

THE INFLUENCE OF STUDENT PERCEPTION OF CLUSTERED OFFLINE AND ONLINE LEARNING TOWARDS STUDENT LEARNING MOTIVATION DURING THE COVID-19 PANDEMIC

Ayu Lestari

Accounting Education Study Program, Yogyakarta State University
ayulestari9799@gmail.com

Adeng Pustikaningsih, S.E., M.Si.

Teaching Staff of The Accounting Education Department, Yogyakarta State University
adengpustikaningsih@uny.ac.id

Abstract: The Influence Of Student Perception Of Clustered Offline And Online Learning Towards Student Learning Motivation During The COVID-19 Pandemic. This study aims to determine the influence of student perception of clustered offline and online learning towards student learning motivation in the accounting department of SMKS Nusantara Banjar Agung during the COVID-19 pandemic. This research is ex-post facto quantitative research. This study is a population study where all members of the population are used as samples. The population of this study is 60 students of Class X Accounting and Finance Department of SMKS Nusantara Banjar Agung. The data analysis technique used is simple regression analysis. The results of this study show a positive and significant influence towards Student Perception of Clustered Offline and Online Learning towards Student Learning Motivation in the Accounting Department of SMKS Nusantara Banjar Agung during the COVID-19 pandemic. As evidenced by the positive regression coefficient value of 0.458, the t_{count} value is more than the t_{table} value ($5.265 > 1.677$), and the significance value is 0.000 less than 0.05. The value of the coefficient of determination (r^2) shows that the contribution of the influence of Student Perceptions of Clustered Offline and Online Learning towards Student Learning Motivation is 32.3%, while the remaining 67.7% is influenced by other variables not examined in this study.

Keywords: Student Perception, Clustered Offline and Online Learning, Student Learning Motivation

INTRODUCTION

Learning motivation is crucial in the learning process both for teachers and students, the position of motivation in learning does not only provide the right direction for learning activities, furthermore with motivation a person will get positive considerations in learning activities in order to achieve learning success (Kompri, 2016: 233-234). Motivation gives enthusiasm for a student in their learning activities and gives guidance to student behavior. Learning

motivation according to Adhetya Cahyani, Iin Diah Listiana, and Sari Puteri Deta Larasati (2020: 126-127) is the overall driving force that lies within students that gives rise to the intention to carry out learning activities, so that the goals desired by the learning subject can be achieved. However, students who lack motivation to learn will not be enthusiastic in carrying out learning activities so that it will have an impact on learning outcomes that are not optimal (An Nisa Puthree, Dewi Widianara Rahayu, Muslimin Ibrahim, M. Syukron

Djazilan, 2021: 3102). This is in accordance with the current phenomenon, which is many students learning motivation has decreased due to the COVID-19 pandemic as happened in SMK Nusantara Banjar Agung.

Based on the researcher's observation results at SMK Nusantara Banjar Agung during Yogyakarta State University Educational Practice (PK UNY 2020) from July to December 2020, student learning motivation at the SMK Nusantara Banjar Agung is categorized in the low category due to several things, including: 1) Diligence in student learning is quite low, it can be seen through the low attendance of some students when online learning is conducted; 2) The low interest and sharpness of students in learning, this is evidenced by the lack of enthusiasm and passion of some students during the learning process; 3) Students are less tenacious in facing difficulties, some students easily give up when faced with difficulties in solving the questions or assignments given. The low category on learning motivation of SMKS Nusantara Banjar Agung students is caused by the changes in student perceptions about the clustered offline and online learning system, some students assume that offline clusters are where they have to study and do assignments, whether online clusters are a vacation time so they are often lazy and

easily bored in learning or doing assignments, this changes in student perception will certainly influences student learning motivation.

