

MOTIVATION FOR LEARNING: AN INVESTIGATION OF THE RELATIONSHIP BETWEEN VALUE WITH EXPECTANCY AND AFFECTIVE COMPONENTS FOR ISLAMIC COURSES

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Abstract	<p><i>In the new century, motivation is considered an indispensable element that offers guidance, inspires, and maintains a constructive attitude towards a shared goal. Cooperative learning, which encourages students' collaboration for shared goal achievement and motivation, could be a more beneficial alternative to lecture-based teaching. This study focuses on the motivation for learning, which is the relationship between value, expectancy, and affective components for Islamic courses at Universiti Teknologi MARA Johor. The objective of the study is to explore the influence of value, expectancy, and value components on learners' motivation. The study uses a quantitative method by collecting primary data using a survey through Google Forms and finding the correlation between the variables. 153 participants from a public university (Islamic studies) responded to the survey. The results show a strong positive relationship between value and expectancy components. The results also reported a strong positive relationship between value and affective components. The results also mentioned a strong positive relationship between expectancy and affective components. In conclusion, undergraduate students' motivation to learn Islamic studies depends on its value, expectancy, and affective components.</i></p> <p>Keywords: <i>Motivation, Value, Expectancy, Affective, Islamic Studies.</i></p>
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INTRODUCTION

Although online learning is used worldwide during the epidemic, some studies show that it is less effective in increasing motivation and commitment than face-to-face learning. Therefore, in COVID-19, it was important to understand the role of motivation in engagement and design a better online learning environment (Vezne et al., 2023). Motivation is one of the most significant things in the learning process. Without motivation, the purpose of learning is hard to achieve. When learners have it in the learning process, they will understand the materials of the subject (Purmama et al., 2019). Hayikaleng, Nair, and Krishnasamy (2016) mentioned that motivation is considered an important factor in ensuring that students succeed in their learning. Motivation can also be defined as the direction of a person's behaviour or the reason why a person wants to repeat his or her

behaviour (Alizadeh, 2016). Besides, Hayikaleng et al. (2016) claim that intrinsic motivation in language learning refers to the motivation to participate in an activity because it is fun and interesting. People may be motivated by the joy of learning activities and the desire to improve themselves.

To develop graduates' attitudes, skills, and knowledge ethically and professionally, support for content, processes, teachers and staff, infrastructure, funding, and evaluation standards is required. Furthermore, aspects of student motivation and learning behaviour are key factors in achieving graduation standards. High-motivation learners and good learning behaviours tend to meet the standards of competence required (Tokan & Imakulata, 2019). Thus, the motivation to learn is very important to discuss in this study, specifically at a public university in Malaysia. This study will explore the influence of value, expectancy, and value components on learners' motivation in Islamic studies for undergraduate students in Malaysia.

The teaching and learning process is not easy if a two-way relationship between educators and students cannot be achieved. This is because the responses and reactions, whether positive or negative, shown by students in the teaching and learning process show whether the teaching and learning process is going smoothly or not. In order to attract the interest and focus of students, several steps and actions need to be taken, such as motivational encouragement. There are several connections between the importance of motivation in learning and students' interest in exploring the field of study they are following (Fadzil et al., 2019).

Study motivation is one of the most important things to the student who wants to continue his studies at university. Without high learning motivation, students will be faced with various learning problems, such as not having a high spirit to succeed, and easily giving up on learning challenges. Therefore, this study was conducted to identify the factors that increase learning motivation and the methods that can be used at the university level and certain parties to increase learning motivation among students.

Therefore, in this study, several issues have been outlined. Among the research objectives that are highlighted in this study, it is important to determine whether the motivation and encouragement given to students in the learning aspect are able to give them interest and attention to explore and understand the learning topics they are following. Then another issue in this study is to evaluate the types of motivation and encouragement that students need. Then, the who are responsible to give motivation and interest to students to continue their learning and be excellent people.

This study is done to explore the influence of value, expectancy, and value components on learners' motivation. There are four research objectives in this study:

1. To investigate the value components that influence learners' motivation.
2. To find out the expectancy components influence learners' motivation.
3. To evaluate the affective components that influence learners' motivation.
4. To examine the relationship between value and expectancy, as well as affective components.

Specifically, this study is created to answer the following research questions:

1. How do value components influence learners' motivation?
2. How do expectancy components influence learners' motivation?
3. How do affective components influence learners' motivation?
4. What is the relationship between value and expectancy, as well as affective components?

