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CHAPTER 1 INTRODUCTION This chapter discusses some points including background of the study, statement of problem, purposes of the study, significance of the study, hypothesis, and definition of the key terms. **Background of the Study** At the end of December 2019, the world was shocked by the corona virus disease (COVID-19) in the city of Wuhan, China. The transmission of this virus was so rapid that on January 30, 2020, WHO established the status of COVID-19 as a Pandemic (WHO, 2020).

As in other countries, the presence of the COVID-19 outbreak in Indonesia has caused many negative impacts in almost all areas of life, including education.(Murad et al.,2020; Syauqi, K., Munadi, S., & Triyono, M. B.,2020; Djalante et al.,2020) Due to the high and rapid spread of positive COVID-19 cases, the Indonesian **Ministry of Education and Culture** has mandated that teaching and learning activities for all levels of education in Indonesia must be done online from home (Djalante et al.,2020). Meanwhile, the sudden implementation of online learning activities has caused various problems for teachers, students, parents and other school members.

Previously, teachers taught in a classroom, in a school building equipped with various equipment to support the teaching and learning process. With this new policy, teachers were overwhelmed as they were still looking for the right models on how to implement online learning at home (Ferri et al., 2020). Looking at the development of COVID-19 transmission in Indonesia, online learning activities will continue and it is not yet known when they will end.

Behind the various problems that arise, **teaching and learning activities** must continue (Djalante et al., 2020). Although as stated in the previous explanation, it is necessary to adjust to the transition from traditional classes to online classes. However, it is

undeniable that Online Learning can be defined as instruction delivered on a digital device that is intended to support learning (Clark et al., 2016). Then online learning has several advantages are online learning can make learning be done anywhere and anytime, can save quite a lot of money, no need to travel, flexibility in choosing and saving time (Nagrle.P, 2022).

Meanwhile, online learning also has several disadvantages are the different boundaries faced in online involve lack of educators' controls, low self-organization, and low interaction patterns especially in regard to effective teaching practices. These boundaries manifestly lower the effectiveness of learning experiences through online teaching (Markova et al., 2017) Based on the researchers' findings when fulfill assignments for PLP 2, it is known that SMP Islamic Qon has been able to master the ability to use online platforms such as Google Meet to interact and also to do assignments using Google Form.

Unfortunately, in the course of online learning, it seems that they are not satisfied with the atmosphere of online learning. Many of them turned off their cameras during class and there was also a lack of interaction, as only a few of them answered when asked. On the other hand, at school it is determined to keep repeating if their grades do not get grades according to the KKM (Minimum Completeness Criteria), many of them do not give up on getting good grades and for punctuality in work.

Many of them are always on time as well as for the given exams many of them get good marks. From the problems that have been described above, it can be concluded that students do not participate in class but still enthusiastic in doing the assignments given and have good grades. because researchers see a contradiction between online learning satisfaction as seen from class interactions with learning motivation shown from their efforts to do assignments.

So the researcher decided to do it with SMP Islamic Qon students who had undergone online learning for approximately 1 semester because they had undergone online classes and felt the online class situation found by the researchers so they were able to give their perceptions about it. And the teacher suggests doing it in grade 9 because that class has experienced online class the longest compared to other classes such as 7th grades which did not experience online class at all at SMP Islamic Qon and 8th grades only briefly experienced online class so it was felt that it was lacking to give their perceptions about their online classes. If these problems can be associated with learning satisfaction and learning motivation. Then it will be explained first about learning satisfaction.

Based on some literatures have stated that learning satisfaction is showing how to see their learning experience which can be used as an evaluation in learning. (Thompson, 2014) Students with higher levels of learning satisfaction have better learning, and research evidence suggests that providing students a satisfying experience helps to maintain and improve memory. (Debourgh, 1999; Koseke & Koseke, 1991) Not only good for students' memories but also students' satisfaction effect to their academic achievement.

The more students are satisfied, the more likely they are to do well and not anxious in the course (Keller, 1983; Pike, 1993; Arbaugh & Duray, 2002; Conrad, 2002). The things that affect learning satisfaction are technology acceptance habits, students' experience in online learning, quality of institutional support, academic environment, and instructional interaction. (Biner, Dean, Mellinger, 1994; Changchit, 2007; Chute, Thompson, & Hancock, 1999 Conrad, 2002; Fulford & Zhang, 1993; Palloff & Pratt, 2005; Song, Singleton, Hill, & Koh, 2004; Swan, 2003).

After reviewing learning satisfaction briefly, In addition, a study said that with students getting learning satisfaction and finding pleasure in learning will remain a learning motivation which this motivation will be a measure of success. (Thompson, 2014) So, from this statement, the researcher will provide an explanation of learning motivation. Based on the basic words, motivation is something that animates, directs and maintains behavior and makes a person move and places them in a certain direction, and keeps them moving (Ormrod, 2008).

There two types of Motivation are Intrinsic Motivation and Extrinsic Motivation. Intrinsic Motivation is The things that affect the motivation itself are interests, values ??and expectations, goals and attributions (Hanifah, 2017) while Extrinsic Motivation is The encouragement from outside can be in the form of praise, criticism, gifts, punishment and reprimand from the teacher. However, it is still not known with certainty whether learning satisfaction affects learning motivation.

Because there is still a lack of research that provides a clear or specific explanation regarding learning satisfaction to learning motivation. After discussing learning motivation and learning satisfaction, know that within each individual has his own characteristics which can be reflected in his personality in doing something. A personality trait is a characteristic facet of a person's cognition, mood, or behavior that is stable and consistent across relevant situations. (Soto & Jackson, 2013) Many studies on personality have different developments and categorizations.

The most frequently used is The Big Five Personality Traits. The Big Personality Traits is a

finding where each factor includes more specific traits. So it can be concluded that the Big Five Personality or Five Factors Model is an approach method that is always consistent to assess personality in individuals through adjective factor analysis, where the five factors include extroversion, agreeableness, openness to experience, neuroticism, and conscientiousness. (Pervin et al., 2010). In this study using the Big Five Personality.

They are Openness to Experience related to how open a person is to new experiences, Conscientiousness related to someone in making decisions, Extraversion related to someone with the outside world, Agreeableness related to how someone adapts to other people and and Neuroticism regarding someone's negative emotions. The relationship between these three things: Learning Satisfaction, Learning Motivation and The Big Five Personality. First, the relationship between learning motivation and learning satisfaction. In previous studies it was said that learning satisfaction is developed because students enjoy engaging in activities designed by courses. During the learning process, learning motivation can be fulfilled and learning needs can be satisfied.

Therefore, we can see that learning motivation and learning satisfaction have a significant positive correlation. However, different students have different learning desires toward their learning motivation and they focus on different learning items and in turn receive different levels of learning satisfaction (Harvey, Locke and Morey, 2002). Second, the relationship between learning satisfaction and The Big Five Personality.

In previous research, learners' learning satisfaction was affected by their personality; specifically Neuroticism, Agreeableness, and Extraversion had significant correlation on learning satisfaction. Personality influences learners' learning satisfaction. Finally, the relationship between learning motivation and The Big Five Personality. Many previous studies have found that there is a link between learning motivation and the big five personality traits (Komarraju & Karau, 2005; Meera, Steven, & Karau, 2005; Meera, Steven, Karau, Ronald, & Schmeck, 2009).

By conducting this research, the researcher intends to find out the effect of the big five personality traits on learning motivation and online learning satisfaction and the effect of online learning satisfaction on learning motivation in SMP Islamic Qon and quite relevant to previous research related to Online Learning conducted by Hsiu-Feng Shih et al by involving students who have undergone online learning English. Because of this, the researcher is interested in raising this issue. Statement of the Problem Based on explanation above, statement of the problem of this research is formulated as the following question.

Does Online Learning Satisfaction have a correlation on learning motivation? Does The

Big Five Personality Traits have a correlation on online learning satisfaction and learning motivation? Purpose of the Study From the formulation of existing question can be formulated **the purpose of this study** are : To figure out relationship between Online Learning Satisfaction on Learning Motivation To Examine the correlation **of The Big Five Personality Traits** on online learning satisfaction and learning motivation Hypothesis of the study The researcher gives a further hypothesis as follows: Null Hypothesis (H0): There is no a significant Relationship of the Five Big Personality Traits to **Online Learning Motivation and Online Learning Satisfaction**.

