

An Analysis of Students' Motivation in Learning English During Pandemic Covid-19 at the Seventh Grade of SMPN 1 Bukit Batu

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Abstrak

Penelitian ini dilatarbelakangi oleh Sebagian besar siswa memiliki partisipasi yang rendah dalam pembelajaran bahasa Inggris selama pandemi Covid-19. Tujuannya adalah untuk mengetahui motivasi intrinsik dan motivasi ekstrinsik Siswa dalam Pembelajaran Bahasa Inggris Selama Pandemi COVID-19. Metode yang digunakan adalah metode survei dengan pendekatan deskriptif kuantitatif. Subyek penelitian ini adalah siswa kelas VII SMPN 1 Bukit Batu tahun pelajaran 2021/2022. Teknik pengambilan sampel yang digunakan adalah simple random sampling, peneliti mengambil sampel dengan menggunakan undian sehingga penelitian ini menggunakan 86 siswa untuk dijadikan sampel. Data dalam penelitian ini diperoleh dengan menyebarkan kuesioner berupa pernyataan dengan menggunakan skala likert. Teknik analisis data menggunakan statistik deskriptif Hasil penelitian ini menunjukkan bahwa 1) Rata-rata tingkat motivasi intrinsik siswa dalam belajar bahasa Inggris pada masa pandemi COVID-19 berada pada kategori sangat baik. 2) Rata-rata tingkat motivasi ekstrinsik siswa dalam belajar bahasa Inggris pada masa pandemi COVID-19 dalam kategori Baik

Kata kunci: Motivasi, Pandemi COVID-19

Abstract

This research is motivated by most of the students have low participation in learning English during pandemic COVID-19. The aim is to know Students' intrinsic motivation and Students' extrinsic motivation in learning English during pandemic COVID-19. The method used is a survey method with a quantitative descriptive approach. The subjects of this research are the students of seventh grade of SMPN 1 Bukit Batu in the academic year of 2021/2022. The sampling technique used is simple random sampling, the researcher takes the sample using lottery so that this study used 86 students to be used as samples. The data in this study were obtained by distributing questionnaires in the form of statements using a Likert scale. Data analysis techniques using descriptive statistics. The results of this study show that 1) The average level of students' intrinsic motivation in learning English during the pandemic COVID-19 is in the excellent category. 2) Average level of students' extrinsic motivation in learning English during the pandemic COVID-19 in the Good category

Keywords: Motivation, Pandemic COVID-19.

INTRODUCTION

The Covid-19 pandemic affects learning motivation. coronavirus disease (COVID-19) is an infection disease caused by the SARS-CoV-2 virus. COVID-19 tends to attack the respiratory area so that it can cause death in infected humans.¹ The COVID-19 pandemic is a corona virus infection that has spread throughout the world. The COVID-19 pandemic has impacted various sectors, one of which is the education sector.

Online learning is a solution to the Pandemic COVID-19 situation. Online learning is learning that uses the internet network. In its implementation, online learning gets a lot of diverse reactions from parents, students, and educators because online learning is seen as a new thing for most education units in Indonesia. The lack of knowledge and ability of students in using electronic learning media and lack of internet network access have made students and educators face major challenges in the learning process during the COVID-19 pandemic.

Following up on this problem, in March 2021, the government through a joint decree with four ministers determined limited face-to-face learning while still applying health protocols and distance education. Where the learning process can be carried out in the classroom by implementing health protocols such as using masks, maintaining distance and reducing 50% of class capacity.

Education is an effort made by individuals consciously and planned to realize an effective learning process with the aim of educating students in developing their potential. The success of students in a learning process is strongly influenced by how the students participate in the learning process.² One of the factors that can determine the success or failure of the learning process that comes from within students is motivation. Motivation is the driving force behind all actions of an individual.³ Motivation is something that gets us going, keep us working, and helps us completing task.⁴ The presence or absence of learning motivation greatly affects the success of student learning. Learning success will be achieved if there is a will and drive to learn.

