

Relationship Between Learning Motivation and Self-Regulated Learning Arabic Language and Literature Students Class of 2020-2021 in Online Learning During the Covid-19 Pandemic

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Abstract

This study aims to determine the relationship between learning motivation with Self-regulated learning for Arabic language and Literature students class of 2020-2021 in online learning during the pandemic covid-19. The population in this study were students of Arabic Language and Literature class 2020-2021, totaling 122 students. The sample in this study was 94 students. The sampling technique used in this study is the Cluster Random Sampling method. This study uses a quantitative correlation method with Spearman analysis. All statistical calculations were carried out using the help of the SPSS version 22 Program for windows. Based on the study's results, the correlation coefficient between learning motivation and self-regulated learning is $r = 0.523$ with a significant value of 0.000 where $p = < 0.05$. So there is a relationship between learning motivation with Self-regulated learning for Arabic Language and Literature students class of 2020-2021 in online education during the pandemic covid-19.

Keywords

Learning motivation, Self-regulated learning, Pandemic covid-19

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara motivasi belajar dengan self regulated learning mahasiswa Bahasa dan Sastra Arab angkatan 2020-2021 pada pembelajaran daring di masa pandemi covid-19. Populasi dalam penelitian ini adalah mahasiswa Bahasa dan Sastra Arab angkatan 2020-2021 yang berjumlah 122 mahasiswa. Sampel dalam penelitian ini adalah 94 mahasiswa. Teknik Pengambilan sampel yang digunakan dalam penelitian ini adalah metode Cluster Random Sampling (klaster), Penelitian ini menggunakan metode kuantitatif korelasi dengan analisis Spearman. Keseluruhan perhitungan statistik dilakukan dengan menggunakan bantuan program SPSS versi 22 for windows. Berdasarkan hasil analisis diperoleh besarnya koefisien korelasi antara motivasi belajar dengan self regulated learning sebesar $r = 0,523$ dengan nilai signifikan 0,000 dimana $p = < 0,05$. Maka terdapat hubungan antara motivasi belajar dengan self regulated learning mahasiswa Bahasa dan Sastra Arab angkatan 2020-2021 pada pembelajaran daring di masa pandemi Covid-19.

Kata Kunci

Motivasi belajar, Self regulated learning, Pandemi Covid-19

Introduction

In early 2020 a new coronavirus (SARS-CoV-2) appeared to spread to all corners of the world. This disease is known as Coronavirus 2019 (COVID-19). This virus was initially discovered in Wuhan; China has infected 90,308 people since March (Yuliana, 2020). The impact of the COVID-19 pandemic has spread, one of which is the world of education, which has changed the implementation of online learning. Therefore, students learn extra to face the online system and self-regulate in learning. In online learning, the most critical factor that affects student *self-regulated learning* is motivation.

Self-Regulated Learning (SRL) is an essential concept in social cognitive learning theory that underlies the principles of behavioral learning but pays great attention to the signs of behavior and internal mental processes and emphasizes the impact of thoughts on actions and actions on reviews (Kristiyani, 2016). *Self-regulated learning* is an ability (*soft skill*) that students must possess because *self-regulated learning* can function to develop individuals to achieve success. Then, *self-regulated learning* can also be interpreted as an ability to be a good participant in metacognition, motivation, and behavior in the learning process.

Zimmerman stated that *self-regulated learning* has several aspects: cognition, motivation, and behavior. Cognition is one's ability to plan, organize or manage, instruct oneself, monitor, and evaluate the learning process. Motivation is an encouragement within the individual related to self-efficacy and autonomous competence in learning activities. Behavior is a unique effort in self-regulating, selecting, and utilizing the environment and creating an environment that supports learning activities (Najah, 2012). According to Schunk and Zimmerman in (Hidayah & Atmoko, 2014), students can be said to be *self-regulated learning* if, in the learning process, they can actively participate both cognitively, motivationally, and behavior (behavior).

Zimmerman stated that individuals who use *self-regulated learning* have strategies for activating metacognition, motivation, and behavior in the learning process. By starting and directing himself to acquire knowledge and skills without depending on teachers, parents, or other learning agents. So that in the process of *self-regulated learning* the things that affect our personal, environmental, and behavior (Mulyadi, 2017).

