References

Kursukar, R. A., Ten Cate, T. J., Westers, P., & Croiset, G. (2013). How motivation affects academic performance: a structural equation modelling analysis. *Advances in Health Science Education, 18*, 57-69.

Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2020). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*. doi:https://doi.org/10.1108/AEDS-06-2020-0131

Ali, A., & Smith, D. (2015). Comparing Social Isolation Effects on Students Attrition in Online Versus Face-to-Face Courses in Computer Literacy. *Issues in Informing Science and Information Technology, 12*(1), 11-20. doi:https://doi.org/10.28945/2258

Bertolini, K., Stremmel, A., & Thorngren, J. (2012). *Student Achievement Factors.* South Dakota State University, Department of Teaching, Learning and Leadership. Institute of Education Science.

Bronfenbenner, U. (1979). Beyond the deficit model in child and family policy. *Teachers College Record*, (pp. 95-104).

Erikson, E. (1959). Theory of Identity Development. In E. Erikson, *Identity and The Life Cycle* (pp. 42-57). Nueva York: International Universities Press.

Gravetter, F. J., & Forzano, L.-a. B. (2018). *Research Methods for the Behavioral Science* (6 ed.). Boston: Cengage Learning.

Hawkley, L. C., & Cacioppo, J. T. (2010). Loneliness Matters: A Theoretical and Empirical Review of Consequences and Mechanisms. *Annals of Behavioral Medicine, 40*(2), 218-227. doi:https://doi.org/10.1007/s12160-010-9210-8

World Health Organization. (2020). *World Health Organization*. Retrieved from https://www.who.int/news-room/commentaries/detail/transmission-of-sars-cov-2-implications-for-infection-prevention-precautions

World Health Organization. (2019). *World Health Organization*. Retrieved from https://www.who.int/southeastasia/outbreaks-and-emergencies/novel-coronavirus-2019/protective-measures/protect-ourselves

Kaufmann, R., & Vallade, J. I. (2020). Exploring connections in the online learning environment: student perceptions of rapport, climate, and loneliness. *Interactive Learning Environments*, 1-15. doi:https://doi.org/10.1080/10494820.2020.1749670

Killgore, W. D., Cloonan, S. A., Taylor, E. C., & Dailey, N. S. (2020). Loneliness: A signature mental health concern in the era of COVID-19. *Psychiatry Research, 290*. doi:https://doi.org/10.1016/j.psychres.2020.113117.

Liu, W. C., Wang, J. C., & Ryan, R. M. (2016). Understanding motivation in education: theoretical and practical considerations. *Building Autonomous Learnes*, 1-7. doi:https://doi.org/10.1007/978-981-287-630-0_1

Luchetti, M., Lee, J., Aschwanden, D., Sesker, A., Strickhouser, J. E., Terracciano, A., & Sutin, A. R. (2020). The trajectory of loneliness in response to COVID-19.

American Psychologist, 75(7), 897-908. doi:https://psycnet.apa.org/doi/10.1037/amp0000690

Martin, A. J. (2003). The Student Motivation Scale: Further testing of an instrument that measures school students' motivation. *Australian Journal of Education, 47*(1), 88-106. doi:https://doi.org/10.1177%2F000494410304700107

Mattanah, J. F., Brooks, L. J., Brand, B. L., Quimby, J. L., & Ayers, J. F. (2012). A social support intervention and academic achievement in college: Does perceived loneliness mediate the relationship? *Journal of College Counseling, 15*(1), 22-36. doi:https://doi.org/10.1002/j.2161-1882.2012.00003.x

McLeod, S. (2018). Erik Erikson's Stages of Psychosocial Development. Retrieved from https://www.simplypsychology.org/Erik-Erikson.html

Osabiya, B. J. (2015). The Effect of Employees' Motivation on Organizational Performance. *Journal of Public Administration and Policy Research, 7*(4), 62-75. doi:https://doi.org/10.5897/JPAPR2014.0300

Perlman, D., & Peplau, L. A. (1981). Toward a social psychology of loneliness. In S. Duck, & R. Gilmor, *Personal Relationships in Disorder* (pp. 32-56). London: Academic Press.