Alternative Hypothesis (H1): There is a significant Relationship of the Five Big Personality Traits to **Online Learning Motivation and Online Learning Satisfaction** Significant of the Study This study is expected to give the following contributions: The study may be a helpful source of information or input for teachers as their overview of the factors of student personality that has an correlation on **learning motivation and online learning satisfaction** to create a more interactive course. The study may be helpful in introducing knowledge of the big personality traits also influences and to increase students' motivation and learning satisfaction on online learning class.

The results of this study may serve as a springboard and additional consideration for those who want to do further research into the same subject or area. Scope and Limitation of the study Scope In order not to expand this research, it is necessary to clarify **the scope of the research** so that it is focused. So this research focuses on 2 things, namely the Correlation of The Big Personality Traits on **Learning Motivation and Online Learning Satisfaction** and looking for the correlation of Online Learning Satisfaction on Learning Motivation and focused on students perception about their personality, their motivation and their online learning satisfaction which collected as data using questionnaire.

Limitation The limitation **of this study is** 9th grade students at SMP Islamic Qon because 7th grade did not undergo online learning at school and 8th grade only briefly and immediately switched to offline classes as before. The difference in the level of education in the subjects carried out in this study is quite far from previous researches, even though the number of subjects is larger and both have undergone English language learning for 1 semester. Definition of Key Term To avoid ambiguous understanding and misunderstanding of this research, the researcher defines some terms below: The Five Personality Traits The 5 **Personality Traits is a** theory introduced by a psychologist, Lewis Goldberg, and later distended upon by other researchers as well as McCrae & Costa (1987). The five broad personality traits delineate by the idea are extraversion (also typically spelled extroversion), agreeableness, openness, conscientiousness, and neuroticism.

Online Learning Online Learning is a teaching and learning process that utilizes the internet and digital media in delivering the material. Online Learning Motivation Online Learning Motivation is driving influences from internal (intrinsic) or external (extrinsic) forces that give students power to learn effectively during the online teaching and learning sessions Online Learning Satisfaction Online Learning satisfaction is the impact of the processes which have taken place during the online teaching and learning sessions participated by the students.

Besides, satisfaction can also be viewed as comparative outcomes between expectancy and perceived service with pleasure

CHAPTER 2 LITERATURE REVIEW This chapter contains expert opinion which is useful to provide relevant knowledge for the foundations of the next chapter. The researcher will explain several theories and provide some reviews on previous findings related to this research. This chapter will explain in depth related to the variables that appear in this study such as Online Learning, Learning Motivation, Learning Satisfaction and The Big Five Personality Traits.

The following is an explanation of each variable Online Learning At the end of 2019 the whole world began to be shaken by the emergence of a virus called Coronavirus Disease 2019 (COVID-19) in Wuhan City, China. COVID-19 is a contagious disease and arrived in Indonesia on March 2, 2020. Due to the fast transmission of the virus. So, on March 11, 2020, the World Health Organization (WHO) declared COVID-19 a pandemic. This has caused the disruption of a number of activities in various fields, including in the field of education, because there are restrictions on interacting to reduce transmission of the COVID-19 virus in people of all ages.

Therefore, for the sake of continuity of learning, the Ministry of Education and Culture instructs to conduct online learning from home. According to Martin (in Ranadewa, 2021) online learning can be defined as the latest learning model and using the internet to access learning materials, to interact with teachers and other students, to get support during the learning process, to gain knowledge, and to gain learning experiences.

Meanwhile, according to Horton (2000) online learning is learning that is accessed through a browser or application without the need for software and in addition according to Clark and Meyer (2016) online learning is a learning method by providing instructions to students via the internet. Khan (in Ally, 2004) defines online instruction as an innovative approach to convey instruction to a remote audience, using the Web as a medium. Online learning, however, involves more than just presentation and delivery of material using the Web: students and the learning process must be the focus of online learning.

Carliner (in Ally, 2004) defines online learning as an educational material presented on a computer Bullen & Janes (2017) defines online learning as learning that occurs when internet technology is used to facilitate, convey, and enable the learning process over long distances and Ali Ta'amneh (2021) defines online learning as a learning strategy where students are geographically far from the teacher and the entire educational process is carried out through the internet and communication networks. According to Auster (2021) Online Learning is online learning is a significant

trend in education globally. Demographic conditions and differences in student readiness are challenges for online learning.

According to Sun & Chen (2020) said that during the COVID-19 pandemic, Education implemented Online Learning for continuous learning. It's not like Online Learning will replace Traditional Learning but Online Learning acts as an alternative because of its flexibility and accessibility. There are a number of opinions that say the reasons for Online Learning to have flexibility such as being able to be accessed anywhere and anytime without any time limits as long as they are connected to the Internet (Hwang, Wang, & Lai, 2020; Conrad, 2000) and using Online Learning allows students to attend class without must be physically present in class (Ku and Chang, 2011). So this also makes online learning more popular (Sun & Chen, 2021).

If it is associated with learning English, it is necessary to first know English Learning is the interaction between students and teachers and learning resources in the learning environment (Brown, 1994), while Learning English is an activity to add insight when someone wants to use English. Based on some definitions above the researcher make it In a conclusion that, English Online learning is a Learning English method that uses a computer as a medium and also requires internet access in carrying out learning that is not limited to time and can be done anywhere. The Challenges of Online Learning Many researchers explain their opinions or research results related to the challenges faced by students during online learning.

Based on the results of research that has been carried out by Muilenburg and Berge (2005) identified that the inhibiting factors that cause students to experience online learning difficulties such as lack of interaction, lack of academic skills, lack of technical skills, factors related to student motivation, factors related to time and support for the study, factors related to cost and access to the internet, and bottlenecks caused by technical problems. Utpala (2022) also describes almost similar thing in his research.

He said that the challenges faced by students while undergoing online learning are students need to adapt to changes from traditional learning to online learning, students need to adapt to applications used during learning, lost of connection when doing learning, time management problems that are different from when doing Traditional Learning. lack of communication between students and teachers so that learning becomes less effective and reduced or lost motivation to learn due to difficulties in undergoing Online Learning.

As for another explanation, Fathelrahman (2019) explains that the challenge in implementing online learning is the lack of focus from some students and also some of

them do not have the opportunity to communicate, thus limiting the acceptance of knowledge and learning experience. According to Prawanti and Surmani (2020) in their research entitled " Kendala Belajar Online Selama Pandemi Covid-19 " the results of the study revealed that the obstacles to online learning were the limited knowledge of students in understanding the use of learning applications and students feeling bored with online learning.

because it is monotonous only by providing material without intense interaction such as when conducting face-to-face classes and regarding assignments that are considered more by students but in reality there may be less this is because during face-to-face classes there is a separation between the tasks given when in class. classes and assignments given to do at home. However, because online learning is usually done at home, it seems that there are more and more tasks. Based on the explanation above, it can be concluded that the challenge of online learning is the difference in conditions when face-to-face classes with online classes require students to adapt to classroom conditions which can affect their motivation and satisfaction in online learning. Online Learning Satisfaction Discussing Online Learning Satisfaction, it is necessary to first know the meaning of satisfaction itself.

Satisfaction is defined as a person's attitude or feeling related to various factors that influence a particular situation (Bailey & Pearson, 1983) and can also be interpreted as a person's feelings of pleasure or disappointment (less/unpleasant) as a result of a comparison between perceived service experiences and what to expect (Kotler & Keller, 2015). There are many definitions of satisfaction from various fields, but this time what will be discussed is about learning satisfaction. According to Topala and Tomozii (2014) Learning satisfaction is the feelings and attitudes of students towards the learning process or the perceived level of fulfillment that is attached to a person's desire to learn, which is caused by the learning experience.