Learning motivation is related to the direction of behavior, response strength or effort after learning students choose to follow certain actions and behavioral resilience or how long someone continues to behave in a certain way (Martinis Yamin, 2008: 157). Students should have high learning motivation so that students are encouraged to be more willing to learn in order to achieve learning success. High or low student learning motivation is influenced by several factors, one of which is student perception. Based on previous research on learning motivation conducted by Syaripah (2016) entitled "The Influence of Perception of Mathematics Learning on Students' Learning Motivation in Mathematics in SMA N 1 Curup Timur in the 2015/2016 Academic Year" concluded that there is a significant influence on the perception of mathematics learning towards student learning motivation in mathematics at SMA N 1 Curup Timur in the 2015/2016 academic year. This is evidenced by the hypothesis test results which shows that there is an influence of perception of mathematics learning on student learning motivation of 0.992 or 99.2%, where the remaining 0.8% is influenced by other factors. The results of this study indicate

that one of the factors that influenced student learning motivation is student perception.

Student perception is how students assess, organize, observe, interpret information about an object. According to Pride and Ferrell (in Fadila and Lestari, 2013: 45), perception is all processes of selecting, organizing, and interpreting information input, sensations received through sight, feeling, hearing, smell and touch to produce meaning. Each student will have a different perception because the student's perception depends on the stimulus received by the student. Student perceptions affect attitudes or behavior during the learning process. One of the stimuli that can generate perceptions in students is Clustered Offline and Online Learning that are implemented at SMKS Nusantara Banjar Agung.

This research was conducted at SMKS Nusantara Banjar Agung, which is one of the private vocational high schools located at Jalan Lintas Timur, Unit 2, Dwi Warga Tunggal Jaya Village, Banjar Agung District, Tulang Bawang Regency, Lampung Province. The author chose SMKS Nusantara Banjar Agung as the research location with the consideration that the school implemented clustered offline and online learning which caused a change on student perception and it will influenced student learning motivation as

well. In addition, SMKS Nusantara Banjar Agung has a Financial and Institutional Accounting (AKL) expertise program that is in accordance with the competence of researchers in lectures related to accounting science and the author the author has participated in teaching during the Yogyakarta State University Education Practice (PK UNY 2020) which was conducted with a teaching period of approximately six months, so the author has understood how student perception and student learning motivation during the clustered offline and online learning process is carried out at SMKS Nusantara Banjar Agung. The implementation of clustered offline and online learning at SMKS Nusantara Banjar Agung is caused by the COVID-19 pandemic outbreak that affects every sector of life, including education sector.

COVID-19 is a virus that attacks the human respiratory system. According to the World Health Organization (WHO), COVID-19 or Coronavirus Disease 19 is caused by a new virus called Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2). Symptoms caused when infected with this virus include flu, shortness of breath, fever, cough, lung infection, and other respiratory disorders. The emergence of the COVID-19 pandemic caused the government on March 18, 2020, to issue *Surat Edaran Nomor 3 Tahun 2020*

pada Satuan Pendidikan dan Nomor 36962/MPK.A/HK/2020 tentang Pelaksanaan Pendidikan dalam Masa Darurat Coronavirus Disease (COVID-19). Learning is done online in order to prevent the spread of COVID-19.

This sudden change in the learning process from face-to-face learning (offline) to online learning certainly creates new problems and obstacles for students and educators who are not ready to carry out online learning. The urgency need for face-to-face learning (offline) from students who experience obstacles in carrying out online learning becomes an evaluation and consideration for the government in making progressive policies regarding learning during the COVID-19 pandemic with the issuance of *Surat Keputusan Bersama Menteri Pendidikan dan Kebudayaan, Menteri Agama, Menteri Kesehatan, dan Menteri Dalam Negeri Republik Indonesia Nomor 03/KB/2020, Nomor 612 Tahun 2020, Nomor HK.01.08/Menkes/502/2020, Nomor 119/4536/SJ tentang Panduan Penyelenggaraan Pembelajaran Pada Tahun Ajaran 2020/2021 dan Tahun Akademik 2020/2021 di Masa Pandemi Coronavirus Disease 2019 (COVID-19).* *Surat Keputusan Bersama 4 Menteri* contains guidelines and references for local governments to implement the offline learning process. Among the four-color divisions of the zone, namely the red zone,