The Covid-19 pandemic affects learning motivation. Motivation is influenced by unstable educational conditions. The existence of disturbances in the learning process causes several changes to the students which ultimately affect their learning motivation, one of which is the students' motivation towards English subjects.

Based on the results of observations, each student has a different view of the English language. This view is of the opinion that English is a foreign language that is difficult to understand, plus the COVID-19 pandemic has made English lessons limited to learn and Some of them also find the difficulties to understand the English material so that students do not have the inspiration to learn English. seriously.

¹ Dkk Arista Aulia Firdaus, *Dampak Covid-19 Terhadap Kebijakan Di Indonesia*, ed. unik hanifah salsabila Farid Setiawan, 1st ed. (Yogyakarta: UAD Press, 2021). hal 11

² I Komang Winata, "Konsentrasi Dan Motivasi Belajar Siswa Terhadap Pembelajaran Online Selama Masa Pandemi Covid-19 Student Learning Concentration and Motivation on Online Learning During the Covid-19 Pandemic" 5, no. 1 (2021): 13–24.

³ Dr Savita Mishra, *Motivation a Key to Success* (Maharashtra: Lulu Publication, 2017). p 3

⁴ Ibid.

Students also talked about adaptation, SMPN 1 Bukit Batu is a junior high school that in the 2021/2022 academic year students apply online learning and limited face-to-face learning after the COVID-19 pandemic. So that students feel there is a big change in learning habits, during limited face-to-face meetings after the COVID-19 pandemic, students learn in a planned manner in learning and assignments, which is very different from online learning where students tend to pay less attention to the explanations given, they tend to look for other activities when experiencing boredom and when the assignment students will have a long time in collecting assignments. This makes students need a long time to adapt. The learning process that is inspired by learning motivation will make students understand the importance of studying seriously. One of the real situations that can be seen is that children with high learning motivation and learning activities will also get good grades. Students learn because there is a drive that inspires them.

This study aims to determine the description or state of students' motivation to learn English, so that teachers can use effective learning methods. The researcher was interested in conducting a research entitled "An Analysis of Students' Motivation in Learning English During Pandemic COVID-19 at The Seventh Grade of SMPN 1 Bukit Batu"

RESEARCH METHOD

The study was analysis of students' motivation in learning English during Pandemic COVID-19. This research includes in descriptive research. According to Sukardi, descriptive research is a research that describes an object or subject based on the reality, with the purpose is to describe the fact and characteristic of the object systematically.⁵ This research also includes in quantitative research. Creswell said that quantitative research is the type of research which collecting numeric data from a large number of people using instruments with preset questions and responses (survey).⁶

The population in this research are 110 student. Simple random sampling technique was used for the data collection from the respondent. Questionnaire is technique to collect the data, in process the researcher gave a questionnaire to 86 student and then the data will be analyzed using descriptive statistics

Instrument

Instrument used in this study was questionnaire. The questionnaire used Likert scale. It consists of ten questions in which the questions number 1-10 are the questions to collect the information about intrinsic motivation and questions number 11-19 are questions for extrinsic motivation. The response is classified into five categories, such as: strongly agree, agree, less agree, disagree and strongly disagree.

⁵ Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: PT Bumi Aksara, 2016), page 163

⁶ John W. Creswell, *Educational Research (Planning, Conducting, and Evaluating Quantitative and Qualitative Research)* 4th ed. (USA: Pearson Education, 2012) page 626

Table 1. Likert Scale Rating

Category	score
Strongly Agree/Always	5
Agrec/Often	4
Less Agree /Sometimes	3
Disagee/ seldom	2
Strongly Disagre/NeverT	1

Table 2. Category of Respondent's Score

Category	Score
Excellent	80-100
Good	66-79
Fairly Good	56-65
Fair	40-55
poor	30-39

RESULTS AND DISCUSSION

Defination of Motivation

The term motivation comes from the word motive which can be interpreted as the power contained within the individual that causes the individual to act or act. motivation is abstract meaning that it cannot be observed directly but can be interpreted in behavior in the form of stimulation or encouragement that causes behavior to arise.