If it is associated with online learning, student satisfaction is the extent to which a student feels happy about being involved in online learning. (Ranadewa, 2021) Thus, learning satisfaction also plays an important role in the continuity of online learning. Factors Affecting Online Learning Satisfaction According to Moore (1989) there are 3 types of interactions that can provide learning satisfaction and success in distance learning in learning activities, namely Student-Content Interaction, Student-Teacher Interaction and Student-Student Interaction and Palloff and Pratt (2001) add a fourth type of interaction which is named Student-Technology Interaction.

The following is an explanation of each of these interactions are: Interaction between Students and Content This first interaction refers to the interaction of students with

course content in various ways such as learning activities, learning objects, videos, websites, and projects that can be done anywhere. **Interaction between Students and Teacher** This second **interaction refers to the two-way communication between the learner and the instructor**, which is necessary to clarify content, receive and provide feedback, and minimize the impact of online education on communication. **Interaction between Student and Student** This third interaction refers to **two-way communication between students and** other students.

It could be **in the form of** forming a community or discussion to exchange ideas about the material received for a better understanding. **Interaction between Students and Technology** The latter **interaction refers to the** ability and comfort level of learners in their interactions with the online environment (eg, use of computers, software, and the Internet). **Learning Motivation** Motivation is often associated with learning success, (Artino, 2008; Keller, 2008) Motivation can be interpreted as a force that drives someone to do something. (Latifah, 2017).

Like a machine, this motivation drives and influences **what we learn, how we learn and when we choose to learn** (Paris & Turner). According to Ryan and Deci (2000), students who are motivated to learn and engage actively in their learning. So it can be said that learning **motivation is a condition that** creates enthusiasm, sincerity, and continuity in carrying out certain activities to achieve certain goals. (Solihin, 2021) and acts as one of the most significant components of learning in any environment, is an important factor influencing learning outcomes (Firat et al., 2018; Lim & Morris, 2009; Shih, 2011; Yusoff et al., 2017).

There are two aspects in the theory of learning motivation proposed by Santrock (2007), namely: **Extrinsic Motivation** Extrinsic motivation, which is doing something to get something else (a way to achieve a goal). Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, students study hard in facing exams to get good grades. There are two uses of gifts, namely as incentives to want to do assignments, with the aim of controlling student behavior and mastering the material by students.

Intrinsic Motivation Intrinsic motivation, namely internal **motivation to do something for** the sake of something itself (the goal itself). For example, students study for exams because they enjoy the subject being tested. Students are motivated to learn when they are given choices, are happy to face challenges that match their abilities, and receive rewards that contain informational value but are not used for control, for example, teachers praise students. There are two types of intrinsic motivation, namely: **Intrinsic motivation based on self-determination and personal choice**. In this view, students want

to believe that they do things of their own accord, not because of success or external rewards.

Students' intrinsic interest will increase if they have the choice and opportunity to take personal responsibility for their learning. Intrinsic motivation based on optimal experience. Optimal experience mostly occurs when people feel capable and fully concentrated on doing an activity and engage in challenges that they perceive as not too difficult but also not too easy. According to Sadirman (in Cahyati, 2019) students who have learning motivation show the characteristics that are in themselves.

These characteristics are as follows: Diligent in facing the task (can work continuously for a long time, never stop before finishing) Be tenacious in facing difficulties (don't give up easily). Does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements he has achieved) Shows interest in various problems. Prefer to work independently. Get bored quickly on routine tasks. Can defend his opinion (if you are sure of something). It's not easy to let go of what you believe in. Enjoys finding and solving problems.

Santrock (2007) mentions five factors that can influence student learning motivation, namely: Teacher expectations, which are related to the teacher's desire so that students (students) can have high learning achievements. Direct instruction, which relates to students' ability to understand the instructions given by the teacher properly and correctly Appropriate feedback, related to students' ability to respond correctly to commands or instructions given by the teacher. Reinforcement and rewards, which are related to motivation to get rewards from teaching and learning activities.

Punishment, related to the student's effort or desire to escape the punishment received for his disability in learning activities Personality Traits The dimensions of the big five personality were first introduced by Goldberg in 1981. The big five personality means one of the theories that describes an individual's personality which consists of five personality dimensions. according to Fiedman and Schustack (2008) the big five personality traits is an approach used to see personality through traits that are composed of five personality types that have been formed using factor analysis.

Big five is a hierarchical model of the origin of the personality trait structure. McCrae and Costa (1995) define personality traits as dimensions derived from individual disparities that tend to share consistent patterns of thinking, feeling, and acting. when describing individuals with the "good" trait, this means that the individual tends to do good every time in every situation. From John J, Honingmann (in Ghufuron and Risnawita, 2012) states that personality is special actions (actions), thoughts and feelings for

someone. Where this means what distinguishes one individual from another.

Carver and Scheir (in Ghuftron and Risnawita, 2012) state that personality means a dynamic organization within a person and is a psychophysical system that creates characteristic patterns of a person in attitudes, thoughts, and feelings. Meanwhile, from Ghuftron and Risnawita (2012) personality is a component within the individual **in the form of** awareness and unconsciousness that cooperates with one another which helps individuals in making adjustments to their environment specifically and **manifested in thoughts, feelings,** and attitudes.

From the definitions above, **it can be concluded that** personality **is a form of** action that arises because **of the characteristic patterns** in the attitudes, thoughts, and feelings of a person who cooperate with each other so that this causes individuals to be different from each other. **Big five personality consists of five** types or dimensions. According to Costa and McCrae (in Ghuftron and Risnawita, 2012) explaining the five dimensions are: Openness to Experience This type identifies how much the individual has interest in certain fields broadly and deeply.

This personality type is divided into two, namely the low level is called the preserver while the high level is called the explorer. Individuals with the preserver personality type are individuals who focus on things that are happening right now and they have no interest in things related to art. While the explorer personality type is a personality type that is more likely to be an individual who likes daydreaming, has an imaginative nature, involves more deeply feeling feelings in assessing everything and has an interest in things with diverse attitudes and tends to try something new. Conscientiousness This personality type is to identify the **extent to which individuals** have a careful attitude by seeking a certain goal which is manifested in their attitudes and behavior.

This personality type is divided into two, namely high scores are focused persons, namely individuals who feel capable of doing everything effectively, and someone with this personality type will tend to be more tidy and organized in living their days. While low scores for this personality are called flexible persons, namely individuals who always feel unprepared in everything, often procrastinate in doing a task, and often show chaos in doing the task they are doing. Extroversion The extroversion personality type is a dimension that concerns relationship with the behavior of an individual, especially in terms of their ability to connect with the outside world.

Individuals who are extroverted type show a warm, friendly, affectionate attitude, and always show intimacy, especially to people they already know. **On the other hand,** introverts are personalities that are shown through the low ability of individuals to

establish relationships with their social environment. Introverted individuals show a formal, quiet and unfriendly attitude. Agreeableness Divided into two groups. Those with high scores are called adapters and those with low scores are classified as challengers. Individual adapters will always view other individuals as honest and have good intentions towards them.

On the contrary, the challenger type will always look at other people with feelings of doubt, suspicion and tend to be cynical. Neuroticism Also known as negative emotionality. Personality type. These are classified into two characteristics, namely reactive and resilient. In resilient individuals, they have lower anxiety. in addressing a problem, not easily angry, more confident, and able to control the impulse to a desire they have. While reactive individuals are individuals who show an attitude that is too worried about something and has a lower level of self-confidence.

Relationship of Personality, Online Learning Satisfaction and Learning Motivation Based on research conducted by several researchers on the relationship of The Big Five Personality to Learning Motivation, it is known that students who have high levels of conscientiousness, extraversion, and openness have high learning goal orientations (Payne, 2007) while according to Komarraju the relationship between The Big Five Personalities with learning motivation have a strong relationship in explaining learning motivation. In addition Heaven (1989) reported that achievement motivation is positively correlated with extraversion, and negatively with impulsivity and psychoticism among high school students.