orange zone, yellow zone, and green zone, only schools in the green zone is permitted to conduct the offline learning in stages. Educational units permitted to conduct face-to-face (offline) learning are Senior High Schools (SMA), Vocational High Schools (SMK), Madrasah Aliyah (MA), Vocational Madrasah Aliyah (MAK), and other educational units equivalent to senior secondary education. Offline learning that is applied does not necessarily mean offline learning as a whole. However, offline learning is implemented following the COVID-19 health protocol by combining offline and online learning by dividing students into clusters/groups.

Clustered offline and online learning is a new variation of learning that divides students from each class into two clusters. The first cluster in the first week will conduct the offline learning process and the second cluster will conduct the online learning process. The first cluster will conduct the online learning process for the second week, and the second cluster will conduct the offline learning process. This system of exchanging cluster slots between offline and online learning is continuously carried out for one semester. This system was carried out due to the implementation of health protocols which are physical distancing and restrictions on the number of crowds during the learning process so that students and educators were

protected from being infected by COVID-19. This clustered offline and online learning is a new change for students. Therefore each student is expected to know and understand clustered offline and online learning and adapt to clustered offline and online learning implementation. This is because Student perceptions will reflect attitudes or behaviors based towards student observations during Clustered Offline and Online Learning. The results of these observations will lead to perceptions where these perceptions can lead to a positive or a negative direction, depending on how the point of view of each student's observation is. When online learning occurs, some students think that online learning is somewhat less effective because most teachers only give assignments. However, with the combination of offline learning, students are pretty helped in understanding the learning material.

The researcher chooses clustered offline and online learning as the object of perception because clustered offline and online learning is a "new" learning system for students. It will result in the emergence of different perceptions for each student about this clustered offline and online learning so that it will lead to different student learning motivation.

Based on the explanation of the above, the researcher is interested in researching the influence of Student

Perception of Clustered Offline and Online Learning towards student learning motivation entitled "The Influence of Student Perception of Clustered Offline and Online Learning towards Student Learning Motivation in during the COVID-19 Pandemic".

LITERATURE REVIEW

1. Student Learning Motivation

According to Adhetya Cahyani, Iin Diah Listiana, and Sari Puteri Deta Larasati (2020: 126-127), learning motivation is the overall driving force that lies within students that gives rise to the intention to carry out learning activities so that the learning subject can achieve the goals desired. Learning motivation is fundamental to be owned by students because, with motivation, students have the driving force which will later bring up intentions in students to carry out learning activities to realize the student's learning goals.

According to Rocío Espinar Redondo and José Luis Ortega Martín (2015: 127), motivation will be understood as what encourages and initiate students to freely devote their time to do a specific activity, also the reason to continue working on it throughout their lives. The motivation are individual and personal, so it will be different in each student, motivation can

come from student themselves or from other stimuli that come from outside of the student.

Sri Esti Wuryani (2009: 85) states that there are four functions of motivation, including: 1) Encourage people to act and move 2) Determine the direction in action 3) As a selection tool in doing actions 4) As a motivator for achievement.

Adhetya Cahyani, Iin Diah Listiana, and Sari Puteri Deta Larasati (2020: 130) consider that student learning motivation influences by intrinsic factors and extrinsic factors. Intrinsic factor is a strong urge to carry out learning activities that come from within the students themselves, such as ideals and aspirations, abilities, physiological conditions, and psychological conditions of students. In contrast, extrinsic factors are encouragements that come from outside the students, such as the conditions of the learning environment, school social environment, community social environment, family social environment, and non-social environment.

According to Marx and Tombuch (in Riduwan, 2013: 31-32), the indicators of Student Learning Motivation are as follows: 1) Perseverance in Learning 2) Tenacious in the face of adversity 3) Interest and

keenness in learning 4) Achievement in learning 5) Independent in learning.

2. Student Perception of Clustered Offline and Online Learning

Pride and Ferrell (in Fadila and Lestari, 2013: 45) argue that perception is all processes of selecting, organizing, and interpreting stimuli in the form of information and sensations received by the five senses (sight, taste, hearing, smell, and touch) to produce meaning. Perception arises due to a stimulus in the form of information and sensations received by the five senses, which are then processed to produce meaning based on the stimulus received.

Andasia Malyana (2020: 71) defines offline learning as a learning system that requires face-to-face. Meanwhile, online learning as defined by Asmuni (2020: 282), is a learning system that is applied using the internet network as a media and is carried out indirectly, teachers and students learn together at the same time using various LMS (Learning Management System) applications. Clustered offline and online learning is a combination of offline and online learning systems, which are carried out in clusters or alternately.

Based on some of the explanations above, it can be concluded that student perceptions of clustered offline and

online learnings are student views or interpretations of offline learning (face-to-face) and online learning (using the Learning Management System), which are carried out in clusters or alternately.

Based on the theory of perception indicators proposed by Bimo Walgito (in Rofiq Faudy Akbar, 2015: 196-197), it can be concluded that the indicators of Student Perceptions of Clustered Offline and Online Learning including:

- 1) Acceptance of stimulus in the form of clustered offline and online learning
- 2) Understanding of clustered offline and online learning
- 3) Evaluation of clustered offline and online learning.

3. Relevant Research

- a. Syaripah (2016) in a study entitled *The Influence of Perception of Mathematics Learning on Students' Learning Motivation in Mathematics in SMA N 1 Curup Timur in the 2015/2016 Academic Year*. The similarities with the research conducted by the researchers are both examine the influences of perceptions towards student learning motivation. The difference with the research conducted by the researchers is the object of student perception.
- b. Kartini Julianti, Agus Abhi Purwoko, and Eka Junaidi (2018) in a study entitled *The Influence of*

Perception About Chemistry on Chemistry Learning Motivation of Class X MIA MA Negeri 1 Mataram Students in the 2017/2018 Academic Year. The similarities with the research conducted by the researchers are both examine the influences of perceptions on student learning motivation. The difference with the research conducted by the researchers is the object of student perception.

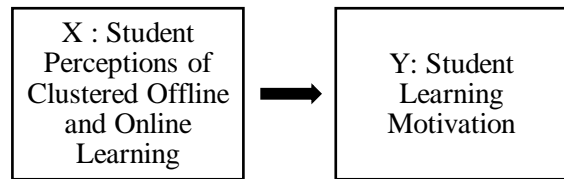
- c. Sudaryono, Reni Febriani, and Siti Rohmah (2019) in a study entitled *The Influence of Perception of Lecturer's Basic Competence on Student's Learning Motivation*. The similarities with the research conducted by the researchers are both examine the influences of perceptions towards learning motivation. The difference with the research conducted by the researchers are the object of student perception and the subject of the research.
- d. Mohamad J.E. Sulaki, Aam Hamdani, and Ridwan A.M. Noor (2018) in a study entitled *The Influence of Students' Perceptions on Teacher's Personality Competence on Learning Motivation of Vocational High School Students*. The similarities with the research

conducted by the researchers are both examine the influences of student perceptions towards student learning motivation. The difference with the research conducted by the researchers is the object of student perception.

- e. Rizky Fadillah Pulungan (2020) in a study entitled *The Influence of Students' Perceptions on Mathematics Subjects on Students' Learning Motivation in Class XI MAN 3 Tapanuli Tengah*. The similarities with the research conducted by the researchers are both examine the influences of perceptions towards student learning motivation. The difference with the research conducted by the researchers is the object of student perception.