LITERATURE REVIEW

Demotivation for Learning Islamic Courses

According to earlier studies, students who struggle to complete their classwork, teachers who lecture too much, and learning activities that are not interesting enough to keep their attention are all contributing causes of learning demotivation (Crizjale, 2021). This can be

supported by other data that shows teachers always use English and struggle to comprehend things when students are learning online, which also increases the drive to learn (Maemunah et al., 2021). Online learning was also one of the variables that demotivated students because they felt cut off from in-person interactions and burdened by a lack of reliable internet connections and devices that were appropriate for online learning (Adara & Najmudin, 2020).

Motivation for Learning Islamic Courses

Moses (AS) had a high determination to learn. He was willing to walk far to study with Prophet Khidir (AS). Internal motivation is the best motivation for a person to learn. The word of God means; *"And [mention] when Moses said to his servant, "I will not cease [travelling] until I reach the junction of the two seas or continue for a long period."* (al-Quran. al-Kahf: 60).

According to Suprijono (2009), motivation to learn is a process that encourages learning, direction, and persistence of behaviour. The student who has a target to achieve has more motivation to search and learn. Motivation will come together with the aim to achieve and the support systems around the person. A study by Asvio et al. (2017) found that learning motivation has a significant influence on undergraduate students' learning achievement in Islamic Education Management at IAIN Batusangkar in 2016. This fact reveals that their motivation to learn, at the individual level, can improve their learning achievement. It means that more motivation is needed for every single student to improve their achievement, including Islamic courses. Normally, at the degree level, students will pretend that Islamic courses are easier than other subjects. Reading subjects like Islamic courses can be mastered even at the last moment of studying. The motivational drive becomes less intense for some students when faced with the subject of Islamic education.

According to Slameto (2013), motivation is a process that motivates someone to do something. Motivation is seen as an order or orderly steps to influence an individual to carry out a task. Othman and Ismail (2012) explained motivation as an important element in producing perfect learning. In addition, in other studies, motivation is described as an internal, personal, voluntary, and non-forced process, as well as directing the intellectual and mental ability to understand something (Seebaluck & Seegum, 2013). Motivation is related to the mentality of an individual. It is able to influence a person's thinking depending on the situation and other factors. Motivation can help achieve success in an organisation (Rich, 2010). Without appropriate encouragement for students, the assessment of academic performance will be negatively affected if there is low academic engagement, limited motivation and encouragement, and passive behaviour in learning (Carter et al., 2011).

Nasir and Hamzah (2014) stated that motivation is very important in the teaching and learning process because it can determine direction and effectiveness. Through motivation, it is possible to arouse interest, maintain interest, and control student interest in learning. Students who are highly motivated usually have a strong and steady drive to continue to be interested in what is being taught as a result of strong stimuli through incentives and motives. Incentives in teaching and learning are often delivered in extrinsic forms such as marks, grades, money, praise, appreciation, stars, and so on. Motives arise as a result of natural drives or individual tendencies that move individuals to act to achieve a goal, even in the long term. Since students have different tendencies and interests, they should be encouraged to be interested in learning.

Azizi and Sidek (2006) stated that motivation is considered an element that allows students to actively engage in the teaching and learning process. In addition, it makes the learning process happen in a meaningful, beneficial, and enjoyable situation. Therefore, teachers need to always give immediate encouragement to their students when they show positive behaviour. This encouragement can be given in various forms, such as praise, smiles, or even gifts. Indirectly, it can further improve the level of motivation and performance of the students.

Yahaya et al. (2005) argue that motivation is seen as the main factor that plays a very important role in determining student achievement. Motivation is also one of the main factors that can influence the learning process, encouraging the spirit and desire to do learning activities. Without motivation, the learning process is difficult to carry out, and the learning process requires the effort and perseverance of students to ensure that they can achieve the goal, which is the success they dream of. Achievements in the academic field become a yardstick for them to continue to successfully navigate life today.

CONCEPTUAL FRAMEWORK

The conceptual framework is shown in Figure 1. This study explores learners motivation for learning Islamic courses. According to Rahmat et al. (2021), learners’ motivation is derived from what they pay attention to. It also depends on what they find relevant in the process of their learning or what they value as important. The concept of this study is rooted in Pintrich and De Groot’s (1990) motivational components. They reported that learners’ motivation began with how they (a) valued learning. This is determined by (i) intrinsic goal orientation, (ii) extrinsic goal orientation, and (iii) task value beliefs. Next, their learning motivation is also influenced by their (b) expectancy components, such as (i) students’ perception of self-efficacy and (ii) control beliefs for learning. Finally, and perhaps an important factor, learners’ motivation is influenced by their (c) affective components.

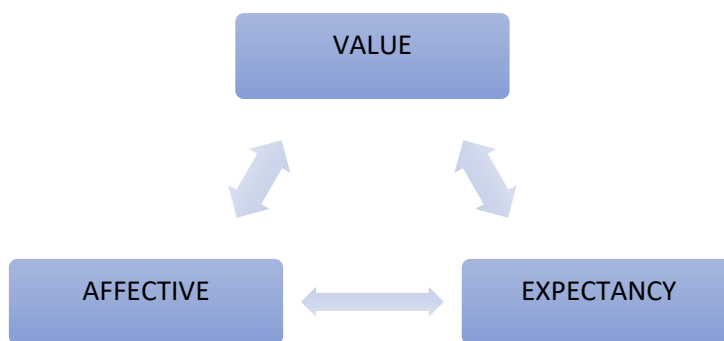


Figure 1: Conceptual Framework of the Study - Relationship between Value, Expectancy, and Affective Components.

METHODOLOGY

This quantitative study is done to explore motivational factors for learning among undergraduates. A purposive sample of 153 participants responded to the survey. The instrument used is a 5-point Likert scale survey and is rooted in Pintrich and De Groot (1990) to reveal the variables in Table 1 below. The survey has four sections. Section A has items on the demographic profile. Section B has 12 items on value components. Section C has 7 items on expectancy components, and Section D has 5 items on affective components.

Table 1: Distribution of Items in the Survey

Section	Construct		Variable	No of items	Total Items
B	VALUE COMPONENTS	(a)	Intrinsic Goal Orientation	4	12
		(b)	Extrinsic Goal Orientation	3	
		(c)	Task Value Beliefs	5	
C	EXPECTANCY COMPONENT	(a)	Students’ Perception of Self-Efficacy	5	7
		(b)	Control Beliefs for Learning	2	
D	AFFECTIVE COMPONENTS				5
	TOTAL NO OF ITEMS				24

Source: Authors’ calculation

Table 2: Result of Reliability Test

Cronbach's Alpha	Number of Items
.930	24

Source: Authors' calculation

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .930, thus revealing the good reliability of the instrument chosen or used. Further analysis using SPSS is done to present findings that answer the research questions for this study.

FINDINGS

Figure 2 shows the findings for Demographic Profile

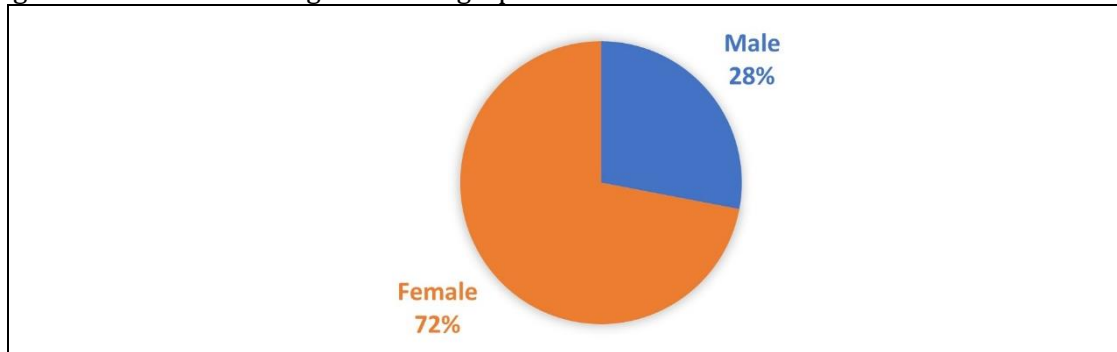


Figure 2: Percentage of Gender.

Figure 2 shows the percentage of gender for the respondents. A total of 28% of the respondents are males, and 72% of them are females. Then, Figure 3 shows the level of study among the respondents.

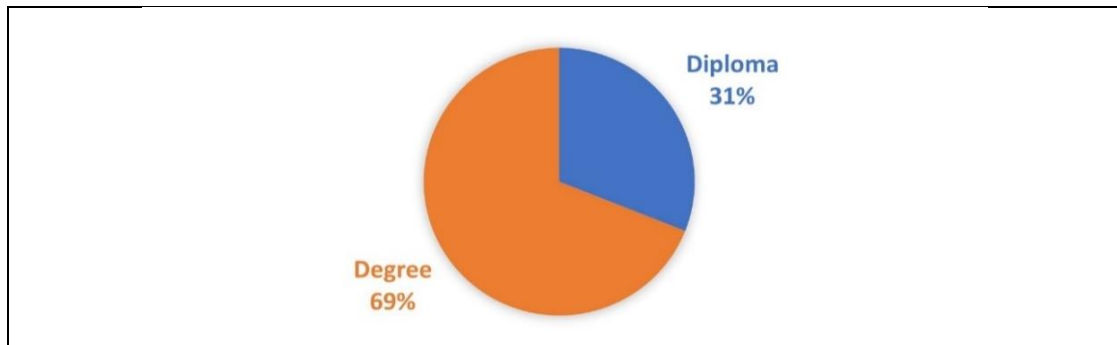


Figure 3: Percentage for Level of Study.