Meanwhile, for the relationship between The Big Five Personality and Online Learning Satisfaction, it is known that students with high levels of learning satisfaction present higher levels of openness, conscientiousness, extraversion, and friendliness but lower levels of neuroticism. (Patitsa, C. D., Sahinidis, A. G. , Tsaknis, P. A., & Giannakouli, V., 2021) and the last explanation, Shih (2013) investigated the relationship among 153 Tertiary EFL students' Big Five personality traits, online learning motivation and online learning satisfaction in a digital English learning environment.

Results revealed that personality traits were correlated with online satisfaction, and that extraversion and conscientiousness were the two important traits among the Big Five in predicting motivation and satisfaction. Also, motivation was a strong predictor of satisfaction. For the relationship between motivation and online learning satisfaction, it was reported that motivation is an important prerequisite for student learning in learning environments and the relationship between learning motivation and online satisfaction is positively related. The difference between this study and previous research by Shih (2013) is the factor used to find the relationship between The Big Five

Personality Traits and Learning Motivation and Learning Satisfaction.

For research conducted by Shih (2013) linking The Big Personality Traits to dimensions that are around students that affect Learning Satisfaction such as course content, learning outcomes, learning environment and relationships, as well as Learning Motivation focuses on dimensions that exist within students which can give rise to Learning Motivations such as escape or stimulation factors, social contact, desire to learn, self-growth, and academic progress. While in this study, research only links The Big Personality Traits to the interactions students make while undergoing online learning such as student interaction with content, student interaction with teachers, interaction with fellow students, and student interaction with technology and for learning motivation researchers focus on linking it to the origin of the emergence of student motivation in undergoing learning such as Extrinsic Motivation and Intrinsic Motivation.

CHAPTER 3 RESEARCH METHOD In this chapter, the researcher will provide a description of the methodology of this research. This chapter consists of Design of the study, Subject of the study, data collection, instruments and data analysis. This research methodology is the most important part of conducting research. Research Design The research design used by researcher in this study is a Correlational quantitative method.. According to Creswell (2014), correlational quantitative research is research using statistical methods that measure the influence between two or more variables.

Then, Arikunto (2006) suggests quantitative method is a method approach that uses a lot of numbers, starting from collecting data, interpreting the data obtained, and presenting the results then addition other opinion Sugiyono (2013) said quantitative data is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem under study to produce a conclusion. In this case the researcher uses this method to predict the factors from the Big Five Personality Traits that have the most correlation on learning motivation and learning satisfaction when online learning and the relationship between learning motivation and online learning satisfaction.

Population, Sample and Technique of Sampling Population and Samples According to Sugiyono (2013) Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions and According to Cresswell (2009) population is a group of individuals who have the same characteristic. There are 3(three) grades in Qon Islamic Junior High School, namely grade 7 to grade 9 where each class is separated into 5 different classes, namely from class A to class E, but The researcher chosen the

students of 9th grade at SMP Islamic Qon academic year 2022/2023 since researcher is looking for research subjects who have undergone online English learning for approximately 1 semester and The teacher suggested grade 9 because the class had taken online English classes longer than 7th grade and 8th grade. 7th grade had never conducted online classes in SMP Islamic Qon and 8th grades had only briefly taken online classes. Therefore, class 9 will choose. So, the population of this research was 9th grade that has five classes.

They are 9A, 9B, 9C, 9D and 9E with total 157 Students. The population of this research can be seen as follow: The Total Students of the 9th Grade No _Class _Number of Students _1_9 A _31 _2_9 B _28 _3_9 C _32 _4_9 D _33 _5_9 E _25 _Total _149 _ _ Technique of Sampling According to Sugiyono (2013), the sample is part of the number and characteristics possessed by the population. The sampling technique in this research is total sampling. Total sampling is a sampling technique where the number of samples is the same as the population.

This is because the larger the number of samples, the closer the population, the smaller the chance of generalization error, and vice versa, the smaller the number of samples away from the population, the greater the generalization error. So, the total sample in this study will be 149 students. Research Instrument Questionnaire This research will conduct to find the relationship between The Big Five Personality Traits, Learning Motivation and Online Learning Satisfaction. For the purposes of collecting data. Researchers use a quantitative research design that uses a correlation study, because it aims to determine the relationship between 3 variables. So the researcher used 3 questionnaires.

Based on the Research Question, the researcher explained the first questionnaire adopted from the Learner satisfaction survey (LSS) developed by Chang (2013) which is a shortened version of the Online Satisfaction Survey made by Strachota (2003) which consists of 25 items in which used to measure learning satisfaction with online classes. The following are the details of the questionnaire: Blue Print Scale of Online Learning Satisfaction No _Indicator _Item Number _Amount _ _Learner-Content _1,2,3,4,5 _5 _ _Learner-Instructor _6,7,8,9,10 _5 _ _Learner-Learner _11,12,13,14,15 _5 _ _Learner-Technology Interactions _16,17,18,19,20 _5 _ _General Satisfaction _21,22,23,24,25 _5 _Total _25 _ Next, the researcher explained the second questionnaire to be adopted, namely the Motivation in Learning English developed by Yusda (2019) to measure motivation to learn English.

The following are the details of the questionnaire : Blue Print Scale of Motivation No _Indicator _Item Number _Amount _ _Intrinsic Motivation _1, 2, 3, 6, 8, 9, 10, 13, 14, 15,

support indicators.

No _Indicator _Valid Item _Invalid Item _Amount _ _ _UF _F _UF _F _ _ _Extraversion
_5,17 _2,15,39 _37 _6,20 _8 _ _Agreeableness _9 _35,41,44 _3,36 _26,32,43 _9 _ _
_Conscientiousness _23 _12,29 _4,14,34 _1,25,30 _9 _ _Neuroticism _11 _8,28,33 _38,42
_27,40 _8 _ _Openness to experience _- _3,7,13,16,18 _19,22 _10,21,24 _10 _ _Total _5
_16 _10 _13 _44 _ _ (Source from Ariska(2019) Reliability Reliability comes from the word
reliability which means the extent to which the results of a measurement have the
reliability, dependability, stability, consistency, stability that can be trusted. The
measurement results can be trusted if in several measurements of the same group of
subjects the results are relatively the same (Azwar, 2011).

The following is the reliability of each measuring instrument adopted by researchers:
Learner Satisfaction Survey (LSS) In finding reliability, Torrado (2022) used Confirmation
Factor Analysis (CFA) with the guideline that the internal consistency of LSS-S factor
scores is analyzed by calculating McDonald's omega coefficient. A value of 0.70 or
higher is generally considered acceptable (Campo-Arias and Oviedo, 2008; Viladrich et
al., 2017). And the results of Reliability scores on the Learner Satisfaction Survey (LSS)
scale by Torrado for student-content interaction (0.83), student-instructor interaction
(0.80), student-student interaction (0.80), student-technology interaction (0.85), and
general satisfaction (0.86). For the total score, the omega coefficient was 0.96. This
indicates satisfactory reliability of the test scores.

English Motivation Questionnaire In determine the reliability of the questionnaire she
made, Yusda used Cohen, Manion, & Morison's The level of Acceptable Reliability
(2007). With the details of the table as follows: No _Reliability _Validity _ _1 _>0.90 _Very
high _2 _0.80-0.90 _High _3 _0.70-0.79 _Reliable _4 _0.60-0.69 _Marginally/Minimally
_5 _<0.60 _Unacceptably low _To obtain the reliability of the questionnaire given, the
researcher used the SPSS 20 Program to find out whether the questionnaire was reliable
or not. The reliability value on the English Motivation Questionnaire scale by Yusda
(2020) is 0.919. The value is higher than the marginal Cronbach's alpha which is 0.60.

Therefore, it can be concluded the questionnaire is reliable, and the level of reliability is
very high Big Five Inventories In determining Reliability, Ariska (2019) uses Reliability as
a reference expressed in a reliable coefficient if the numbers are in the range of 0.00 to
1.00 (Azwar, 2012). To simplify the calculation, it will be assisted by the SPSS 21 program
Based on the results of reliability tests on research scale trials, Reliability values on the
Big Five Inventory scale by Ariska (2019) are extraversion (0.622), agreeableness (0.532),
conscientiousness (0.532), neuroticism (0.578), and openness (0.532). Which is the
overall range <1.00 which indicates the questionnaire is feasible to use.

