and 6 news reports, it showed that the impact of COVID-19 on the implementation of online learning in schools is well implemented. Furthermore, Dewi (2020) said that the successful implementation of the online learning process that can motivate students in carrying out the learning process cannot be separated from the cooperation of schools, teachers, and students.

Based on this explanation, there are differences in conditions between practical conditions and some of the conditions described from the results of scientific studies. This is interesting to study further. Does online learning have a positive or negative effect on student motivation to learn. Therefore, researcher is interested in knowing the effect of online learning on students' learning motivation in social studies learning at Ahmad Dahlan University, Yogyakarta.

2. METHODS

The research method used was quantitative research, ex-post facto type. Ex post facto research is examining research events that have occurred which aims to determine the causes of behavioral changes in an event or changes in the independent variables that have occurred (Widarto 2013, 3). This study aims to determine the effect of online learning on the learning motivation of PGSD students in social studies learning in Advanced Social Studies courses. This research consists of one independent variable (X) and one dependent variable (Y). Variable X is online learning and variable Y is learning motivation.

The research had conducted at Ahmad Dahlan University in the Elementary School Teacher Education study program located in Yogyakarta. The research population was 316 PGSD students in the 2nd semester of the 2021 academic year. The research sample was class F, G and H, totaling 118 students. The sample selection technique used is cluster simple random sampling. Data were collected using interviews (which questions were shared and through a form) and closed-ended questions (questionnaires). The questionnaires used were online learning questionnaires and learning motivation questionnaires. For the online learning questionnaire, a statement has made based on the indicators, namely the implementation, atmosphere, benefits, and advantages of online learning (Sadikin & Hamidah, 2020). As for the learning motivation questionnaire, the statement was made based on the

indicators, namely a sense of responsibility, enthusiasm, independence, and self-confidence (Fitriyani et al., 2020).

The following were indicators along with the items of the online learning questionnaire and learning motivation.

Table 1. Indicators and statements of online learning questionnaires.

No.	Indicators	Statement
1	Online learning implementation	My experience Online learning gives many advantages. The online learning implementation kindly inclined to finish assignments via application. Learning use G-meet and WAG is helpful. Online learning systematically delivers consistently and clearly. The learning material is more understandable when it offers through Meet and WhatsApp Group (WAG) I am always ready for online learning. The infrastructure for online learning is adequate.
2	Online learning situations	Presenting planned and effective learning. I prefer to learn online than learn offline. Online learning has many benefits, it can build efficient communication and discussion between lecturers and students. Online learning can be used as a distance learning solution during the COVID-19 pandemic Online learning time is punctual. The visual display is clear, the text is easy to read, the video playback is clear and without problems.
3	The benefits of online learning	Online learning helps me understand deeply the Advanced Social Studies material that I study. Online learning can interact with each other either with friends or lecturers without shame. It makes me enthusiastic in participating in online learning. I get the opportunity to study Advanced Social Studies anywhere and anytime without being limited by time using online learning. I discover new knowledge that I have not learned in class by online learning. The online learning system has helped me understand learning and self-development. The learning experience from home has a more positive influence on my development (creative, enthusiastic, critical, etc.).
4	The advantages of online learning	I always active during the online learning process Relevant links are available to support content. The content is presented in a communicative language and equipped with documents to enrich the content Online learning is carried out according to RPS The online learning room (Meet) is easily available and can be used without significant obstacles.

Table 2. Indicators and statements of learning motivation questionnaires

No.	Indikator	Pernyataan
1	A sense of responsibility	<p>I study voluntarily but keep studying with responsibility.</p> <p>I let the lecturing off and do not try to fix problem when obstacles are bothering during online class such as the network is disconnected suddenly, or the call phone/ personal computer turns off.</p> <p>I have attempted to be responsible for the results I have achieved.</p> <p>I am more enthusiastic when discussing with lecturers and other student friends during online class.</p> <p>I deal out at least 2 hours a day for studying.</p> <p>To get maximum lecture material, I enter class using two accounts (for example, I enter with 2 laptops/computers or with laptops and cell phones, etc.)</p>
2	Cheerful/spirit	<p>I have challenged and I often griped the obstacles during online class. So, I can continue to attend lectures.</p> <p>Even though there are many obstacles bother my study I keep trying the best as I can.</p> <p>I am always ready to answer questions from the lecturer</p> <p>Even though I am not a presenter in the presentation, I am still learning the material that will be discussed during the class.</p> <p>I more concentrate the lecturer's material explanation during online class.</p> <p>My goals are aimed; they are delayed by online learning.</p> <p>During class I turn on the camera</p> <p>When I have online learning, I often have not done the assignments.</p> <p>If my friend faces obstacles, I will help as best I can.</p> <p>The internet quota from campus and the government has made me enthusiastic in attending lectures.</p> <p>When I have online learning, I am more enthusiastic about fixing the assignments.</p>
3	Self-sufficiency/ independence	<p>I have never set any target in studying to reach the best results.</p> <p>Close friends or classmates help me during online lectures</p> <p>I try to improve my score every semester.</p> <p>Provide/prepare learning materials according to the topic of the ongoing lecture</p> <p>Your lecturers (Advanced Social Studies courses) often deliver motivation to continue taking online lectures</p> <p>Classmates often re-explain material that I do not understand when I ask questions</p> <p>Because lectures can be done anywhere, it motivates me to do better than others</p>