Figure 3 reports that 31% of the respondents are from diploma studies and 69% are from degree levels of study. All of them are undergraduate students at a public university. Figure 4 indicates the discipline of the respondents.

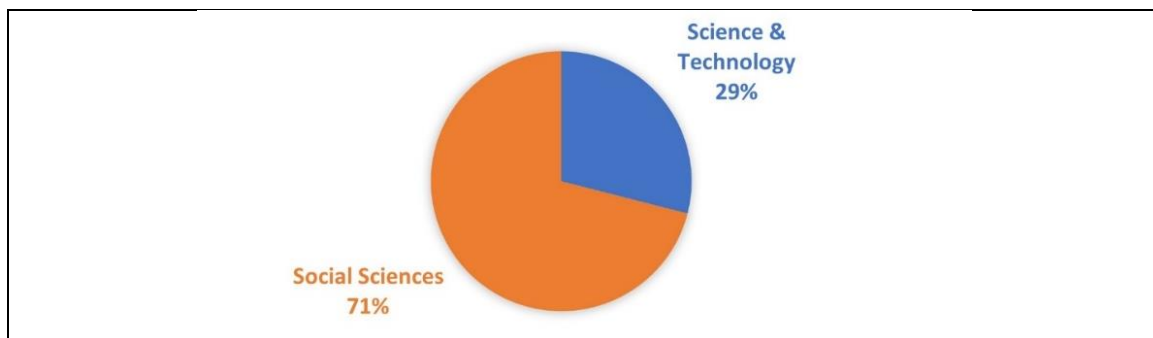


Figure 4: Percentage of Discipline.

Figure 4 shows the percentage for the discipline of study. There are 29% of them from science and technology. 71% of the respondents are from social science studies. Figure 5 shows the age of the respondents.

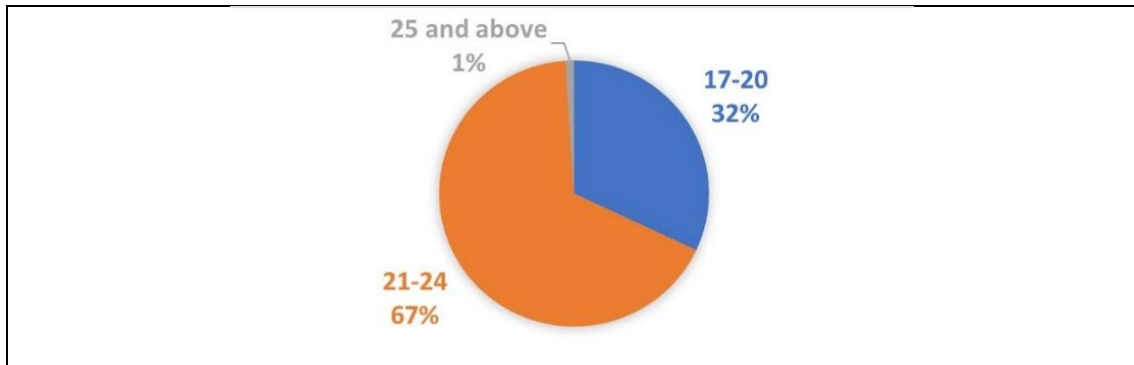


Figure 5: Percentage of Age.

Figure 5 indicates the age of the respondents. The age group of 21 to 24 shows the highest percentage, at 67%. It was followed by the age group of 17 to 20 years, at 32%. The lowest percentage is 25 years and above, at only 1%. Then, Figure 6 indicates the percentage for the semester among the respondents.