Data Collection For this data collection, the researcher proceed with offline system, due to the learning has been going on as usual, To achieve the research objectives of this study, the researcher carried out the data collection procedures to support data analysis, as follows: The researcher asked permission to conduct research on the principal and English teacher The researcher discusses with the class teacher about the timing of giving questionnaires to students The researcher come to class to distribute questionnaires to classes that are used as research subjects after with the English lesson done The researcher explains how to fill out the questionnaire The researcher receive several questions regarding the questionnaire given The students fill out the questionnaire carefully After questionnaire and students' answer already completed, the researcher will analyze using Pearson Product-Moment in SPSS.

Data Analysis After collecting data from sources through the procedure described above, the researcher will analyze the data by taking several steps **to find answers to** the research questions such as : Finding the relationship between Online Learning Satisfaction and Learning Motivation Before that, the researcher explained the scoring of first questionnaire, the researcher will adopt the Learner satisfaction survey (LSS) developed by Chang (2013) aims to find out students' satisfaction in online learning English, there four choice are strongly agree until strongly disagree.

The following are **the details of the** scoring: Likert's Scale for Online Learning Satisfaction Scoring _Categories _4 _Strongly Agree _3 _Agree _2 _Disagree _1 _Strongly disagree _ For the second questionnaire the researcher adopt questionnaire is **Motivation in Learning English** aims **to find out the students' motivation in learning English**, there five choice are strongly agree until strongly disagree. The following are **the details of the** scoring: Likert's Scale for Motivation Scoring _Categories _5 _Strongly Agree _4 _Agree _3 _Undecided _2 _Disagree _1 _Strongly disagree _ (Source from Yusda(2020) From the data obtained, it was tested with Pearson Product-moment Correlation using the SPSS application to see the significance of Online Learning Satisfaction with Learning Motivation.

Finding **the relationship between The Big Five Personality Traits with Online Learning Satisfaction** and Learning Motivation As before, the researcher will first explain the questionnaire that will be adopted for the last variable, namely **the Big Five Inventory** by Ariska (2019) for measure the personality, the presentation of **this scale consists of** two groups of items, namely favorable and unfavorable with four alternative answer choices. Positive statement (Favorable) indicates an indication that the subject supports the statement while a negative statement (Unfavorable) indicates an indication that the subject does not support it statement.

The following are the details of the scoring : Likert's Scale for BFI Positive statement Scoring _Categories _Negative statement Scoring _4 _Strongly Agree _1 _3 _Agree _2 _2 _Disagree _3 _1 _Strongly disagree _4 _ (Source from Ariska (2019) There are two steps that are carried out as follows : BFI and LSS data tested with Pearson Product-moment Correlation using the SPSS application to see the significance of The Big Five Personality Traits and Online Learning Satisfaction. BFI and Motivation in Learning English data wtest with Pearson Product-moment Correlation using the SPSS application to see the significance of The Big Five Personality Traits and Learning Motivation.

To see the significance of the variable can be seen in the table below: Coefficient _Categories _<0.03 _Low or Weak _Range of 0.04 to 0.06 _Moderate _Greater than 0.07 _Strong or High _ (Source from Bryman & Cramer in Shih(2 CHAPTER 4 RESEARCH RESULTS In this chapter, the researcher presents the findings, hypothesis testing and discussion. The researcher describes an overview of the data obtained. First, the researcher describes the data found from Online Learning Satisfaction, Learning Motivation and The Big Five Personality by using a questionnaire.

Second, the researcher describes the results of the correlation between Online Learning Satisfaction, Learning Motivation and The Big Five Personality and finally, briefly discusses them. Data Description The data description that will be presented from the results of this study is to provide an overview of the distribution of data obtained in the field. The data presented are raw data processed using descriptive statistical techniques. What is presented in this data description is in the form of a frequency distribution presented per indicator along with the percentage of frequency and score acquisition.

Based on the title and formulation of the research problem where this research consists of 3 variables namely Online Learning Satisfaction, Learning Motivation, and The Big Five Personality. Which was conducted with 142 students from 9th grade at SMP Islamic Qon on January 5, 2023. The description of each variable based on the results of distributing the questionnaire based on the results is explained as below The Score Result of Learner Satisfaction Survey Based on the raw data for Online Learning Satisfaction from the Learner Satisfaction Survey questionnaire collected from the results of distributing questionnaires to 142 respondents, with a total of 25 question items with 4 question options namely Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

And the following below are the scale category guidelines used : Table of Scale Category Guidelines Mean _Category _1.00-1.75 _Very Dissatisfied _1.76-2.50 _Not Satisfied _2.51-3.25 _Satisfied _3.26-4.00 _Very Satisfied _ Then the mean score of each

indicator can be known : Table of Learner Satisfaction Survey Questionnaire Data Results
Indicator_No.Item_Answer Choices ___SD_D_A_SA_Mean_Category ___F_SC_F_SC_F_SC_F_SC ___Interaction Student-Content _1_1_12_24_117_351_12_48_2.99_Satisfied ___6_6_19_38_109_327_8_32_2.84_Satisfied ___1_1_25_50_97_291_19_76_2.94_Satisfied ___2_2_12_24_105_315_23_92_3.05_Satisfied ___1_1_25_50_85_255_31_124_3.03_Satisfied __The mean score of Interaction Student-Content 2.97_Satisfied __ Student interaction with content is **the interaction of students with** course content in various ways (Moore, 1989).

Based on **the results of the** data obtained from the questionnaire, overall Student-Content Interaction is perceived to be good, which can be seen in **the average value of** the Student-Content Interaction indicator of 2.97, including the satisfied category. Question Item that gets the highest average value is Question Item number 4 (The learning activities in this course have required the application of problem solving skills which facilitated my learning) of 3.05 including the Satisfied category while Question Item number 2 (The assignments or projects in this course have facilitated my learning) is the lowest assessment with an average value of 2.84 including the satisfied category.

From these data it is known that **students are satisfied with the** content presented but feel dissatisfied with the assignments and projects in this content. Indicator_No.Item_Answer Choices ___SD_D_A_SA_Mean_Category ___F_SC_F_SC_F_SC_F_SC ___Interaction Student-Teacher _3_3_21_42_86_258_32_128_3.04_Satisfied ___2_2_34_68_92_276_14_56_2.83_Satisfied ___3_3_33_66_85_255_21_84_2.87_Satisfied ___1_1_12_24_100_300_29_116_3.11_Satisfied ___2_2_10_20_74_222_56_224_3.30_Very Satisfied __The mean score of Interaction Student-Teacher 3,03_Satisfied __ Student-Teacher interaction is **two-way communication between the student and** the Teacher (Moore, 1989).

Based on **the results of the** data obtained from the questionnaire, overall Student-Teacher Interaction is perceived to be good as seen in **the average value of** the Student-Teacher Interaction indicator of 3.03 including the satisfied category. Question Item that gets the highest average value is Question Item number 9 (In this course the teachers have functioned as the facilitators of the course by continuously encouraging communication) of 3.11 including the Satisfied category while Question Item number 7 (I have received timely feedback from my teachers) is the lowest assessment with an average value of 2.83 including the satisfied category.

From this data it is known that the teacher has become a facilitator to encourage students to communicate, but unfortunately students consider the teacher to be less

responsive in providing feedback. Indicator_No.Item_Answer Choices ___SD_D_A
_SA_Mean_Category ___F_SC_F_SC_F_SC_F_SC ___Interaction Student-Student
_2_2_21_42_81_243_38_152_3.09_Satisfied ___4_4_18_36_86_258_34_136
_3.06_Satisfied ___1_1_28_56_87_261_26_104_2.97_Satisfied ___5_5_45_90
_83_249_9_36_2.68_Satisfied ___5_5_13_26_97_291_27_108_3.03_Satisfied _
_The mean score of Interaction Student-Student_2,97_Satisfied __ Student-teacher
interaction is a two-way communication between the two-way communication between
students and other students (Moore, 1989).