According to Woolfolk in (Kristiyani, 2016) said that several factors affect *self-regulated learning*, including aspects from within the individual (internal) and factors from outside the individual (external). The internal factors include knowledge, motivation, willingness, gender, and ability/intelligence. In contrast, external factors include family, school (classroom learning atmosphere, teacher-student relations), and peers. Students with good self-regulation skills will be more motivated to learn than those who are less able to self-regulate because there is an interest in learning something, not only oriented to the results that appear outside or in front of others.

Individuals with strong religious beliefs tend to have a solid independent nature toward religion (Chabib, 1996). This is contained in several verses of the Qur'an, including Qs. al-Faatir: 18 and QS. al-Mudatsir: 38.

"And a sinner will not bear the sins of another..." (Surat al-Faatir: 18)

"Each person is responsible for what he has done..." (Surah al-Mudatsir: 38).

The verse above clearly states that every human being is required to be able to help himself with changes in his behavior and actions. Learning independence is vital for every individual to support their welfare both in the educational environment and the community because individual success results from individual efforts and abilities.

From some of the opinions above, it can be concluded that *self-regulated learning* is the ability of individuals to develop their potential effectively by activating thoughts, feelings, and actions to achieve their goals to be performed optimally. So that, in this case, students can be actively involved in learning independently.

According to Najati in (Daulay, 2014), motivation is a driving force that encourages individual activity, causes behavior, and directs it to achieve specific goals. The three main components of motivation are moving, running, and sustaining. Sardiman (2016) states that learning motivation is the overall impetus in learning activities, so motivation can be said to be the driving force in individuals that causes learning activities, ensures the continuity of learning activities, and carries out the direction of learning activities so that the desired goals are adequately achieved. According to Mc. Donald "Motivation is a change in energy in a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals." Changes in energy within the individual in the form of an actual activity such as physical activity. Because individuals who have goals from each activity certainly have great motivation to achieve all the efforts made (Djamarah, 2020).

Learning motivation arises because there are intrinsic factors in the form of desire and desire to succeed, encouragement for learning needs, and hopes for ideals. In comparison, the extrinsic factors are getting awards, a conducive learning environment, and exciting learning activities. However, these two factors are caused by certain stimuli, so individuals desire to study actively and enthusiastically (Uno, 2019). Thus it can be said that motivation is a driving force for students to learn so that they have energy and try diligently to achieve success in learning. Djamarah (2020) explains that there are three functions of motivation in learning as follows:

1. Motivation is a driver of action. Initially, students do not desire to learn, but there is something they are looking for, so they are interested in learning. Something that is not known will encourage students to learn to find out. In this case, students have beliefs and convictions that they must do. This attitude underlies and promotes learning activities. So, motivation is a driving force that influences what philosophy should be done in learning.
2. Motivation as a driver of action, a psychological impulse that fosters attitudes toward students, is a force that will eventually take the form of a psychophysical movement. Carry out learning activities with body, soul, mind, and mind in submitting to the will to learn.
3. Motivation is a driver of action; students who have motivation can choose which ones to do and which ones to ignore. Someone who desires feedback from certain subjects will not be forced to study other issues. The goal to be achieved from the learning

outcomes is something that is sought. The purpose of learning is a guide that motivates learning.

Based on some of these definitions, it can be concluded that learning motivation is a means of encouraging students, either consciously or unconsciously, to act by learning so that they have the energy students try diligently to achieve success in learning. Individuals who have learning motivation have the characteristics of being diligent in doing tasks, being tenacious in facing difficulties, showing interest in problems, being more enthusiastic about working independently, getting bored with continuous tasks, being able to defend their opinions, not easily letting go of something they believe in, likes to seek and solve problems (Sardiman, 2016).

The impact of online learning is that students have difficulty in overcoming learning problems such as students only waiting for the delivery of material from the lecturer so that understanding of learning is still less effective, students find it difficult to use time efficiently studying online, there are still students who delay doing the assignments given by the lecturer, dividing time in doing homework with terms from campus, challenging to make plans in achieving exemplary learning achievements, not utilizing existing facilities such as the internet, sophisticated cellphones, and so on. This is influenced by the weakness of one or even more of the *self-regulated learning factors*, namely learning motivation.