Motivation refers to “the reasons underlying behavior”.⁷ everyone must have a reason for doing something, the reason is an impulse from someone who causes an action or behavior. The term motivation comes from the Latin word movere which means "to move". Based on this understanding, the meaning of motivation develops⁸ According to Purwanto (2017) motivation is everything or a force that encourages someone to act to do something (Endang Titik Lestari 2020).⁹ As said by Sartain in his book psychology of understanding human behavior, which is translated by Purwanto (2017) states motivation is a complex statement in an organism that aims to direct behavior or action to a person or person. The purpose of the action or behavior is starting from the important or the less important, the dangerous or the not carrying any risk, and all based on the motivation.¹⁰ Also in terms of learning, motivation is very important in learning because motivation is an absolute requirement for learning.

⁷F., Guay, J., Chanal, and friend. *Intrinsic, Identified And Controlled Types Of Motivation For School Subject In Young Elementary School Children.* (Inggris: Britis Jornal of Educational Psychology, 2010) 80, 711-735

⁸ Hendy Hermanwan, 'Teori Belajar Dan Motivasi' (Bandung: Tim Pustaka Latifah Press)p 44

⁹ Endang Titik Lestari, *Cara Praktis Meningkatkan Motivasi Siswa Sekolah Dasar* (Yogyakarta: Deepublish, 2020). p 6

¹⁰ Ibid.

According to Sardiman in learning activities motivation can be said as the overall driving force from within students that causes learning activities, which ensure the continuity of learning activities and provide direction to learning activities, so that the goals desired by the learning subjects can be achieved (Badaruddin, 2015).¹¹ . So motivation is a conscious effort or power to encourage the activities of an individual in doing something in order to achieve certain goals. This motivation is the driving force so that students want to learn and as a guarantee of the continuity of learning activities so that learning objectives can be implemented properly.

Theories of Motivation

The Herzberg's two factor theory

Two factor theory or motivation hygiene theory was put forward by a psychologist named Fredric Harzberg. Frederick Irving Herzberg (1923-2000), was an American clinical psychologist and is considered one of the greatest thinkers in the field of management and motivation theory. Herzberg was born in Massachusetts on April 18, 1923. Since undergraduate has worked at the City College of New York. Then in 1972, he became Professor of Management at the University of Utah College of Business. Hezberg died in Salt Lake City, January 18, 2000.

Harzberg believed that an individual's relationship to his job was fundamental and that one's attitude toward work could well determine success or failure.¹² Frederick Herzberg was the first to point out in work motivation theory about satisfaction and dissatisfaction at work. Dan Herzberg underlines that satisfaction and dissatisfaction almost always arise from different factors. So, not necessarily if the dissatisfaction factor in work disappears, then someone will automatically be satisfied at work.

Intrinsic factors according to Herzberg intrinsic factors or motivational factors that lead to a strong and satisfying motivation when this motivation exists, but does not cause it if there is no motivation. The point is that the opposite of "power" is not "dissatisfaction" but simply "no satisfaction" means neutral¹³

Two factor theory was developed in 1995 which serves to find out the things that are a source of job satisfaction and dissatisfaction.¹⁴ This theory is a development of Maslow's hierarchy of needs theory. Herzberg developed Maslow's hierarchy of needs theory into two factors regarding motivation, the two factors are called Motivation Factor which is called Satisfier or intrinsic motivation and maintenance factor which is called disastifire or extrinsic motivation.¹⁵

¹¹ Badaruddin, *Peningkatan Motivasi Belajar Siswa Melalui Konseling Kelasik*. p 7

¹² Lubis Johatis and Indra Jaya, *Komitmen Membangun Pendidikan* (medan: cv. pustaka mitra jaya, 2021). hal119

¹³ noermijari, *kajian tentang aktualisasi teori herzberg,kepuasan kerja dan kinerja spiritual manajer operasional* (malang: universitas brawijaya press, 2013). P.29

¹⁴ Timothy A. Judge Stephen P. Robbins, *Perialku Organisasi, Edisi 12* (Jakarta: Penerbit salemba empat, 2007).hal 25

¹⁵ Johatis and Jaya, *Komitmen Membangun Pendidikan*.