Russell, D. W. (1996). UCLA Loneliness Scale (Version 3): Reliability, validity, and factor structure. *Journal of Personality Assessment, 66*(1), 20-40. doi:https://doi.org/10.1207/s15327752jpa6601_2

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic definitions and New Directions. *Contemporary Educational Psychology, 25*(1), 54-67. doi:https://doi.org/10.1006/ceps.1999.1020

Shaban , O. S., Al-Zubi, Z., Ali, N., & Alqotaish, A. (2017). The Effect of Low Morale and Motivation on Employees' Productivity & Competitiveness in Jordanian Industrial Companies. *International Business Research, 10*(7), 1-7. doi:https://doi.org/10.5539/ibr.v10n7p1

Yudho, A. P. (2020). *Motivasi Belajar pada Mahasiswa di Era Pandemi Covid-19.* Skrispi, Universitas Muhammadiyah Malang, Fakultas Psikologi.

Widyastuti, F. (2018). *Kesepian sebagai Moderator Hubungan Antara Need to Belong dengan Kecenderungan Adiksi Media Sosial Online pada Remaja.* Tesis (tidak dipublikasikan), Universitas Gadjah Mada, Program Pendidikan Psikologi Profesi Fakultas Psikologi, Yogyakarta.

Kementerian Pendidikan, Budaya, Riset dan Teknologi. (2020). *Kementerian Pendidikan dan Kebudayaan.* Retrieved from Kementerian Pendidikan dan Kebudayaan: https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pembelajaran-secara-daring-dan-bekerja-dari-rumah-untuk-mencegah-penyebaran-covid19

Azwar, S. (2015). *Reliabilitas dan Validitas* (4 ed.). Yogyakarta: Pustaka Pelajar.

Gopalan, V., Abu Bakar, J. A., Zulkifli, A. N., Alwi, A., & Mat, R. C. (2017). A Review of the Motivation Theories in Learning. *AIP Conference Proceedings* (pp. 1-7). Kedah: AIP Publishing LLC.

Richardson, T., Elliott, P., & Roberts, R. (2017). Relationship between loneliness and mental health in students. *Journal of Public Mental Health, 16*(2), 48-54.

Pahriji, I. A. (2021). Pengaruh Lingkungan Belajar Terhadap Motivasi Belajar Mahasiswa Dalam Pembelajaran Jarak Jauh Selama Pandemi. *Jurnal Citra Pendidikan, 1*(3), 380-387.

Saragih, M., Silitonga, E., Sinaga, T. R., & Mislika, M. (2021). Hubungan Dukungan Keluarga dengan Motivasi Belajar Mahasiswa Selama Pandemi Covid-19 di Program Studi Ners Fakultas Farmasi dan Ilmu Kesehatan Universitas Sari Mutiara Indonesia. *Jurnal Ilmiah Keperawatan Imelda, 7*(1), 73-77.

Rivai, I. N. (2021). Pengaruh Pembelajaran Online Terhadap Motivasi Belajar dan Minat Belajar Mahasiswa PGMI di Tengah Pandemi Covid-19. *Jurnal Riset Pendidikan Dasar, 4*(2), 168-179.

Groarke, J. M., Berry, E., Graham-Wisener, L., McKenna-Plumley, P. E., McGlinchey, E., & Armour, C. (2020). Loneliness in the UK during the COVID-19 pandemic: Cross-sectional results from the COVID-19 Psychological Wellbeing Study. *PLoS ONE, 15*(9), 1-18.

Bu, F., Steptoe, A., & Fancourt, D. (2020). Who is lonely in lockdown? Cross-cohort analyses of predictors of loneliness before and during the COVID-19 pandemic. *Public Health, 186*, 31-34.

Elran-Barak, R., & Mozeikov, M. (2020). One Month into the Reinforcement of Social Distancing due to the COVID-19 Outbreak: Subjective Health, Health Behaviors, and Loneliness among People with Chronic Medical Conditions. *International Journal of Environmental Research and Public Health, 17*(15), 1-16.

Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Education Psychology, 80*, 711-735.