Based on the results of the data obtained from the questionnaire, overall student-student interaction is perceived to be good, which can be seen in the average value of the student-student interaction indicator of 2.97, including the satisfied category. Question Item that gets the highest average value is Question Item number 11 (In this course the discussion activities have provided opportunities for problem solving with other students) of 3.09 including the Satisfied category while Question Item number 14 (In this course I have received timely feedback from other students) is the lowest assessment with an average value of 2.68 including the satisfied category.

From the data, it is known that students get problem solving with discussion but students feel unsatisfied because their friends are not responsive in providing feedback. Indicator_No.Item_Answer Choices ___SD_D_A_SAMean_Category ___F_SC_F_SC_F_SC_F_SC ___Interaction Student-Technology _1_1_11_22_63_189_47_188_3.24_Satisfied ___1_1_21_42_75_225_45_180_3.15_Satisfied ___2_2_22_44_91_273_27_108_3.01_Satisfied ___0_0_3_6_67_201_72_288_3.49_Very Satisfied ___2_2_8_16_66_198_66_264_3.38_Very Satisfied __The mean score of Interaction Student-Technology_3,25_Satisfied __ Student interaction with technology is the capability and comfort level of learners in their interactions with the online environment (Palloff and Pratt, 2001).

Based on the results of the data obtained from the questionnaire, overall student-technology interaction is perceived to be good, which can be seen in the average value of the Student-Technology Interaction indicator of 3.25 including the satisfied category. Question Item that gets the highest average value is Question Item number 19 (Some technology definitely makes learning easier) of 3.49 including the very satisfied category while Question Item number 18 (I am very confident in my abilities to use technology) is the lowest assessment with an average value of 3.01 including the satisfied category.

From the data, it is known that students feel helped by the presence of technology in their learning but they lack confidence in their ability to use technology. Indicator

No.Item Answer Choices SD D A SA Mean Category F SC F SC F SC F SC General Satisfaction 6 6 33 66 85 255 18 72 3.24 Satisfied 5 5 44 88 76 228 17 68 3.15 Satisfied 1 1 24 48 99 297 18 72 3.01 Satisfied 4 4 37 74 80 240 21 84 3.49 Very Satisfied 2 2 24 48 92 276 24 96 3.38 Very Satisfied

The mean score of General Satisfaction is 3.25 Satisfied. Based on the results of the data obtained from the questionnaire, overall general satisfaction is perceived as good, which can be seen in the average value of the Student-Technology Interaction indicator of 3.25 including the satisfied category. Question Item that gets the highest average score is Question Item number 24 (I would definitely recommend this course to others) of 3.49 including the very satisfied category while Question Item number 23 (This course definitely meets my learning needs) is the lowest assessment with an average value of 3.01 including the satisfied category.

From this data, it is known that students are satisfied with the course so that this tells others but on the other hand students feel that the material provided is not enough to meet their learning needs. The Score Result of Motivation in Learning English Based on the raw data for Online Learning Satisfaction from the Motivation in Learning English questionnaire collected from the results of distributing questionnaires to 142 respondents, with a total of 30 question items with 4 question options, namely Strongly Agree (5), Agree (4), Undecided (3) Disagree (2) and Strongly Disagree (1).

And the following below are the scale category guidelines used : Table of Scale Category Guidelines Mean Category 1.00 - 1.80 Very Low 1.81 - 2.60 Low 2.61 - 3.40 Medium 3.41 - 4.20 High 4.21 - 5.00 Very High

Then the mean score of each indicator can be known : Table of English Language Learning Motivation Data Results

| Indicator | No.Item | Answer Choices | SD | D | U | A | SA | Mean | Category |
|----------------------|---------|--------------------------------------|--------|--------|---|---|----|------|----------|
| Intrinsic Motivation | 1 | 5 5 9 18 46 138 55 220 27 135 | 3.63 | High | | | | | |
| | 2 | 3 3 15 30 21 63 77 308 26 130 | 3.76 | High | | | | | |
| | 3 | 1 7 14 20 60 74 296 40 200 4.02 | High | | | | | | |
| Extrinsic Motivation | 4 | 6 11 11 34 68 39 117 44 176 14 70 | 3.11 | Medium | | | | | |
| | 5 | 8 3 3 20 40 37 111 53 212 29 145 | 3.60 | High | | | | | |
| | 6 | 10 10 31 62 53 159 33 132 15 75 3.08 | Medium | | | | | | |
| Self-Determination | 7 | 10 7 7 41 82 49 147 38 152 7 35 | 2.98 | Medium | | | | | |
| | 8 | 13 3 3 19 38 30 90 60 240 30 150 | 3.67 | High | | | | | |
| | 9 | 14 2 2 6 12 29 87 75 300 30 150 | 3.88 | High | | | | | |
| Autonomy | 10 | 15 23 23 37 74 46 138 27 108 9 45 | 2.73 | Medium | | | | | |
| | 11 | 17 9 9 59 118 32 96 32 128 10 50 | 2.82 | Medium | | | | | |
| | 12 | 22 2 2 3 6 15 45 72 288 50 250 | 4.16 | High | | | | | |
| Competence | 13 | 23 3 3 21 42 36 108 57 228 25 125 | 3.56 | High | | | | | |
| | 14 | 29 9 9 40 80 44 132 40 160 9 45 | 3 | Medium | | | | | |
| | 15 | | | | | | | | |

The mean score of Intrinsic Motivation is 3.43 High. Intrinsic motivation, namely the internal motivation to do something for the sake of something itself (the goal itself) (Santrock, 2007).

Based on the data obtained from the respondent's questionnaire, overall, the respondents' perceived intrinsic motivation indicators are good, which is reflected in the average value of the purchasing decision variable of 3.43, including the high category. Question Item 4 (I study English for a future job) gets the highest average value of 4.02 including the high category while Question Item 10 (I always look forward to the day when we have English class) is the lowest assessment with an average value of 2.98 including the medium category. Indicator_No.Item_Answer Choices ___SD_D_U_A_SA_Mean_Category ___F_SC_F_SC_F_SC_F_SC_F_SC ___Extrinsic Motivation

| Item | Mean | Category | F | SC | F | SC | F | SC | F | SC | F | SC |
|------|------|-----------|----|----|----|----|-----|----|-----|----|-----|----|
| 4 | 3.9 | High | 5 | 3 | 3 | 7 | 14 | 26 | 78 | 72 | 288 | 34 |
| 10 | 2.86 | Medium | 12 | 22 | 22 | 43 | 86 | 22 | 66 | 43 | 172 | 12 |
| 25 | 2.27 | Low | 21 | 17 | 17 | 31 | 62 | 33 | 99 | 50 | 200 | 11 |
| 26 | 3.89 | High | 25 | 45 | 45 | 50 | 100 | 19 | 57 | 20 | 80 | 8 |
| 27 | 3.97 | Medium | 27 | 7 | 7 | 24 | 48 | 28 | 84 | 57 | 228 | 26 |
| 28 | 3.43 | High | 30 | 4 | 4 | 20 | 40 | 18 | 54 | 56 | 224 | 44 |
| 29 | 3.82 | High | 30 | 4 | 4 | 20 | 40 | 18 | 54 | 56 | 224 | 44 |
| 30 | 3.61 | High | 19 | 2 | 2 | 3 | 6 | 9 | 27 | 50 | 200 | 11 |
| 31 | 3.89 | High | 25 | 45 | 45 | 50 | 100 | 19 | 57 | 20 | 80 | 8 |
| 32 | 3.87 | High | 5 | 3 | 3 | 7 | 14 | 26 | 78 | 72 | 288 | 34 |
| 33 | 3.89 | High | 7 | 1 | 1 | 8 | 16 | 48 | 144 | 58 | 232 | 27 |
| 34 | 2.8 | Medium | 12 | 22 | 22 | 43 | 86 | 22 | 66 | 43 | 172 | 12 |
| 35 | 3.87 | High | 5 | 3 | 3 | 7 | 14 | 26 | 78 | 72 | 288 | 34 |
| 36 | 3.89 | High | 7 | 1 | 1 | 8 | 16 | 48 | 144 | 58 | 232 | 27 |
| 37 | 3.61 | High | 19 | 2 | 2 | 3 | 6 | 9 | 27 | 50 | 200 | 11 |
| 38 | 4.4 | Very High | 20 | 39 | 39 | 64 | 128 | 15 | 45 | 20 | 80 | 4 |
| 39 | 3.05 | Medium | 24 | 9 | 9 | 5 | 10 | 26 | 78 | 54 | 216 | 48 |
| 40 | 3.89 | High | 25 | 45 | 45 | 50 | 100 | 19 | 57 | 20 | 80 | 8 |
| 41 | 2.27 | Low | 21 | 17 | 17 | 31 | 62 | 33 | 99 | 50 | 200 | 11 |
| 42 | 3.97 | Medium | 27 | 7 | 7 | 24 | 48 | 28 | 84 | 57 | 228 | 26 |
| 43 | 3.5 | Medium | 16 | 9 | 9 | 42 | 84 | 28 | 84 | 51 | 204 | 12 |
| 44 | 3.61 | High | 19 | 2 | 2 | 3 | 6 | 9 | 27 | 50 | 200 | 11 |
| 45 | 3.89 | High | 25 | 45 | 45 | 50 | 100 | 19 | 57 | 20 | 80 | 8 |
| 46 | 2.27 | Low | 21 | 17 | 17 | 31 | 62 | 33 | 99 | 50 | 200 | 11 |
| 47 | 3.97 | Medium | 27 | 7 | 7 | 24 | 48 | 28 | 84 | 57 | 228 | 26 |
| 48 | 3.43 | High | 30 | 4 | 4 | 20 | 40 | 18 | 54 | 56 | 224 | 44 |
| 49 | 3.82 | High | 30 | 4 | 4 | 20 | 40 | 18 | 54 | 56 | 224 | 44 |
| 50 | 3.4 | High | 30 | 4 | 4 | 20 | 40 | 18 | 54 | 56 | 224 | 44 |