Based on the description of the existing phenomena, the researchers are interested in conducting this research to determine whether there is a relationship between learning motivation and *self-regulated learning* of Arabic Language and Literature students for the 2020-2021 online learning class; during the Covid-19 pandemic. This study will discuss this question with the title "The Relationship between Learning Motivation and *Self-Regulated Learning* for Arabic Language and Literature Students Class of 2020-2021 in Online Learning during the Covid-19 Pandemic".

Method

Research approach

In this study, the type of research is quantitative research with a quantitative correlational approach. Quantitative analysis analyzes numerical data (numbers) processed using statistical methods. This study uses a quantitative correlational approach because the purpose of this study is to determine the extent of variation in one or more other variables based on the correlation coefficient. Correlation research also aims to determine the strength and direction of the relationship between the variables (Azwar, 2019). This study's dependent variable (Y) is *self-regulated learning*, and the independent variable (X) is learning motivation.

Population and Sample

Research Population

According to Sugiyono (2017), the population is like a generalization area consisting of objects or subjects with specific qualities and characteristics determined by researchers to be studied and then drawn at last. The people in this study were students of Arabic Language and Literature class 2020-2021, Raden Fatah State Islamic University, Palembang, totaling 122 students.

Research Sample

The sampling technique used was the *cluster random sampling method* (cluster). Because this research was conducted in the Arabic language and literature study program class 2020-2021, where students in each category could not be randomized, they were randomized by sort. *The Cluster Random Sampling* technique or cluster sampling is done by randomization to groups, not individual research subjects (Azwar, 2017). To determine the number of samples, the researchers used the Slovin formula to obtain a total sample of 94 students.

Method of collecting data

The data collection method in this study used a scale. The type of scale used in this study is the *Likert Scale*. Sugiyono (2017) states that *the Likert scale* regulates a person's attitudes, opinions, and perceptions about social phenomena. Then, it is measured using a *Likert scale type* for attitude objects in the form of statements.

Data analysis technique

The data analysis technique used to test the proposed hypothesis is a *nonparametric test*. This analysis is used if the resulting data is not normally distributed, then researchers must use *nonparametric* tests in hypothesis testing, in this test using tiered or spearman analysis (Alhamdu, 2016). The data analysis method is divided into 2, namely assumption test (prerequisite) and hypothesis testing. The assumption test is a series of analytical tests in quantitative research. The assumption test is divided into a normality test and a linearity test, a requirement before testing the hypothesis.

The normality test was carried out to determine the normality of the distribution of research data; as for the normality research technique using the *Kolmogorov Smirnov technique*, if the significance level is average, then the p-value is > 0.05 , but on the other hand, if the p-value 0.05 then the data is declared abnormal. The linearity test is a prerequisite for analyzing with Pearson correlation and linear regression. The purpose of this linearity test is to determine whether two variables have a significant linear relationship or not. The hypothesis test of this study is intended to test whether there is a relationship between variable X (learning motivation) and variable Y (*Self-regulated learning*).

Results

Categorization of Research Variables

In this study, the data taken were two variables, namely learning Motivation (X) and *self-regulated learning* (Y), with research instruments in the form of a learning motivation scale and *self-regulated learning*, which the researchers designed based on aspects. The scale

consists of 50 statements presented in the form of *favorable* and *unfavorable sentences*, and answers are provided

Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The description of research respondents aims to provide information about respondents, and the following is a description of research respondents. These respondents amounted to 94 respondents. With the characteristics of the 2020-2021 class of respondents.

This study uses a categorization level of research variables based on empirical scores (mean and standard deviation). The complete results can be seen from the practical scores of each research variable which can be seen in the following table:

Table 1 . Description of Research Data

Score	Categorization	N	Percentage
$X < 99$	Low	7	7%
$99 \leq X < 129$	Currently	74	79%
$129 \leq X$	Tall	13	14%
Total		94	100%

In the table above, it can be seen that the empirical scores for learning motivation and *self-regulated learning variables* will be used as guidelines in making the categorization of the two research variables. Researchers have created a categorization along with the frequency and percentage of the two variables.