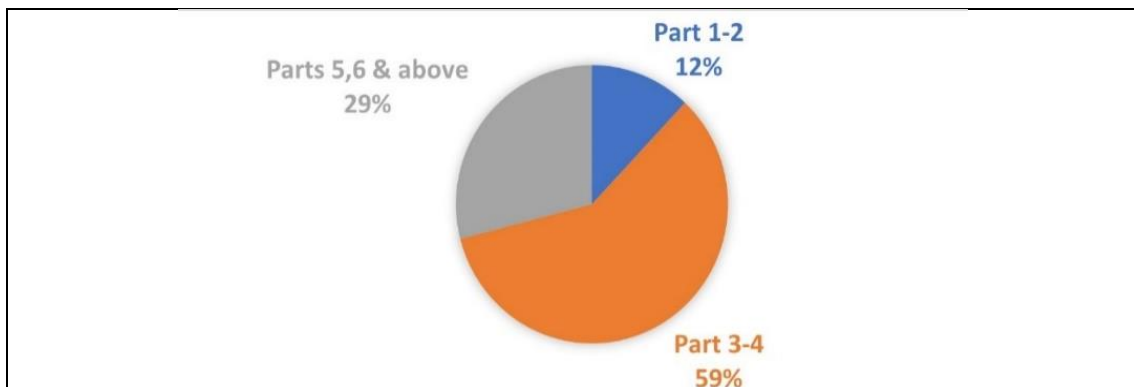


Figure 6: Percentage for Semester.

Figure 6 reports that the highest percentage of semesters for these undergraduate students are from parts three and four of the semesters, at 59%. Then, it is followed by parts five, six, and above of the semesters, at 29%. The lowest percentage is from parts one and two of the semesters, at 12%.

Findings for Value Components

This section presents data to answer research question 1 - How do value components influence learners' motivation?

a. Value Component

i. Intrinsic Goal Orientation (4 Items)

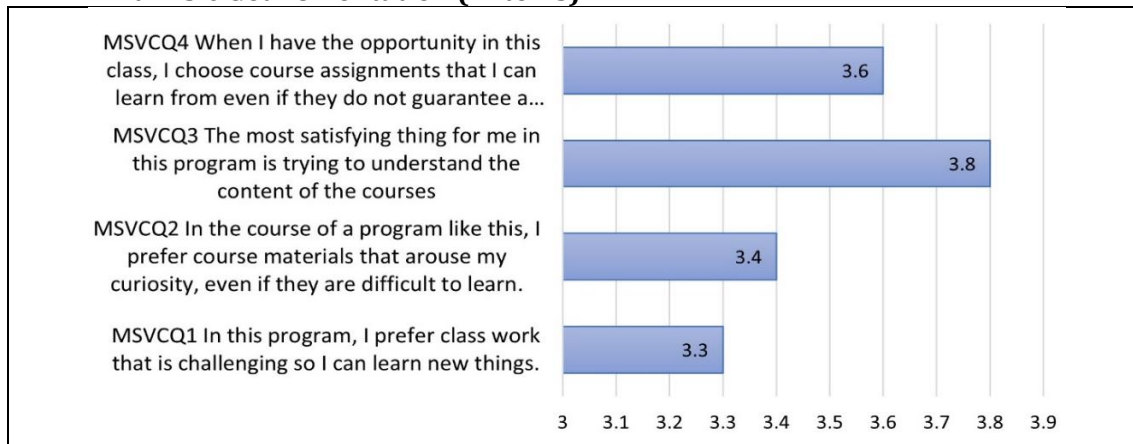


Figure 7: Mean for Intrinsic Goal Orientation.

Concerning Figure 7, first, the study analyses the mean data for intrinsic goal orientation that has been collected from the distribution of questions to respondents. There are four parts to the question that have been distributed, and the data obtained has been analysed to obtain the mean value of the data. Based on the first question, which is MSVCQ1 In this program, I prefer class work that is challenging so I can learn new things; the mean value obtained is 3.3. This shows that the students are more interested in-class activities that are simple and easy to understand than challenging activities. Then the next data point refers to the question, MSVCQ2 In the course of a program like this, I prefer course materials that arouse my curiosity, even if they are difficult to learn; the mean value is 3.4. The third question refers to MSVCQ3 The most satisfying thing for me in this program is trying to understand the content of the courses, which shows a mean value of 3.8. Based on the data, this shows that students are interested in understanding the content of the Islamic courses. The last question is MSVCQ4 When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade, which had a mean value of 3.6.

ii. Extrinsic Goal Orientation (3 Items)

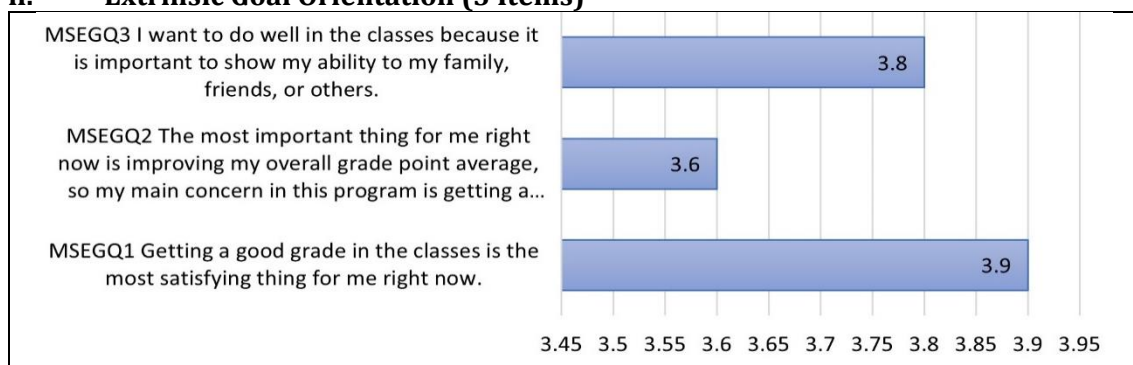


Figure 8: Mean for Extrinsic Goal Orientation.

Next, the study(refer to Figure 8) analysed the mean data for extrinsic goal orientation that had been collected from the distribution questions to respondents. There are four parts of the question that have been distributed, and the data obtained has been analysed to obtain the mean value of the data. The first question, which is MSEGQ1 Getting a good grade in the classes is the most satisfying thing for me right now, recorded the highest mean among the three items, at 3.9. This shows that students have the motivation

to learn and want to get good grades in the Islamic course. Apart from that, the lowest mean of 3.6 is MSEGQ2 The most important thing for me right now is improving my overall grade point average, so my main concern in this program is getting a good grade.

iii. Task Value Beliefs (5 Items)

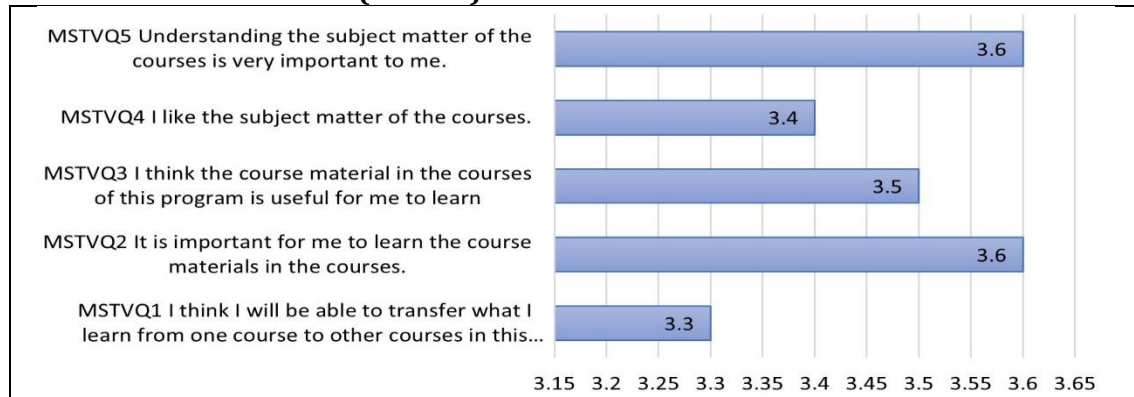


Figure 9: Mean for Task Value Beliefs.

Figure 9 shows the mean for task value beliefs. The highest mean of the five items is 3.6, which is MSTVQ2 It is important for me to learn the course materials in the courses and MSTVQ5 Understanding the subject matter of the courses is very important to me. Based on the data, this shows that students feel it is important to use the course materials, such as slides, course information, and other learning materials, in Islamic courses. Apart from that, the lowest mean is 3.4, which is MSTVQ4 I like the subject matter of the courses.

Findings for Expectancy Components

This section presents data to answer research question 2 - How do expectancy components influence learners' motivation?

b. Expectancy Component

i. Students' Perception Of Self-Efficacy (5 Items)