Brophy, J. (2004). *Motivating Students to Learn* (2 ed.). New York: Routledge.

Burana-Osot, S., Taechushong, S., & Thutsaringkarnsakul, T. (2021). A Study of High School Students' Well-Being during the Covid-19 Pandemic. *International Journal of Multidiciplinary Research and Analysis, 04*(12), 1804-1808.

Arslan, G. (2021). Loneliness, College Belongingness, Subjective Vitality, and Psychological Adjustment during Coronavirus Pandemic: Development of the College Belongingness Questionnaire. *Journal of Positive School Psychology, 5*(1), 17-31.

Golemis, A., Voitsidis, P., Parlapani, E., Nikopoulou, V. A., Tsipropoulou, V., Karamouzi, P., . . . Diakogiannis, I. (2021). Young adults' coping strategies against loneliness during the COVID-19-related quarantine in Greece. *Health Promotion International, 37*(1), 1-13.

Moeller, R. W., & Seehus, M. (2019). Loneliness as a mediator for college students' social skills and T experiences of depression and anxiety. *Journal of Adolescence, 73*, 1-13.

Cayubit, R. F. (2022). Why learning environment matters? An analysis on how the learning environment influences the academic motivation, learning strategies and engagement of college students. *Learning Environments Research, 25*, 581-599.

Yilmaz, E., Şahin, M., & Turgut, M. (2017). Variables Affecting Student Motivation Based on Academic Publications. *Journal of Education and Practice, 8*(12), 112-120.

Hidajat, H. G., Hanurawan, F., Chusniyah, T., & Rahmawati, H. (2020). Why I'm Bored in Learning? Exploration of Students' Academic Motivation. *International Journal of Instruction, 13*(3), 119-136.

Bailey, T. H., & Phillips, L. (2015). The influence of motivation and adaptation on students' subjective well-being, meaning in life and academic performance. *Higher Education Research & Development, 35*(2), 201-216.

Haikalis, M., Doucette, H., Meisel, M., Birch, K., & Barnett, N. P. (2021). Changes in College Student Anxiety and Depression From Pre- to During-COVID-19: Perceived Stress, Academic Challenges, Loneliness, and Positive Perceptions. *Emerging Adulthood, 10*(2), 534-545.

Telyani, A. E., Farmanesh, P., & Zargar, P. (2021). The Impact of COVID-19 Instigated Changes on Loneliness of Teachers and Motivation–Engagement of Students: A Psychological Analysis of Education Sector. *Frontiers in Psychology, 12*, 1-6.

Trust, T., & Whalen, J. (2020). Should Teachers be Trained in Emergency Remote Teaching? Lessons Learned from the COVID-19 Pandemic. *Journal of Technology and Teacher Education, 28*(2), 189-199.

Paliwal, M., & Singh, A. (2021). Teacher readiness for online teaching-learning during COVID − 19 outbreak: a study of Indian institutions of higher education. *Interactive Technology and Smart Education, 18*(3), 403-421.

Serhan, D. (2020). Transitioning from Face-to-Face to Remote Learning: Students' Attitudes and Perceptions of using Zoom during COVID-19 Pandemic. *International Journal of Technology in Education and Science, 4*(4), 335-342.

Lipson, S. K., & Eisenberg, D. (2017). Mental health and academic attitudes and expectations in university populations: results from the healthy minds study. *Journal of Mental Health, 27*(3), 205-213.

Huang, Y., Lv, W., & Wu, J. (2016). Relationship Between Intrinsic Motivation and Undergraduate Students' Depression and Stress: The Moderating Effect of Interpersonal Conflict. *Psychological Reports, 119*(2), 527-538.

Camacho, A., Correia, N., Zaccoletti, S., & Daniel, J. R. (2021). Anxiety and Social Support as Predictors of Student Academic Motivation During the COVID-19. *Frontiers in Psychology, 12*, 1-11.