Intrinsic motivation

The word 'motivation' comes from the Latin word mover or 'to move'. The definition of motivation is 'how to provide something to a person to drive him/her to do something'.¹⁶ In two-factor theory, motivation is the most strongly correlated variable with work satisfaction and Herzberg and his colleagues argue that to increase employee job satisfaction motivation factor must be increased Motivation factors are related to a person's job satisfaction and include advancement, the work itself

Intrinsic motivation Satisfactory factors which are also called motivators are the driving factors for achievement that came from within (Intrinsic Conditions). Intrinsic factor is a factor that encourages enthusiasm to achieve higher performance. So the satisfaction of high-level needs (motivational factors) is more likely to allow a person to perform higher than the satisfaction of lower needs. The growth or motivation factors that are intrinsic to the job are:

1. Achievement,
2. Recognition for achievement,
3. Work itself,
4. Advancement
5. Responsibility
6. Growth¹⁷

Extrinsic motivation

The term hygiene comes from the Latin word 'hygiēna'. According to Herzberg and colleagues, this term is used in reference to 'medical hygiene operates to remove health hazards from the environment'.¹⁸ Hygiene factors are the variables correlated with reducing the level of job dissatisfaction, as opposed to motivation factors, which directly influence an employee's motivation and satisfaction. Hygiene factors are related to the conditions that surround the 'doing' of the job or the workplace. Herzberg states that the hygiene factors are extrinsic to the job, and if present, lead to preventing job dissatisfaction because hygiene factors react to the environment and workplace for 'the need to avoid unpleasantness'¹⁹

Extrinsic motivation is a maintenance factor or Hygiene factor is a factor related to meeting the needs for those from outside. Extrinsic factors are also referred to as dissatisfiers or maintenance factors needed to avoid dissatisfaction. Hygiene factors (extrinsic factors) are a description of the physiological needs of individuals that are expected to be met.²⁰

¹⁶ M. Alshmemri, L. Shahwan-Akl, and P. Maude, "Herzberg's Two-Factor Theory," *Life Science Journal* 14, no. 5 (2017): 12.

¹⁷ Frederick Herzberg, "One More Time: How Do You Motivate Your Employees," *Hbr* 6, no. 5 (1987): p 9.

¹⁸ Alshmemri, Shahwan-Akl, and Maude, "Herzberg's Two-Factor Theory." P 14

¹⁹ Fredric Herzberg, *Work and the Nature of Man* (New York: World Publishing, 1966). p 75

²⁰ Pengaruh Motivator, Faktor Intrinsik, and D A N Ekstrinsik, *Digital Digital Repository Repository Universitas Universitas Jember Jember Digital Digital Repository Repository Universitas Universitas Jember*, n.d. p12

According to Herzberg, hygienic/extrinsic factors will not encourage employees' interest in performing well, but if these factors are deemed unsatisfactory in various ways such as inadequate salary, unpleasant working conditions, these factors can be a source of potential dissatisfaction. include:

1. Compensation
2. Work safety and security
3. Working conditions
4. Status
5. Procedure
6. Quality and supervision

Frederick Herzberg was the first to point out in work motivation theory about satisfaction and dissatisfaction at work. Dan Herzberg underlines that satisfaction and dissatisfaction almost always arise from different factors. So, not necessarily if the dissatisfaction factor in work disappears, then someone will automatically be satisfied at work.

Herzberg's theory explains that basic needs do not have to be met before moving up to the next level. In his theory, Herzberg explains more about satisfaction and dissatisfaction, there are two satisfaction factors in this theory, namely the motivation factor or intrinsic factor and the hygiene factor or extrinsic motivation. For example, a poor person has many achievements. This means that if the satisfaction factor is removed, it is not necessarily a dissatisfaction factor. And if the dissatisfaction factor is removed, it is not necessarily a triggering factor for satisfaction. students are motivated to learn, cannot because the demotivating factor is removed. And students who are demotivated in learning, have not been caused by the absence of motivational factors