The mean score of Extrinsic Motivation is 3.4. Extrinsic motivation, which is doing something to get something else (a way to achieve a goal). Extrinsic motivation is often influenced by external incentives such as rewards and punishments. (Santrrock, 2007). Based on the data obtained from the respondent's questionnaire, overall the extrinsic motivation indicator is perceived by respondents to be good, which is reflected in the average value of the purchasing decision variable of 3.4, including the high category.

Question Item 5 (I study English for a future job) gets the highest average value of 3.89 including the high category while Question Item 25 (My parents would get angry if I were bad at English) is the lowest assessment with an average value of 2.27 including the low category. From both data, it can be seen that the mean of Intrinsic Motivation is higher than Extrinsic Motivation, it can be concluded that Intrinsic Motivation is a dominant factor in learning English.

The Score Result of Big Five Inventory Based on raw data for The Big Five Personality Traits from the Big Five Inventory questionnaire collected from the results of distributing questionnaires to 142 respondents, with a total of 21 question items with 4 question options, namely Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) for

Positive Statements and the opposite for negative statements. And the following below are the scale category guidelines used : Table of Scale Category Guidelines Mean Category 1.00-1.75 Very Bad 1.76-2.50 Bad 2.51-3.25 Good 3.26-4.00 Very Good Then the score of each indicator can be known: Table of Big Five Inventory Questionnaire Data Results Indicator_No.Item Answer Choices SD D A SA Mean Category F SC F SC F SC F SC Extraversion UF 3 21 84 54 162 44 88 23 23 2.51 Good 12 19 76 63 189 44 88 16 16 2.60 Good F 1 8 8 55 110 59 177 20 80 2.64 Good 10 4 4 26 52 85 255 27 108 2.95 Good 19 12 12 37 74 60 180 33 132 2.8 Good The mean score of Extraversion 2.7

Good Based on the data obtained from the respondent's questionnaire, overall the extraversion indicator is perceived by respondents as good, which is reflected in the average value of the purchasing decision variable of 2.7. So many children can adapt to the outside world, but because 2 Unfavorable Question Items are Question Item 3(I am an introvert) and Question Item 12 (I am a quiet person) are Good it does not rule out the possibility that some children are closed and tend to be quiet. Indicator_No.Item Answer Choices SD D A SA Mean Category F SC F SC F SC F SC Agreeableness UF 6 37 148 77 231 27 54 1 1 3.06 Good F 18 1 1 20 40 99 297 22 88 3 Good 20 2 2 11 22 84 252 45 180 3.21 Good 21 4 4 8 16 90 270 40 160 3.17 Good The mean score of

Agreeableness 3.11 Good Based on the data obtained from the respondent's questionnaire, overall the Agreeableness indicator is perceived by respondents to be good, which is reflected in the average value of the purchasing decision variable of 3.11, Indicator_No.Item Answer Choices SD D A SA Mean Category F SC F SC F SC F SC Counsientiousness UF 14 23 92 50 150 52 104 17 17 2.56 Good F 8 0 0 49 98 66 198 27 108 2.85 Good 16 1 1 40 80 86 258 15 60 2.81 Good The mean score of Counsientiousness 2.74 Good

Based on the data obtained from the respondent's questionnaire, overall the Agreeableness indicator is perceived by respondents as good, which is reflected in the average value of the purchasing decision variable of 3.11, it can be concluded that students have responsibility and can be relied on for themselves but there is 1 Good Unfavorable Question Items 14 (I'm Lazy) does not rule out the possibility that some children lack awareness of responsibility. Indicator_No.Item Answer Choices SD D A SA Mean Category F SC F SC F SC F SC Neuroticism UF 7 14 56 34 102 67 134 27 27 2.25 Bad F 5 23 23 61 122 45 135 13 52 2.34 Bad 15 7 7 17 34 83 249 35 140 3.03 Good 17 6 6 28 56 78 234 30 120 2.93 Good The mean score of Neuroticism 2.64 Good Based on the data obtained from the respondent's questionnaire, overall the Neuroticism indicator is perceived by respondents to be good, which is reflected in the average value

of the purchasing decision variable of 2.64. Indicator_No.Item_Answer Choices ___SD
 _D_A_SA_Mean_Category ___F_SC_F_SC_F_SC_F_SC ___Openness to
 Experience_F_2_1_1_29_58_93_279_19_76_2.92_Good ___4_1_1_10_20_64
 _192_67_268_3.39_Very Good ___9_2_2_20_40_87_261_33_132_3.06_Good ___
 __11_6_6_42_84_89_267_5_20_2.65_Good ___13_2_2_6_12_97_291_37_148
 _3.19_Good __The mean score of Openness to Experience 3.04_Good __ Based on the
 data obtained from the respondent's questionnaire, overall the Openness to Experience
 indicator is perceived by respondents as good, which is reflected in the average value of
 the purchasing decision variable of 3.04, and all question items on this indicator are
 good. So it can be concluded that students can accept new things.

Testing for Correlation Product Moment Correlation In testing this correlation,
 researcher used Product Moment Correlation to answer research questions by knowing
 the existence of a relationship and the strength or weakness of the reciprocal
 relationship between one variable and another. After the data obtained is presented in
 tabular form and arranged, the next step is to analyze the data using correlation analysis
 with SPSS 22, the following below are the results of the relationship data of the 3
 variables obtained from SPSS using the Product Moment Correlation: Relationship
 between Online Learning Satisfaction and Learning Motivation. Based on the results of
 the correlation test conducted, it shows that Online Learning Satisfaction has a
 relationship with Learning Motivation.

And seen in the Pearson Correlation score of 0.955 proves that these two variables have
 a strong relationship because the score is more than 0.07. Correlations __
 _Online_Learning_Satisfaction_Learning_Motivation __Online_Learning_Satisfaction
 _Pearson Correlation_1_.955** ___Sig. (2-tailed) __.000 __Learning_Motivation
 Pearson Correlation.955**_1 ___Sig. (2-tailed)_.000 ___Relationship of The Big Five
 Personality Traits and Online Learning Satisfaction. Based on the results of the
 correlation test conducted, it shows that The Big Five Personality Traits has a
 relationship with Online Learning Satisfaction.