Loades, M. E., Chatburn, E., Higson-Sweeney, N., Reynolds, S., Shafran, R., Brigden, A., . . . Crawley, E. (2020). Rapid Systematic Review: The Impact of Social Isolation and Loneliness on the Mental Health of Children and Adolescents in

the Context of COVID-19. *Journal of the American Academy of Child & Adolescent Psychiatry, 59*(11), 1218-1239.

van Winkel, M., Wichers, M., Collip, D., Jacobs, N., Derom, C., Thiery, E., . . . Peeters, F. (2017). Unraveling the Role of Loneliness in Depression: The Relationship Between Daily Life Experience and Behavior. *Psychiatry, 80*, 104-117.

Erzen, E., & Çikrikci, Ö. (2018). The effect of loneliness on depression: A meta-analysis. *International Journal of Social Psychiatry, 64*(5), 1-9.

Saltzman, L. Y., Hansel, T. C., & Bordnick, P. S. (2020). Loneliness, Isolation, and Social Support Factors in Post-COVID-19 Mental Health. *Psychological Trauma: Theory, Research, Practice, and Policy, 12*(S1), S55-S57.

Shostak, K., Hadwin, A., & Sukhawathanakul, P. (2021). The Impact of COVID-19 Psychological Distress on Students' Academic Challenges in University. *The Arbutus Review, 12*(1), 57-70.

Seibert, G. S., Bauer, K. N., May, R. W., & Fincham, F. D. (2017). Emotion regulation and academic underperformance: The role of school burnout. *Learning and Individual Differences, 60*, 1-9.

Shadid, A., Shadid, A. M., Shadid, A., Almutairi, F. E., Almotairi, K. E., Aldarwish, T., . . . Khan, S.-U.-D. (2020). Stress, Burnout, and Associated Risk Factors in Medical Students. *Cureus, 12*(1), 1-13.

Zis, P., Artemiadis, A., Bargiotas, P., Nteveros, A., & Hadjigeorgious, G. M. (2021). Medical Studies during the COVID-19 Pandemic: The Impact of Digital Learning on Medical Students' Burnout and Mental Health. *International Journal of Environmental Research and Public Health, 18*(1), 1-8.

Barkoukis, V., Tsorbatzoudis, H., Tsorbatzoudis, H., Grouios, G., & Sideridis, G. (2008). The assessment of intrinsic and extrinsic motivation and amotivation: Validity and reliability of the Greek version of the Academic Motivation Scale. *Assessment in Education: Principles, Policy & Practice, 15*(1), 39-55.

Ardeńska, M., Ardeńska, A., & Tomik, R. (2019). Validity and reliability of the Polish version of the Academic Motivation Scale: a measure of intrinsic and extrinsic motivation and amotivation. *Health Psychology Report, 7*(3), 254-266.

Tanaka, M. (2022). Motivation, self-construal, and gender in project- based learning. *Innovation in Language Learning and Teaching*, 1-15.

Duckworth, A. L., Shulman, E. P., Mastronarde, A. J., Patrick, S. D., Zhang, J., & Druckman, J. (2015). Will not want: Self-control rather than motivation explains the female advantage in report card grades. *Learning and Individual Differences, 39*, 12-23.

Meeter, M., Bele, T., Hartogh, C., Bakker, T. C., Vries, R. d., & Plak, S. (2020). College students' motivation and study results after COVID-19 stay-at-home orders.

Li, H., Hafeez, H., & Zaheer, M. A. (2021). COVID-19 and Pretentious Psychological Well-Being of Students: A Threat to Educational Sustainability. *Frontiers in Psychology*.

Maehr, M. L., & Meyer, H. A. (1997). Understanding Motivation and Schooling: Where We've Been, Where We Are, and Where We Need to Go. *Educational Psychology Review, 9*(4), 371-409.

Duffy, A., Saunders, K. E., Malhi, G. S., Patten, S., Andrea Cipriani, McNevin, S. H., . . . Geddes, J. (2019). Mental health care for university students: a way forward? *The Lancet Psychiatry, 6*(11), 885-887.

Wohn, D. Y., & LaRose, R. (2014). Effects of loneliness and differential usage of Facebook on college adjustment of first-year students. *Computers & Education, 76*, 158-167.

Riduwan. (2018). *Metode dan Teknik Menyusun Tesis.* Bandung: Alfabeta.