Table 2. Categorization of Learning Motivation Scale Score

Score	Categorization	N	Percentage
$X < 76$	Low	17	18%
$76 \leq X < 94$	Currently	61	65%
$94 \leq X$	Tall	16	17%

Based on the calculation of the categorization of the learning motivation variable scores, it can be concluded that there are 17 students or 18% in the low category, 61 students or 65% in the medium class, and 16 students or 17% in the high sort for the 2020-2021 Arabic Language and Literature students of UIN Raden Fatah Palembang.

Table 3 . Categorization of *Self-Regulated Learning Scale Scores*

Variable	X score used (empik)			
	X min	X max	mean	SD
Motivation to learn	63	105	84.79	9,120
<i>Self-Regulated Learning</i>	74	155	113.54	14.580

Based on the calculation of the categorization score of the *self-regulated learning variable*, it can be concluded that there are seven students or 7% in the low category, 74 students or 79%

in the medium class, and 13 students or 14% in the high sort for the 2020-2021 Arabic Language and Literature students of UIN. Raden Fatah Palembang.

Prerequisite Assumption Test

Normality test

The normality test was carried out to determine the normality of the distribution of research data; as for the normality research technique using the *Kolmogorov Smirnov technique*, if the significance level is average, then the p-value is > 0.05 but on the other hand if the p-value 0.05 then the data is declared abnormal. The results of the normality test on *Self-Regulated Learning Motivation* can be seen in the table below:

Table 4 . Description of Normality Test Results

Variable	<i>Kolmogorov-Smirnov</i>	Sig.	Information
Motivation to learn	0.085	0.092	Normal
<i>Self-Regulated Learning</i>	0.084	0.096	Normal

Based on the normality test table above, it can be seen that the significant value of the learning motivation variable is 0.092, and the substantial value in the *Self-Regulated Learning variable* is 0.096. With the criteria declared normal if the considerable value is more than 0.05, the population of data from the learning motivation variable is normally distributed ($0.092 > 0.05$), and the *self-regulated learning variable* is also got t result generally distributed with a significant value ($0.096 > 0.05$).

Linearity Test

Linearity test is a prerequisite for analyzing with Pearson correlation and linear regression. The purpose of this linearity test is to determine whether two variables have a significant linear relationship or not. The linearity test was carried out on both variables using a *test for linearity* at a substantial level of 0.05. If the *Deviation From Linearity* is > 0.05 , then the two variables are declared to have a linear relationship (Alhamdu, 2016). The results of the linearity test between the two variables can be seen in the following table:

Table 5. Table Description of Linearity Test Results

Variable	R	Sig. (p)	Information
Learning motivation <> <i>Self-Regulated Learning</i>	0.523	0.000	Significant

From the table above, it can be seen that the significant value of *Deviation From Linearity* is 0.026. This means the significance value is more than 0.05. So it can be concluded that the variables of learning motivation and *self-regulated learning* have a linear relationship ($0.026 > 0.05$). Thus the assumption of linearity is met.

Hypothesis testing

The hypothesis test of this study is intended to test whether there is a relationship between variable X (learning motivation) and variable Y (*Self-regulated learning*). The variables to be analyzed are known to have regular and linear distributions, so the researcher uses a parametric analysis test, namely the *Pearson product-moment* correlation technique. With the help of the *SPSS 22 For Windows program*. The results of hypothesis testing between the two variables can be seen in the following table:

Table 6. Description of Hypothesis Test Results

	F	Significance	Information
<i>Linearity</i>	44.786	,000	linear
<i>Deviation From Linearity</i>	1,775	,026	

Based on the results of the analysis above, it can be concluded that:

- The correlations* table shows that the relationship or correlation coefficient between the variables of learning motivation and *self-regulated learning* is 0.523, with a significant relationship between the two variables of 0.000.
- The significance value from the table is 0.000 where ($p < 0.05$) then ($sig = 0.000 < 0.05$). This result shows a relationship between learning motivation and *self-regulated learning* of Arabic language and literature students at UIN Raden Fatah Palembang class 2020-2021 online learning during the covid-19 pandemic.

Discussion

This study aims to test the hypothesis that there is a relationship between learning motivation and *self-regulated learning* of Arabic language and literature students at UIN Raden Fatah Palembang class 2020-2021 in online learning during the covid-19 pandemic. The description of research respondents aims to provide information about respondents; the following is a description of research respondents. These respondents amounted to 94, with the characteristics of respondents from the 2020-2021 class. The number of male respondents amounted to 34 respondents or about 36%, and female respondents amounted to 60 respondents or about 64%. The learning motivation scale consists of 29 statement items with 94 students as respondents with four alternative answers. Data analysis showed that the variable of learning motivation obtained the highest score of 94 and the lowest score of 76. The *self-regulated learning* scale consists of 41 statements with 94 students as respondents. Data analysis showed that the *self-regulated learning variable* obtained the highest score of 129 and the lowest score of 99.

From the calculation results of the categorization of learning Motivation variable scores from 94 research respondents, namely students of Arabic Language and Literature at UIN Raden Fatah Palembang, it was found that there were 17 students (18%) in the low category, which means that students who do not have the motivation to learn in themselves are few. While the other 61 students (65%) are in the moderate categorization, it proves that many students have good learning motivation in themselves. And 16 students (17%) in high categorization, which

means that only a few students already have excellent learning motivation. From the above categorization, it can be concluded that the learning motivation of Arabic language and literature students is in the medium category.

Self-regulated learning variable score categorization from 94 research respondents, namely students of Arabic Language and Literature at UIN Raden Fatah Palembang, it was found that seven students (7%) were in a low category, which means that students who do not have *self-regulated learning* in themselves are counted. The least. While the other 74 students (79%) are in the moderate categorization, it proves that there are quite a lot of students who have *self-regulated learning*. And 13 students (14%) are in the high category, meaning that few students already have self-regulated learning are excellent. It can be concluded that *self-regulated learning* in Arabic language and literature students is in the medium category.

The results of the validity test on the learning motivation variable using the *SPSS Corrected Item Total Correlation* method, which is "implemented by comparing the correlation significance value of one item with the total item, with the rule that if the significance value is < 0.30 , then the item is declared invalid, but if the significance value is > 0.30 then the item is declared valid. Then the results obtained after a *tryout* (trial) show that 29 statement items from the learning motivation scale are declared valid. At the same time, the *self-regulated learning variable* received 41 accurate items. *Cronbach's Alpha coefficient* of 0.805 is obtained based on the learning motivation reliability test. In contrast, the *self-regulated learning* variable obtained a *Cronbach Alpha* coefficient of 0.876. The measurement of reliability in this study used the *Alpha Cronbach technique* with a reliability coefficient (r_{xx}) in the range of 0 to 1.00. The higher the number approaching 1.00, the more reliable the measurement (Azwar, 2017). So the variables of learning motivation and *self-regulated learning* in this study can be reliable.

In the assumption test, the normality test results revealed that learning motivation was usually distributed with a significance value of $0.092 > 0.05$, and *self-regulated learning* was typically spread with a significance value of $0.096 > 0.05$. While the linearity test also showed linearly distributed results, namely with a significance level of $0.000 < 0.05$, thus indicating that the values were linearly distributed.

The hypothesis test of this study is intended to test whether there is a relationship between variable X (learning motivation) and variable Y (*Self-regulated learning*). The variables to be analyzed are known to have regular and linear distributions, so the researcher uses a parametric analysis test, namely the *Pearson product-moment* correlation technique. With the help of the *SPSS 22 For Windows program*.

The results of hypothesis testing indicate that there is a relationship between learning motivation and *self-refuted learning*. In this study, the analytical technique used in the correlation/relationship test is a parametric statistical technique, namely the *correlation technique of person product moments*. The correlation coefficient between learning motivation and *self-regulated learning* is 0.523, with a significant relationship between the two variables of 0.000. This study's results indicate a relationship between learning motivation and *self-*

regulated learning of Arabic language and literature students at UIN Raden Fatah Palembang batch 2020-2021 in online learning during the covid-19 pandemic. Significance level ($0.000 < 0.05$). So that the proposed hypothesis is accepted and it can be concluded that there is a relationship between learning motivation and *self-regulated learning* of Arabic language and literature students at UIN Raden Fatah Palembang batch 2020-2021 online learning during the COVID-19 pandemic. This is in line with the theory, which states that One of the factors that influence *self-regulated learning* is motivation. Students who have good self-regulation skills will be more motivated to learn than those who are less able to self-regulate (Kristiyani, 2016).

This means that from the explanation that has been explained previously, it is explained that the motivation to learn the Arabic language and literature students is included in the moderate categorization, meaning that most students of Arabic language and literature can be said to have good learning motivation in themselves, likewise with the *self-regulated learning* of Arabic language and literature students who are also included in the moderate categorization, which explains that most Arabic language and literature students are outstanding and able to manage their inner cognition. The conclusion is that students of the Arabic language and literature are capable of good motivation to learn in their lives.

Several things that underlie the research conducted by the author give the same results as previous research, the Correlation between Learning Motivation and *Self-Regulated Learning* with Students' Mathematical Critical Thinking Ability Through *Problem Based Learning Model* by Yuni Nurherliyani. The results showed a positive correlation and a high category between learning motivation and *self-regulated learning* with students' mathematical critical thinking skills through the *Problem Based Learning model* with the contribution of learning motivation and *self-regulated learning* by 92% and the other 8% influenced by other factors.

Research by Samungkalit et al. (2021) Relationship between Motivation and Students' Self-Regulated Learning During Distance Learning in Kupang City. Analysis of the data used is the *Pearson product-moment correlation*. The results showed a significant positive relationship between motivation and *self-regulated learning* with a correlation coefficient of 0.780. The coefficient of determination test shows that motivation as a predictor of *self-regulated learning* is 0.608. The significance value was 0.000 where ($p < 0.05$) then ($\text{sig} = 0.000 < 0.05$). This means that these results indicate that there is a relationship between motivation and *self-regulated learning* in students during distance learning in the city of Kupang. Research by Rina Melati (2012) with The Relationship between Learning Motivation and *Self-Regulated Learning* in North Sumatra University Students Who Experience *E-learning Processes*. Analysis of the data used is the *Pearson product-moment correlation*. The result of the research is the correlation coefficient (r) of 0.347 with a significant value of 0.000. This indicates a relationship between learning motivation and *self-regulated learning* in USU students who experience *e-learning*.

Individuals with good *self-regulated learning* certainly have good learning motivation and vice versa. Learning motivation is said to be good if there is a good self-regulation ability. According to the theorist's view, although there are differences in describing the definition of

SRL and the factors that influence it, there are similarities, including *First*, the occurrence of a metacognitive process that regulates the cognitive function in the form of planning, controlling, and monitoring, and evaluating the learning process. *Second*, motivation occurs from the belief in self-ability in completing learning tasks. *Third*, there is a commitment to the achievement of learning goals or tasks (Kristiyani, 2016).

Based on the results of the explanations presented above, some opinions have been submitted by several experts, supported by the results of previous studies, so it can be concluded that there is a relationship between learning motivation and *self-regulated learning* of Arabic Language and Literature students at UIN Raden Fatah Palembang class 2020-2021. on online learning during the covid-19 pandemic. So the hypothesis proposed that there is a relationship between learning motivation and *self-regulated learning* is tested and accepted.

Conclusion

Based on the results of data analysis in this study, it can be concluded that there is a relationship between learning motivation and *self-regulated learning* of Arabic Language and Literature students at UIN Raden Fatah Palembang class 2020-2021 in online learning during the Covid-19 pandemic. This can be seen from the results of the *product-moment correlation test* value of $r = 0.523$ with a value of $p = 0.000$ ($p < 0.01$), so it can be concluded that the hypothesis can be accepted.

Based on the explanation that has been described previously, the suggestions made from the results of the researchers are:

Arabic Language and Literature students are expected to take part in learning activities seriously, to carry out activities related to learning motivation and *self-regulated learning* so that it can increase good learning motivation during online learning.

For Educators

For educators, it is hoped that it can be used as an illustration of the level of student motivation to learn the Arabic language and literature as well as the *self-regulated learning* that each individual has so that it can create a suitable teaching pattern during online learning.

To the future researcher

Future researchers are expected to develop the results of this research into a broader, more interesting, and much better realm of learning motivation with *self-regulated learning* methods that are much more interesting to study.

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