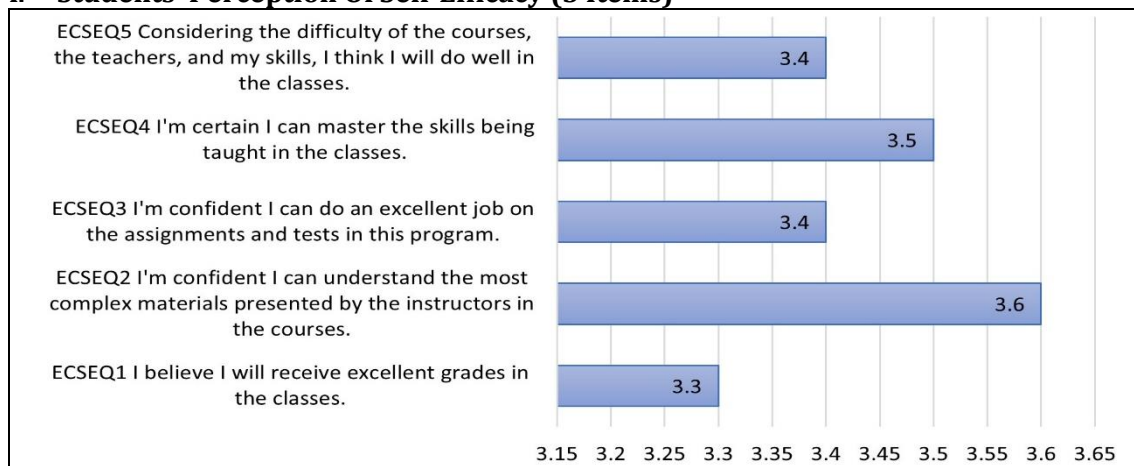


Figure 10: Mean for Students' Perceptions of Self-Efficacy

Figure 10 shows the mean for students' perceptions of self-efficacy. The highest mean from the five items is 3.6, which is ECSEQ2 I'm confident I can understand the most complex materials presented by the instructors in the courses. This shows that students require a full explanation from the instructors to understand the topics. The lowest mean value is ECSEQ1 I believe I will receive excellent grades in the classes. Most of the students do not have the confidence to receive excellent grades in their classes.

ii. Control Beliefs For Learning (2 Items)

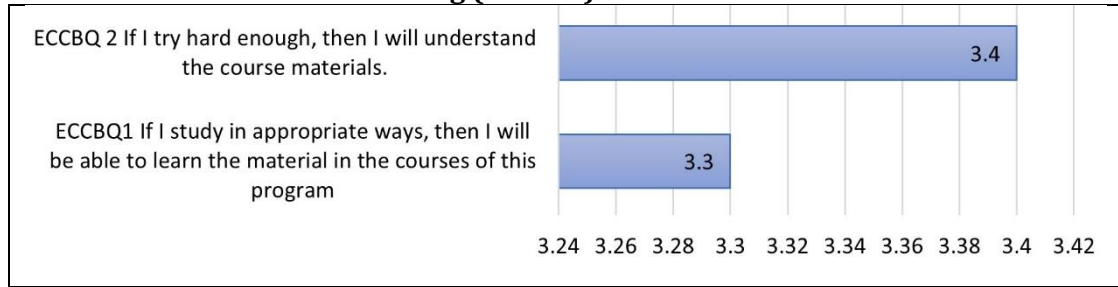


Figure 11: Mean for Control Beliefs for Learning

Figure 11 shows the mean for control beliefs for learning. The highest mean from the two items is 3.4, which is ECCBQ1 If I try hard enough, then I will understand the course materials. This shows that the respondents already know that they need to work hard to understand the subject. It takes full commitment and high-level energy for them to succeed in the subject.

Findings for Affective Components

This section presents data to answer research question 3 - How do affective components influence learners' motivation?