Finding

This research find out What kind of students' motivation in learning english during pandemic covid-19 at the seventh grade of SMPN 1 Bukit Batu. To get the data, the researcher used questionnaire consisting of 19 statement. Statement numbers 1-10 are for intrinsic motivation while statement numbers 11-19 are for extrinsic motivation. After the data of the questionnaire was calculated and presented, the results of the data are recapitulated to find out the final result of the questionnaires, as shown in the table below:

Tabel 3. Intrinsic Motivation

No	Indikator	f	%	Rerata
1	For me success in achievment is paramount	381	90,71	
2	to achieve high achievements i try to follow english tutoring outside of school during the pandemic COVID-19	330	78,57	
3	I studied English diligently during the pandemic COVID-19 so that my test scores were good	364	86,66	84,21
4	During the Pandemic COVID-19 the tasks given are according to my ability so I can easily do the task	368	87,61	

5	I keep doing English homework during the Pandemic COVID-19 even though I'm not guided by other people who are more capable	357	85
6	During the process of learning English during the pandemic I was actively involved in it	346	82,38
7	During the pandemic COVID-19 I first studied the material that would be taught by the teacher	345	82,14
8	During the Pandemic COVID-19 in the teaching and learning process I was actively involved in it	360	85,71
9	During the Pandemic COVID-19 I didn't find it difficult to learn English material And I felt enjoyed in the lesson hours	350	83,33
10	During the Pandemic COVID-19 I prioritize English homework over other activities	336	80

Table 3. above shows the result of questionnaire related to English student's intrinsic motivation. The data from the table shows that the total mean for intrinsic motivation is high in rating of motivational level. The total score is 84,21, Statement number 1 (*For me success in achievement is paramount*) had the mean score is 90,71 in excellent category. it showed that students realize that success in achievement is important . Statement number 2 (*to achieve high achievements i try to follow english tutoring outside of school during the pandemic COVID-19*) had the mean score is 78,57 in good category. It shows that most of respondents answered *agree* of the students try to follow English tutoring outside of school during the pandemic COVID-19.. Statement number 3 (*I studied English diligently during the pandemic COVID-19 so that my test scores were good*) had the mean score is 86,66 in excellent category. It shows that most of respondents answered strong *agree* of the students studied English diligently during the pandemic COVID-19. Statement number 4 (*During the Pandemic COVID-19 the tasks given are according to my ability so I can easily do the task*) . had the mean score is 87,61 in excellent category It shows that most of respondents answered *agree* of the tasks given during the Pandemic COVID-19 are according to student ability so can easily do the task. Statement number 5 (*I keep doing English homework during the Pandemic COVID-19 even though I'm not guided by other people who are more capable*) had the mean score is 85 in excellent category It shows that most of respondents answered *agree* of the student keep doing English homework during the Pandemic COVID-19 even though student not guided by other people who are more capable. Statement number 6 (*During the process of learning English during the pandemic I was actively involved in it* had the mean score is 82,38 in excellent category. It shows that most of respondents answered *agree* of the process learning English during the pandemic student was actively involved in it. Statement number 7 (*During the pandemic COVID-19 I first studied the material that would be taught by the teacher*) had the mean score 82,14 in excellent category. It shows that most of respondents answered *agree* of the during the pandemic COVID-19 students first studied the material that would be taught by the teacher. Statement number 8 (*During the Pandemic COVID-19 in the teaching and learning process I was actively involved in it*) had the mean score is 85,71 in

excellent category. It shows that most of respondents answered *agree* of during Pandemic COVID-19 in the teaching and learning process students was actively involved in it. Statement number 9 (*During the Pandemic COVID-19 I didn't find it difficult to learn English material And I felt enjoyed in the lesson hours*) had the mean score is 83,33 in excellent category. It shows that most of respondents answered *agree* of during the Pandemic COVID-19 students didn't find it difficult to learn English material And them felt enjoyed in the lesson hours. It shows that most of respondents answered *agree* of during pandemic COVID-19 the student prioritize English homework over other activities Statement number 10 (*During the Pandemic COVID-19 I prioritize English homework over other activities*) had the mean score is 80 in excellent category . It shows that most of respondents answered *agree* of during pandemic COVID-19 the student prioritize English homework over other activities

Table 4. extrinsic motivation.

No	Indikator	f	%	Rerata
11	During the Pandemic COVID-19 I am excited to learn English because I will get a prize	310	73,8	
12	I always get an award if I study English well during the pandemic COVID-19	321	76,42	
13	During the COVID-19 pandemic I studied English because I didn't want to be punished	339	80,71	
14	During pandemic COVID-19 I learned English when there was a test	326	77,61	
15	During Pandemic COVID-19 I learned English because of the complete facilities	325	77,38	
16	During Pandemic COVID-19 I learned English because the facilities were adequate to study	331	78,809	78,99
17	During the Pandemic COVID-19 when I get a low score in learning English I will try harder to get good grades	377	89,76	
18	During the pandemic COVID-19 the teacher was creative in delivering English subject matter so I was excited to learn	367	87,38	
19	During the Pandemic COVID-19 I learned English because it was supervised by my parents	290	69,04	

Tabel 4 above shows the result of questionnaire related to English student's extrinsic motivation. The data from the table shows that the total mean for intrinsic motivation is high in rating of motivational level. The total score is 78,99 in good category. Statement number 11. (*During the Pandemic COVID-19 I am excited to learn English because I will get a prize*) had the mean score is 73,8 in good category. It shows that most of respondents answered *strongly agree* of during Pandemic COVID-19 students excited to learn English because will get a prize. Statement number 12. (*I always get an award if I study English well during the pandemic COVID-19*) had the mean score is 76,42 in good

category. It shows that most of respondents answered *agree* of the student always get an award if them study English well during the pandemic COVID-19. Statement number 13. During the COVID-19 pandemic I studied English because I didn't want to be punished had the mean score is 80,71 in excellent category. It shows that most of respondents answered *agree* of during pandemic COVID-19 the students studied English because they didn't want to be punished. Statement number 14. (*During pandemic COVID-19 I learned English when there was a test*) had the mean score is 77,61 in good category. . It shows that most of respondents answered *agree* of the during the pandemic COVID-19 the students learned English when there was a test. Statement number 15. (*During Pandemic COVID-19 I learned English because of the complete facilities*) had the mean score is 77,38 in good category. It shows that most of respondents answered *strongly agree* of the during Pandemic COVID-19 the students learned English because of the complete facilities. Statement number 16. (*During Pandemic COVID-19 I learned English because the facilities were adequate to study*) had the mean score is 78,809 in good category. It shows that most of respondents answered *agree* of the during pandemic COVID-19 the students learned English because the facilities were adequate to study. Statement number 17. (*During the Pandemic COVID-19 when I get a low score in learning English I will try harder to get good grades*) had the mean score is 89,76 in excellent category. . It shows that most of respondents answered *strongly agree* of the during pandemic COVID-19 when the students get a low score in learning English they will try harder to get good grades. Statement number 18. (*During the pandemic COVID-19 the teacher was creative in delivering English subject matter so I was excited to learn*) had the mean score is 87,38 in excellent category. . It shows that most of respondents answered *strongly agree* of the during pandemic COVID-19 the teacher was creative in delivering English subject matter so the students was excited to learn. Statement number 19. (*During the Pandemic COVID-19 I learned English because it was supervised by my parents*) had the mean score is 69,04 in Fairly Good category . It shows that most of respondents answered *strongly agree* of the during pandemic COVID-19 the student learned English because it was supervised by parents

CONCLUSION

Students' intrinsic motivation in learning English during pandemic COVID-19 at the seventh grade of SMPN 1 Bukit Batu is categorized into excellent category. It was based on the score from the questionnaires shows the number 84,21. Students' extrinsic motivation in learning English during pandemic COVID-19 at the seventh grade of SMPN 1 Bukit Batu is categorized into Good category. It was based on the score from the questionnaires shows the number 78,99. From this result, it can be said that the students had intrinsic motivation higher than extrinsic motivation in learning English.

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