The determination of objects from student perceptions used in this study is based on the reason that the learning system for SMKS Nusantara Banjar Agung students is changed to clustered offline and online learning due to the urgency of the COVID-19 pandemic outbreak. The change in the learning system, of course, it will affect Student Learning Motivation. When a new learning system is applied in the learning process, each student will have a new and different perception of clustered

offline and online learning, affecting and leading to different learning motivations for each student.



Picture 1. Research Framework

RESEARCH METHOD

1. Research Type

This research uses a quantitative research approach and the type of this research is *ex-post facto*. This quantitative *ex-post facto* research aims to examines whether there is an influence of Student Perceptions of Clustered Offline and Online Learning towards Student Learning Motivation.

2. Research Location and Time

This research was conducted from June 2021 to July 2021 and located at SMKS Nusantara Banjar Agung which is addressed at Jalan Lintas Timur, Unit 2, Dwi Warga Tunggal Jaya Village, Banjar Agung District, Tulang Bawang Regency, Lampung Province.

3. Research Population

This research is a population research in which all members of the population are used as samples. The population in this study were all students of class X majoring in Accounting and Finance at SMKS Nusantara Banjar Agung for the academic year 2020/2021

with a total of 60 students who met the research criteria.

4. Data Collection Technique

The data collection technique used in this research is questionnaire that is distributed online to all class X students majoring in accounting and finance of SMKS Nusantara Banjar Agung.

5. Hypothesis Test

Variable	Regression Coefficient	R	r ²	t _{count}	Sig.
X	0.458	0.569	0.323	5,265	0.000
Constant = 29.226					

Initial testing of this research instrument uses validity tests and reliability tests using 30 students as samples.

6. Data Analysis Technique

Before the data is analyzed, the data first goes through an analysis prerequisite test including linearity test and heteroscedasticity test. The hypothesis test on this study used simple regression analysis.

RESULTS AND DISCUSSION

1. Results

Table 1. Simple Regression Test Results

a. Simple Regression Line Equation

The results of the simple regression analysis above, it shows that the simple regression equation is as follows:

$$Y = 29.226 + 0.458X$$

Based on the simple regression equation above, it can be concluded that:

- 1) The regression coefficient value of the Student Perceptions of Clustered Offline and Online Learning has a positive value of 0.458, which means that if there is an increase in Student Perceptions of Clustered Offline and Online Learning by one unit, then there is an increase in Student Learning Motivation of 0.458 units.
- 2) The regression equation explains that the constant value of 29.226 can be interpreted if the variable Student Perceptions of Offline and Online Learning with clusters is considered not to have changed, then Student Learning Motivation will continue to increase by 29.226.

b. Partial Test Results (t Statistical Test)

The partial test in this study uses the t statistical test or the t-test. The t-test was conducted to obtain empirical evidence that supports or rejects the hypothesis that has been proposed. The t test aims to determine how far the influence of the independent variables in explaining the variance of the dependent variable. If $t_{count} > t_{table}$ or the

significance value is less than 0.05 ($\text{sig} < 0.05$), then the hypothesis is accepted (significant regression coefficient) which means that partially the independent variable has a significant influence on the dependent variable.

From the results of the t-test, the t_{count} is 5.265. When compared with t_{table} of 1.677 for 60 respondents with a significance of 0.05, then t_{count} (5.265) $>$ t_{table} (1.677) or can also be viewed from the significance value of $0.000 < 0.05$. Based on the analysis of the results of the t-test, it shows that the variable of Student Perception of Clustered Offline and Online Learning partially has a significant influence on Student Learning Motivation. Thus, it can be concluded that the H_a hypothesis is accepted, which means that there is a positive and significant effect on Student Perceptions of Clustered Offline and Online Learning towards Student Learning Motivation in the Accounting Department of SMKS Nusantara Banjar Agung during the COVID-19 pandemic.

c. Coefficient of Determination Test Results (r^2) between X and Y

The coefficient of determination (r^2) is the square of the correlation coefficient (r). Based on the data

analysis, the coefficient of determination (r^2) is 0.323. This shows that the influence of Student Perceptions of Clustered Offline and Online Learning towards Student Learning Motivation is 32.3%, while 67.7% is influenced by other variables not examined in this study.

2. Discussion

The results of the analysis of research data show that Student Perception of Clustered Offline and Online Learning have a positive and significant influence towards Student Learning Motivation in the Accounting Department of SMKS Nusantara Banjar Agung during the COVID-19 pandemic.

The results of this study are in line with research conducted by Syaripah (2016) entitled "The Influence of Perception of Mathematics Learning on Students' Learning Motivation in Mathematics in SMA N 1 Curup Timur in the 2015/2016 Academic Year" which concluded that there is a significant influence on the perception of mathematics learning towards student learning motivation in mathematics at SMA N 1 Curup Timur in the 2015/2016 academic year. This research is also in line with the theory put forward by Adhetya Cahyani, Iin Diah Listiana, and Sari Puteri Deta Larasati (2020: 128-129), which states that perception is one

of the factors that can influence Student Learning Motivation.

The initial hypothesis of this research is that there is a positive and significant influence on Student Perception of Clustered Offline and Online Learning towards Student Learning Motivation in the Accounting Department at SMKS Nusantara Banjar Agung during the COVID-19 pandemic. The results of this study have proven the truth of the initial hypothesis of the study. The proof of this hypothesis provides information that Student Perception of Clustered Offline and Online Learning have a positive and significant influence towards Student Learning Motivation, so that the better Student Perception of Clustered Offline and Online Learning, the higher the level of Student Learning Motivation.

3. Limitations

The research has been conducted in accordance with scientific procedures, but this research still has limitations which are the data collection in this study used an online questionnaire because the school was on holiday so that the location of the respondents spread and the COVID-19 pandemic caused the researchers to be unable to accompany and condition students directly to fill out the questionnaire according to their respective

circumstances, so there are the possibility of students answering the questionnaire ideally, not in accordance with the actual situation, and filling in the original.

CONCLUSION AND SUGGESTIONS

1. Conclusion

Based on the results of the research and discussion that have been described previously, it can be concluded that there is a positive and significant influence on Student Perception of Clustered Offline and Online Learning toward Student Motivation in the Accounting Department of SMKS Nusantara Banjar Agung during the COVID-19 pandemic. This is evidenced by the results of simple regression analysis which shows a positive regression coefficient value of 0.458, the results of the t-test which show the t_{count} value (5.265) which is more than the t_{table} value (1.677) and the significance value is less than 0.05, which is $0.000 < 0.05$, and the results of the coefficient of determination test show the value of the coefficient of determination (r^2) is 0.323 or 32.3%. Thus H_a is accepted and H_0 is rejected, which H_a is "There is a positive and significant influence on Student Perception of Clustered Offline and Online Learning towards Student Learning Motivation in the Accounting Department of SMKS Nusantara Banjar

Agung during the COVID-19 pandemic”.

2. Suggestion

Based on the conclusions above, the suggestions that can be given as follows:

a. For Student

Students should perceive that clustered offline and online learning are fun, because by having a positive perception, students will be easier to accept and understand the material provided by the teacher, and can have a positive influence on Student Learning Motivation during the learning process.

b. For Teachers

1) Teachers should be able to provide positive perceptions for students and make students think that clustered offline and online learning are fun. This is because the positive perception of students will have a good influence on Student Learning Motivation.

2) Teachers should play a more active role both when clustered offline and online learning conducted so that students are more enthusiastic and motivated when Clustered Offline and Online Learning take place.

c. For Future Research

This study provides information that Student Perception of Clustered

Offline and Online Learning have an influence on Student Learning Motivation by 32.3%. Therefore, hopefully the future research could determine the factors that influence Student Learning Motivation other than those studied in this study.

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