		The online lecture system makes me want to take classes without skipping or having permission
4	Self-confident/ confident	<p>During my online lectures, I often managed to achieve my goals in doing my assignments.</p> <p>I am confident in my abilities every time I work on the questions / assignments given by the lecturer</p> <p>During online lectures, I am ready to compete to get the best results.</p> <p>During online learning, it is easier to understand the learning material.</p> <p>When online lectures are easier to answer the lecturer's questions</p>

The validity test of the questionnaire used excel 2010. The questionnaires have valid if the calculated r value has greater than r table (Afiyanti, 2008). Based on the calculation, the value of r table is 0.304 so that 30 valid statements are obtained. with the Alpha Cronbach formula using SPSS 23. An instrument has reliable if > 0.6 , while the reliability criteria for the instrument can be seen in the following table (Arikunto, 2010: 214).

Table 2. Reliable Criteria

(Pricer) r	Description
0,00-0,20	Very low
0,21-0,40	low
0,41-0,60	Medium/middle
0,61-0,80	High
0,81-1,00	Very high

After it has tested using SPSS 23, the results obtained were $0.806 > 0.6$. Thus, the questionnaire has reliable with very high criteria. The data collection process was carried out in March 2021. Questionnaires were distributed via google forms to PGSD UAD Yogyakarta, the second semester students of the 2021 academic year, for the google forms link to be distributed through the class WA group. The data obtained from the questionnaire were analyzed using descriptive statistics and inferential analysis.

Descriptive Analysis

Data were analyzed using descriptive statistics or described. The variables described are online learning and learning motivation of PGSD students at Ahmad Dahlan University.

Classification based on the scale range as follows (Riyanto & Hatmawan, 2020: 54).

- The scale range of 1 mean < 20 is categorized as "very bad"
- The scale range of 21 mean < 39 is categorized as "poor"
- The scale range of 40 mean < 59 is categorized as "enough"
- The scale range of 60 mean < 79 is categorized as "good"
- The scale range of 80 with an average of 100 is categorized as "very good"

Inferential Analysis

Before regression test is done, it is necessary to complete statistical prerequisite tests including normality tests and linearity tests.

a. Normality test

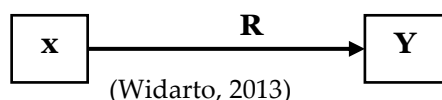
Normality test aims to determine whether the data has normally distributed or not. Normality test with Kolmogorov Smirnov using SPSS 23. Data has said normally distributed if the significant value is > 0.05 .

b. Linearity Test

The Deviation from Linearity test used SPSS 23. This test has used to determine whether the two data from the variables studied are linear or not. It has said to be linear if the significant value is > 0.05 .

c. Simple regression test

This regression test aims to determine whether variable X affects variable Y or not. It is said to be influential if the value of r is less than 0.05.

Research design

Note:

X: independent variable (online learning)

Y: dependent variable (learning motivation)

R: cluster simple random sampling

3. FINDINGS AND DISCUSSION*The summary of online learning toward learning motivation.*

Based on the data obtained from online learning questionnaires, after descriptive statistical tests has done, the following results were obtained:

Table 4: Statistics of Online Learning Questionnaire Results

Statistic	Results of Online Learning	
	Questions	
Mean	81	
Standard Error	0,933	
Median	80	
Mode	80	
Standard Deviation	8,798	
Sample Variance	77,405	
Kurtosis	-0,281	
Skewness	0,287	
Range	41	
Minimum	59	
Maximum	100	
Sum	7246	
Count	89	

Based on the table above, it showed that the results of the online learning questionnaire given to 89 respondents with a mean value of 81, referring to the predetermined scale range, the results of the statistical analysis of online learning questionnaires in the Advanced Social Studies course at the PGSD Study Program students at Ahmad Dahlan University were in the very good category.

The results of the questionnaire on the learning motivation of the respondents are shown in the table below.

Table 5. Statistics of Learning Motivation Questionnaire Results

Statistic	Results of the Ips Learning Motivation Questionnaire
Mean	116
Standard Error	0,832
Median	115
Mode	115
Standard Deviation	7,850
Sample Variance	61,630
Kurtosis	0,203
Skewness	0,123
Range	46
Minimum	93
Maximum	139
Sum	10360
Count	89

Based on the table above, it showed that the results of the learning motivation questionnaire given to 89 respondents with a mean value of 116, referring to a predetermined scale range, the results of the statistical analysis of the questionnaire on learning motivation for social studies learning in the Advanced Social Sciences course for students of the PGSD Study Program at Ahmad Dahlan University were very good category.

The effect of online learning toward social studies learning motivation.