c. Affective Component -Reversing

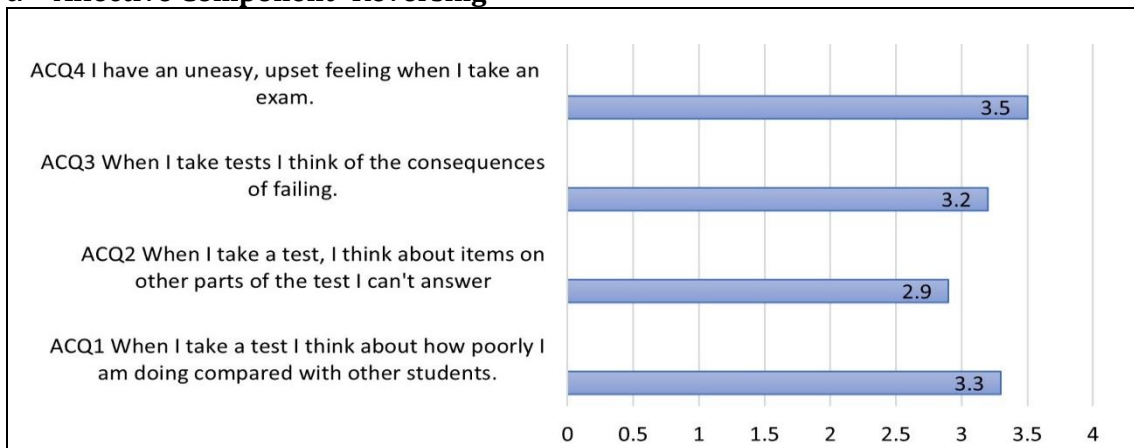


Figure 12:- Mean for Affective Components

The study (refer to Figure 12) continues by analysing the mean data for the affective component that has been collected from the distribution of questions to respondents. There are five parts to the question that have been distributed, and the data obtained has been analysed to obtain the mean value of the data. Based on the first question, which is ACQ1 When I take a test I think about how poorly I am doing compared with other students, the mean value obtained is 3.3. This shows that students need encouragement and motivation before taking the exam so as not to disturb their concentration on learning. Based on the data, the anxiety and worry experienced by students when taking the test need to be curbed with the right motivation so as not to interfere with concentration when the test is conducted. The next question is ACQ4 I have an uneasy, upset feeling when I take an exam, which recorded a mean value of 3.5, while the last question, which is ACQ5 I feel my heart beating fast when I take an exam, also obtained a mean value of 3.5. Based on the collection of this data, the right motivation and encouragement are needed by these students so that the motivation given can give them confidence.

Findings for Relationship between Value and Expectancy and Affective Components

This section presents data to answer research question 4 - What is the relationship between value and expectancy as well as affective components?

To determine if there is a significant association in the mean scores between value, expectancy, and affective components, data is analysed using SPSS for correlations. Results are presented separately in Tables 3, 4, and 5 below.

Table 3: Correlation between Value and Expectancy Components

		TOTALVALUE	TOTALEXPECTANCY
TOTALVALUE	Pearson Correlation	1	.782**
	Sig. (2-tailed)		.000
	N	153	153
TOTALEXPECTANCY	Pearson Correlation	.782**	1
	Sig. (2-tailed)	.000	
	N	153	153

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Authors' calculation

Table 3 shows there is an association between value and expectancy components. Correlation analysis shows that there is a highly significant association between value and expectancy components ($r = .782^{**}$) and ($p = .000$). According to Jackson (2015), the coefficient is significant at the .05 level and the positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is a strong positive relationship between value and expectancy components.

Table 4: Correlation between Value and Affective Components

		TOTALVALUE	TOTALAFFECTIVE
TOTALVALUE	Pearson Correlation	1	.607**
	Sig. (2-tailed)		.000
	N	153	153
TOTALAFFECTIVE	Pearson Correlation	.607**	1
	Sig. (2-tailed)	.000	
	N	153	153

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Authors' calculation

Table 4 shows there is an association between value and affective components. Correlation analysis shows that there is a highly significant association between value and affective components ($r = .607^{**}$) and ($p = .000$). According to Jackson (2015), the coefficient is significant at the .05 level and the positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be in the range of 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between value and affective components.

Table 5: Correlation between Expectancy and Affective

		TOTALEXPEC TANCY	TOTALAFFEC TIVE
TOTALEXPECTANCY	Pearson Correlation	1	.614**
	Sig. (2-tailed)		.000
	N	153	153
TOTALAFFECTIVE	Pearson Correlation	.614**	1
	Sig. (2-tailed)	.000	
	N	153	153

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Authors' calculation

Table 5 shows there is an association between expectancy and affective components. Correlation analysis shows that there is a highly significant association between expectancy and affective components ($r = .614^{**}$) and ($p = .000$). According to Jackson (2015), the coefficient is significant at the .05 level and the positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be in the range of 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between expectancy and affective components.

CONCLUSION

Summary of Findings and Discussions

In conclusion, based on the data that was analysed using SPSS for correlations, the results of the correlation between value and expectancy components reported that there is a strong positive relationship between value and expectancy components. Thus, the results of the correlation between value and affective components mentioned that there is also a strong positive relationship between value and affective components. Furthermore, the results of the correlation between expectancy and affective components reported that there is also a strong positive relationship between expectancy and affective components. The results support the idea that there is a relationship between value and expectancy as well as affective components. All of the correlations are significant at the 0.01 level (2-tailed). The analysis was supported by Jackson (2015), who mentioned that the coefficient is significant at the .05 level and the positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be in the range of 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0.

(Pedagogical) Implications and Suggestions for Future Research

In this study, the authors found that the value component was measured by 12 items: intrinsic goal orientation, extrinsic goal orientation, and task value beliefs. Then, the expectancy component was measured by nine items: students' perceptions of self-efficacy and control beliefs for learning. Therefore, an affective component was measured by five items about their feelings. These 24 items from the survey supported the idea that there is a relationship between value and expectancy as well as affective components. The next study about the motivation for learning specifically focuses on Islamic studies and recommends adding a few references from the Quran and hadith to support the motivation to learn coming from the Quran and our Prophet Muhammad (PBUH). Future research can use a mixed methodology that covers the quantitative aspects of the analysis of data using SPSS. And also qualitative from the previous studies supported by the primary sources of Shariah law, the Quran, and hadith.

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