And seen in the Pearson Correlation score of 0.986 proves that these two variables have
 a strong relationship because the score is more than 0.07. Correlations __
 _The_Big_Five_Personality_Traits_Online_Learning_Satisfaction _
 _The_Big_Five_Personality_Traits_Pearson Correlation_1_.986** ___Sig. (2-tailed) _
 .000 __Online_Learning_Satisfaction_Pearson Correlation_.986**_1 ___Sig. (2-tailed)
 .000 ___Relationship between The Big Five Personality Traits and Learning Motivation.
 Based on the results of the correlation test conducted, it shows that The Big Five
 Personality Traits has a relationship with Learning Motivation.

And seen in the Pearson Correlation score of 0.950 proves that these two variables have a strong relationship because the score is more than 0.07. Correlations

| | The_Big_Five_Personality_Traits | Learning_Motivation |
|---------------------------------|---------------------------------|---------------------|
| The_Big_Five_Personality_Traits | 1 | .950** |
| Learning_Motivation | .950** | 1 |

Sig. (2-tailed) .000

Multiple Linear Regression

Multiple linear regression analysis is a statistical technique used to find regression equations that are useful for predicting the value of the dependent variable based on the values of the independent variables and looking for possible errors and analyzing the relationship between one dependent variable and two or more independent variables either simultaneously or partially. The following is the result of Linear Regression.

The following is a regression analysis of The Big Five Personality Traits, Learning Motivation and Online Learning Satisfaction

| Model | Unstandardized Coefficients | Standardized Coefficients | T | Sig. | B | Std. Error | Beta | |
|-------|------------------------------|---------------------------|---------|-------|--------|------------|------|--|
| 1 | (Constant) | | -17.809 | 2.265 | | -7.862 | .000 | |
| | Online Learning Satisfaction | .909 | .040 | .909 | 22.839 | .000 | | |
| | Learning Motivation | .085 | .040 | .085 | 2.129 | .035 | | |

Dependent Variable: The Big Five Personality

Based on the table above, it can be seen that the constant value (? value) is -17.809 and for Online Learning Satisfaction (β value) is 0.909 while Learning Motivation (β value) is 0.085.

so that a multiple linear regression equation can be obtained as follows: $Y = -17.809 + 0.909X_1 + 0.085X_2 + e$ Which means - The constant value of The Big Five Personality (Y) is -17.809 which states that if the variables X_1 , X_2 are equal to zero, namely Online Learning Satisfaction and Learning Motivation. Then The Big Five Personality Traits is -17.809 - The X_1 coefficient of 0.909 means that every time there is an increase in variable X_1 (Online Learning Satisfaction) by 1%, The Big Five Personality Traits increases by 0.909 (90%) or vice versa, every time there is a decrease in variable X_1 (Online Learning Satisfaction) by 1%, The Big Five Personality Traits decreases by 0.909 (90%). - The X_2 coefficient of 0.089 means that every time there is an increase in variable X_2 (Learning Motivation) by 1%, The Big Five Personality Traits increases by 0.089 (8.9%) or vice versa, every time there is a decrease in variable X_2 (Learning Motivation) by 1%, The Big Five Personality Traits decreases by 0.089 (8.9%).

From the description above, it can be concluded that Online Learning Satisfaction and Learning Motivation do not simultaneously affect The Big Five Personality Traits.

Discussion This section discusses the findings by reviewing and reflecting on previous research to get a detailed explanation of the findings. The answer to the first research question regarding the correlation between Online Learning Satisfaction and Learning Motivation among 9th grade students at SMP Islamic Qon.

The interpretation results show that there is a correlation between Online Learning Satisfaction and Learning Motivation with a significance value of 0.00 and a Pearson value of 0.955. In addition, the correlation results are in line with the previous findings of Shih (2013), who conducted research on The relationship among tertiary level EFL students' personality, online learning motivation and online learning satisfaction. Based on the findings of the study, there is a correlation between Online Learning Satisfaction and Learning Motivation.

The answer to the second research question regarding the correlation between The Big Five Personality Traits, Learning Motivation and Online Learning Satisfaction among 9th grade students at SMP Islamic Qon. The interpretation results show that there is a strong correlation between Big Five Personality Traits and Learning Motivation with a significance value of 0.00 and a Pearson value of 0.955. Then, the correlation results are in line with the previous findings of Komaraju (2005) Understanding the relationship between personality characteristics and academic motivation may be central to developing more effective teaching strategies.

Results revealed a significant relationships between the Big Five traits with Learning Motivation. Then, for The Big Five Personality Traits and Online Learning Satisfaction The interpretation results show that there is a strong correlation between Big Five Personality Traits and Online Learning Satisfaction with a significance value of 0.00 and a Pearson value of 0.86 which in line with previous research by Patitsa (2021) There are relationship between The Big Five Personality and Online Learning Satisfaction and the detail, it is known that students with high levels of learning satisfaction present higher levels of openness, conscientiousness, and extraversion but lower levels of neuroticism.

In addition, there are some results from the data description, first from the Online Learning Satisfaction variable which has 5 indicators, namely student interaction with content, student interaction with teachers, student interaction with students, student interaction with technology and general satisfaction. For the first indicator, namely Interaction with content shows that the mean value is categorized as good, which means it shows student satisfaction with the content provided and it is concluded from the questionnaire items with the highest and lowest means that the content provided is able to help improve problem solving skills but not with the assignments given, Then for the second indicator, student interaction with teachers shows a mean value in the good category, which means it shows student satisfaction with interactions with teachers and it is concluded from the questionnaire items with the highest and lowest means that the teacher has become a good facilitator in communication but is less responsive in providing feedback.

Then for student interactions with students, the mean value is categorized as good, which means that it shows student satisfaction with interactions with other students and it is concluded from the questionnaire items with the highest and lowest means that conducting discussion activities can solve problems but is less responsive in providing feedback. Furthermore, students' interaction with technology shows a mean value in the Good category, which means it shows students' satisfaction with technology and it is concluded from the questionnaire items with the highest and lowest mean that technology can facilitate their learning but lack confidence in their technological abilities.

And finally, General Satisfaction shows a mean value in the good category which means it shows student satisfaction and it is concluded from the questionnaire items with the highest and lowest mean that they are really satisfied with their learning but they are not so sure that the learning provided really meets their needs. Then, the second variabel Learning Motivation, Learning Motivation have 2 indicator are Intrinsic Motivation and Extrinsic Motivation. The most of both of their question items shows mean in high category but in total mean Intrinsic Motivation is bigger than Extrinsic Motivation shows that Intrinsic Motivation is the most dominant motivation in influencing student learning motivation.

most dominant in influencing student learning motivation. The last variabel is Online Learning Motivation has 5 indicator are Extrversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience shows in good category. This means that students can adapt to the outside world, adapt to other people, can be someone who is reliable, able to control emotions and open to new experiences. CHAPTER 5 CONCLUSION Conclusion Several conclusions are presented after conducting the study in Three variables (The Big Five Personality Traits, Online Learning Satisfaction and Learning Motivation) and analyzing the data findings.

There is strong relationship from all them. All of interaction from Online Satisfaction show mean in good category, then for Learning Motivation, Most of Intrinsic and Extrinsic Motivation show mean in high category but in total mean Intrinsic Motivation is bigger than Extrinsic Motivation shows that Intrinsic Motivation is the most dominant motivation in influencing student learning motivation. most dominant in influencing student learning motivation.

The last variabel is Online Learning Motivation has 5 indicator are Extrversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience shows in good category. This means that students can adapt to the outside world, adapt

to other people, can be someone who is reliable, able to control emotions and open to new experiences. Suggestion From the above conclusion the suggestions that can be given are: The Teacher The teacher is advised to maintain the learning atmosphere that has been carried out but is expected to be more responsive to providing feedback to students in the future. The Students For students, maintain their motivation to learn but do not need to doubt their technological abilities because they are able to open themselves to new things.

For other researchers For other researchers especially in the field of English, who want to research on **Learning Motivation and Online Learning Satisfaction**, they can use this research as a reference for doing similar research.

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