Based on inferential statistical analysis data, the results of the Kolmogorov-Smirnov normality test with a significance value or P-value = 0.18 (sig value >), this indicated the data reached from a normally distributed population, linearity test was used to test the relationship with the test of linearity with a significance value or P-value = 0.223 (sig value >), thus the data from each variable has an association (related each other), and the results of the regression test with a simple linear test showed a sig value of 0.827, with the criteria Sig > (0.05) this means there is no effect of variable X (online learning) on variable Y (learning motivation). Therefore, there is no significant negative effect of online-based learning toward learning motivation in social studies learning for PGSD Study Program students, Ahmad Dahlan University, Yogyakarta. This shows that online learning has a positive impact on student learning motivation

Based observation results conducted in February until March 2021, during the teaching and learning process. The most of students were enthusiastic about attending lectures and flexible learning. Through online learning, there were many positive things that should increase for learning encourage, such as more flexible learning, that is not bothered by distance and time and being able to train students' learning independence (Andrianto Pangondian et al., 2019).

This online learning process did not affect student learning motivation as shown in table 2. This is because students have good learning independence as Alannasir (2016) said that learning motivation has a determinant of success and individual learning independence, and motivation is an indicator of an individual's success or students in learning. Suharni (2019) says motivation is an absolute requirement for learning. Students who learn that without any motivation or weak learning motivation, this caused learning success did not reach maximal level. Students will be enthusiastic about learning if they have the motivation to do so. Things that include student learning motivation 1) A strong determination to learn and do assignments, 2) The duration provided for learning, 3) being able to divide time, 4) being conscientious to do assignments well (Suharni, 2019).

Moreover, this was inseparable from the role of the lecturer as a teacher and student mentor during the teaching and learning process. As stated by Suprihatin (2015), the role to improve student motivation to learn is educators or lecturers. Academics and experts as professional teaching staff must be able to improve student learning motivation. There are several strategies that can be applied in the classroom, namely 1) explaining the learning objectives. 2) Generating student motivation. 3) creating a pleasant environment for the learning process. 4) using a variety of interesting learning methods. 5) Giving awards for every student's achievement. 6) Evaluating students work. 7) commentating on students work. 8) presenting an atmosphere of competition and cooperation among students. This will generate enthusiasm for students (Suharni, 2019; Suprihatin, 2015).

Jamil & Aprilisanda (2020) found that internet use, perception, experience, financial condition had a significant effect on student interest in learning. (Al-Salman & Haider, 2021) also said that online learning can improve students' learning experiences. The implementation of online learning that can rise learning motivation includes preparation, implementation, and assessment, apart from the use of learning methods and media and structuring the learning environment (Rimbarizki, 2017). Andrianto Pangondian et al, (2019) said that the key reach success of online learning were three factors, namely technology, teacher characteristics, and student characteristics. Thus, the organizers of online learning must be able to provide viable technology to run learning process well. In addition, teachers who have a central role in the learning and teaching process must be able to run their roles well and students/college students must have the skills and discipline and motivation to learn. Thus, that the desired learning objectives are achieved.

The existence of awareness and independence of learning of students, that learning has important part. It resulted their learning motivation ruined high even though the learning process was run online. This is also supported by lecturers who can play their roles well as teachers and at the same time encourage their students.

In this case, the researcher provided suggestions for the successful implementation of online learning, there must be cooperation between university executives, academics, and students for running of online learning well.

The results of this study have also in line with research conducted by Arizan et al., (2021) showed that online learning with the help of mind mapping media can increase student learning motivation. In addition, research conducted by Fitriyani et al., (2020) said that the learning motivation of 6th semester students at the elementary school teacher education program was very good, with a motivational percentage of 80.27%. The results of the research shown by Dharma & Sudewiputri (2021) show that student learning motivation in online learning during the COVID-19 pandemic is in the good category, it is obtained from the motivational percentage score which amounts to 76.33%.

The obstacles faced, namely the difficulty in obtaining data, because the old respondents filled out the questionnaires that had been distributed. There are also some respondents who did not give their responses. This is because the location of the residence of some respondents who do not viable network. Expectantly, this research can be a reference for future researchers and add knowledge to the application and use of online learning in higher education.

4. CONCLUSION

Based research results and discussion that have been described, it showed that there was no significant negative effect of online learning on learning motivation in social studies learning for students of the PGSD Study Program, Ahmad Dahlan University Yogyakarta, which means that online learning has a positive impact on student learning motivation. This was indicated by the results of the regression test, namely the value of sig 0.827, with the criteria Sig > (0.05), and from the four indicators of learning motivation, namely a sense of responsibility, enthusiasm, independence, and trust, they are in the very good category. The limitation of this study was the interruption in obtaining data because there were several respondents who did not provide their responses according to the estimated time, thus there were several answers from respondents that were not counted. The author has provided

suggestions that are expected to be useful for further research. Hopefully, this research can be used as a reference for further research. In collecting data using a questionnaire distributed via Google Forms or other online platforms. It is advisable to pay attention to the condition of the respondent's place of residence, do they have good or bad internet network. This will speed up the process of getting and processing data.

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