

REFERENCES

- Ally, M. (2004). Foundations of educational theory for online learning. *Theory and practice of online learning*, 2, 15-44.
- Arikunto, S. (2010). Metode penelitian. Jakarta: Rineka Cipta.
- Ariska, A. M. (2019). Hubungan Antara The Big Five Personality dan Motivasi Belajar dengan Prokrastinasi Akademik Siswa SMA Negeri 1 XIII Koto Kampar (Doctoral dissertation, UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU).
- Bailey, J. E., & Pearson, S. W. (1983). Development of a tool for measuring and analyzing computer user satisfaction. *Management science*, 29(5), 530-545. Brown, A. (2018). Understanding and teaching English spelling: A strategic guide. Routledge.
- Chang, K. Y. (2013). Factors affecting student satisfaction in different learning deliveries. [Dissertation thesis]. [Illinois State (EE.UU.)]: Illinois State University Chen,
- H. J., Cheng, A. C., Juan, D. C., Wei, W., & Sun, M. (2020). Mitigating forgetting in online continual learning via instance-aware parameterization. *Advances in Neural Information Processing Systems*, 33, 17466-17477.
- Ghufron, M. N., & Rismawita, R. (2012). Teori-Teori Psikologi. Yogyakarta: Ar Ruzz Media. Hendricks, J. W., & Payne, S. C. (2007). Beyond the big five: Leader goal orientation as a predictor of leadership effectiveness. *Human Performance*, 20(4), 317-343.
- Horton, W. (2001). Evaluating e-learning. American Society for Training and Development. Hwang, G. J., Wang, S. Y., & Lai, C. L. (2021). Effects of a social regulation-based online learning framework on students' learning achievements and behaviors in mathematics. *Computers & Education*, 160, 104031.
- Keller, J. M. (2008). First principles of motivation to learn and e3- learning. *Distance education*, 29(2), 175-185. 1 Keller, K. L., & Kotler, P. (2015). Holistic marketing: a broad, integrated perspective to marketing management. In *Does Marketing Need Reform: Fresh Perspectives on the Future* (pp. 308-313).
- Routledge. Komarraju, M., Karau, S. J., & Schmeck, R. R. (2009). Role of the Big Five personality traits in predicting college students' academic motivation and achievement. *Learning and individual differences*, 19(1), 47-52.

- Ku, D. T., & Chang, C. S. (2011). The effect of academic discipline and gender difference on Taiwanese college students' learning styles and strategies in web based learning environments. *Turkish Online Journal of Educational Technology-TOJET*, 10(3), 265-272.
- M.G. Moore, 1989. "Three types of interaction," *American Journal Distance Education*, volume 3, number 2, <http://dx.doi.org/10.1080/08923648909526659>
- Mayer, R. E. (2019). Thirty years of research on online learning. *Applied Cognitive Psychology*, 33(2), 152-159. pp. 1–6.
- McCrae, R.R. & Costa, P.T. Jr. (1995). Domains and Facets: Hierarchical Personality Assessment Using The Revised NEO Personality Inventory. *Journal Of Personality Assessment*. Vol. 64, No. 1. 106-115.
- Muihlenburg, L. Y., & Berge, Z. L. (2005). Student barriers to online learning: A factor analytic study. *Distance education*, 26(1), 29-48.
- Palloff, R. M., Pratt, K., & Stockley, D. (2001). Building learning communities in cyberspace: Effective strategies for the online classroom. *The Canadian Journal of Higher Education*, 31(3), 175.
- Prawanti, L. T., & Sumarni, W. (2020). Kendala pembelajaran daring selama pandemic covid-19. In Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS) (Vol. 3, No. 1, pp. 286-291).
- Ramdhani, Neila. (2012). Adaptasi Bahasa dan Budaya Inventori Big Five. *Jurnal Psikologi*. Vol. 39, No. 2. 189-207.
- Ranadewa, D. U. N., Gregory, T. Y., Boralugoda, D. N., Silva, J. A. H. T., & Jayasuriya, N. A. (2021). Learners' Satisfaction and Commitment Towards Online Learning 09722629211056705. During COVID-19: A Concept Paper. *Vision*, 2
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.
- Santrock, Jhon W. (2009). *Psikologi Pendidikan (Educational Psychology)*. Edisi Ke Tiga. Jakarta : Salemba Humanika.
- Sardiman (2011). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.
- Shih, H. F., Chen, S. H. E., Chen, S. C., & Wey, S. C. (2013). The relationship among tertiary level EFL students' personality, online learning motivation and online learning satisfaction. *Procedia-Social and Behavioral Sciences*, 103, 1152-1160.
- Sun, P. C., Tsai, R. J., Finger, G., Chen, Y. Y., & Yeh, D. (2008). What drives a successful e-Learning? An empirical investigation of the critical factors influencing learner satisfaction. *Computers & education*, 50(4), 1183-1202.

Ta'amneh, M. A. A. A. (2021). Attitudes and Challenges Towards Virtual Classes in Learning English Language Courses From Students' Perspectives at Taibah University During COVID-19 Pandemic. *Journal of Language Teaching and Research*, 12(3), 419-428.

Topala, I., & Tomozii, S. (2014). Learning satisfaction: validity and reliability testing for students' learning satisfaction questionnaire (SLSQ). *Procedia-Social and Behavioral Sciences*, 128, 380-386

Torrado, M., & Blanca, M. J. (2022). Assessing Satisfaction With Online Courses: Spanish Version of the Learner Satisfaction Survey. *Frontiers in psychology*, 13, 875929.

Yusda, D. Z. P. (2020). AN ANALYSIS OF STUDENTS'MOTIVATION IN LEARNING ENGLISH AT JUNIOR HIGH SCHOOL 2 BANGKINANG KOTA (Doctoral dissertation, UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM R