

A Study of Motivation to Learn Online through the Cognitive Social Learning Theory

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ABSTRACT

The rapid evolution of technology has transformed the educational landscape, with online learning becoming a dominant mode of instruction in higher education. While online learning offers flexibility and accessibility, it also presents challenges, particularly concerning learners' motivation. Grounded in Bandura's (1986) Cognitive Social Learning Theory and Fowler's (2018) Online Learning Motivation model, this study investigates undergraduate students' perceptions of motivation in online learning, focusing on behavior, personal components, and environment in online learning and explores the relationships among these factors. A quantitative survey was conducted with 121 undergraduates using a validated instrument based on Bandura (1986) and Fowler (2018). It consisted of four sections measuring expectancy (self-efficacy and control of learning beliefs), value (intrinsic and extrinsic goal orientation, and task value), and social support (social engagement and instructor support). Findings indicate that while students exhibit strong self-efficacy and control over learning beliefs, extrinsic motivation—such as achieving high grades and career aspirations—plays a more dominant role in engagement. Social support, particularly instructor interaction, significantly impacts students' motivation, whereas limited peer interaction and feelings of isolation present challenges. Correlation analysis reveals strong relationships between personal, behavioral, and environmental factors. The study underscores the need for pedagogical strategies that enhance self-regulation, foster interactive learning environments, and integrate structured instructor support. Future research should explore technological innovations to enhance engagement.

Keywords: Cognitive Social Learning Theory, Online Learning Motivation, Distance Learning, Higher Education

INTRODUCTION

The evolution of technology has transformed educational landscapes, with online learning emerging as a key mode of instruction in higher education. The shift towards digital learning environments has been accelerated by various global factors, including advancements in digital tools, increased internet accessibility, and, more recently, the necessity brought about by the COVID-19 pandemic (Stephani et al., 2023; Al Rawashdeh et al., 2021). As a result, online learning has provided students with flexibility, autonomy, and access to diverse learning resources, which have reshaped traditional learning experiences (Chung et al., 2020; Sadeghi, 2019).

Despite its benefits, online learning presents significant challenges, particularly concerning learners' motivation. Studies indicate that motivation plays a crucial role in determining the effectiveness of online education, influencing students' engagement, persistence, and overall academic success (Rahmat et al., 2021). While some learners thrive in online environments due to the flexibility and accessibility they offer, others struggle with self-regulation, limited interaction, and reduced engagement, which can lead to decreased motivation and learning satisfaction (Meşe & Sevilen, 2021; Iftanti et al., 2023).

To understand the factors influencing motivation in online learning, this study is grounded in Bandura's (1986) Cognitive Social Learning Theory and Fowler's (2018) Online Learning Motivation model. Bandura's theory highlights the interaction between behaviour, personal factors, and environmental influences in shaping learning experiences. Fowler (2018) further expands on this by identifying key sources of motivation in online learning—expectancy, value, and social support. Expectancy refers to learners' self-efficacy and belief in their ability to succeed, value pertains to intrinsic and extrinsic motivation towards learning tasks, and social support encompasses interactions with peers and instructors that foster engagement.

Given the increasing reliance on online education in higher learning institutions, it is crucial to explore how learners perceive their motivation within this mode of learning. This study aims to investigate students' perceptions of their behaviour, personal components, and environmental influences in online learning and examine the relationships among these factors. Specifically, this study is done to answer the following questions;

- 1) How do learners perceive behaviour in online learning?
- 2) How do learners perceive their personal components in online learning?
- 3) How do learners perceive their environment in online learning?
- 4) Is there a relationship between behaviour and personal components and environment in online learning?

LITERATURE REVIEW

Theoretical Framework

Bandura's (1986) Cognitive Social Learning Theory (CSLT) explains learning as an interaction between personal beliefs, behaviors, and environmental influences. In online learning, this theory is especially relevant as students must self-regulate, engage with digital platforms, and overcome challenges such as autonomy, discipline, and social interaction (Rahmat et al., 2021). A key CSLT principle, self-efficacy, influences how students approach online learning. Those with high self-efficacy are more likely to engage in coursework, persist through challenges, and maintain motivation (Chung, Noor, & Mathew, 2020). On the other hand, students with low self-efficacy often struggle with time management and self-discipline, leading to disengagement (Iftanti et al., 2023).

Another CSLT component, observational learning, plays a critical role in motivation. In traditional classrooms, students model behaviors by watching peers and instructors. However, in asynchronous online settings, the absence of real-time interactions can make this process difficult (Meşe & Sevilen, 2021). To compensate, online platforms incorporate discussion forums, peer feedback, and video-based interactions to foster social learning (Rahmat et al., 2021). The environmental aspect of CSLT is also crucial. In online learning, factors such as course design, instructor engagement, and feedback quality directly impact motivation (Al Rawashdeh et al., 2021). Poorly structured courses with minimal instructor interaction often lead to demotivation, whereas well-supported learning environments enhance engagement.

Benefits and Drawbacks on Online Learning

Online learning has redefined education, offering accessibility and flexibility, yet it also presents challenges such as motivation loss, digital fatigue, and limited interaction. This section examines both the benefits and drawbacks of online learning.

The primary advantage of online learning is its flexibility, allowing students to study at their own pace (Chung et al., 2020). This is particularly valuable for working professionals and part-time learners who require adaptable schedules (Stephani et al., 2023). Another key benefit is autonomy in learning, which fosters intrinsic motivation. Students who set their own learning goals tend to stay engaged and perform better (Rahmat et al., 2021). Many digital platforms now include interactive tools like gamification, AI-driven recommendations, and multimedia content, making learning more engaging (Fowler, 2018). Additionally,

diverse online resources enhance learning. Compared to traditional textbooks, online education provides access to videos, simulations, and case studies, catering to different learning preferences (Al Rawashdeh et al., 2021).

Despite these advantages, student engagement and motivation remain major challenges. A key issue is the lack of real-time interaction, which can lead to feelings of isolation. Research shows that students in online settings often feel disconnected from instructors and peers, which negatively affects their learning experience (Meşe & Sevilen, 2021). Unlike face-to-face education, where discussions occur naturally, online learners must make a conscious effort to engage in digital interactions. Another challenge is that online learning requires strong self-regulation skills, which not all students possess. Iftanti et al. (2023) found that students who lack time management and self-discipline often fall behind due to fewer external pressures compared to traditional classrooms. Technological limitations also create barriers to effective learning. Not all students have equal access to high-speed internet, reliable devices, or quiet study environments, affecting their ability to participate in online courses (Alfarimba et al., 2021). Additionally, excessive screen time has been linked to mental fatigue, reduced concentration, and lower retention rates (Stephani et al., 2023).

The effectiveness of online learning depends on how well it is structured. While some students thrive in flexible, self-paced environments, others struggle with lack of structure, social isolation, and limited instructor support. Many experts suggest blended learning models as a solution, combining online flexibility with face-to-face engagement (Al Rawashdeh et al., 2021). Advancements in Artificial Intelligence (AI) and adaptive learning offer new possibilities by providing personalized feedback and real-time learning support. However, further research is needed to determine the long-term impact of these technologies on motivation and student performance.

Cognitive Social Learning Theory

The Cognitive Social Learning Theory (CSLT) introduced by Bandura (1986) emphasizes the interaction between cognitive, behavioral, and environmental factors in shaping motivation and learning. This theoretical framework has been widely applied to online learning contexts, where self-efficacy, observational learning, and social reinforcement play crucial roles in sustaining student motivation (Rahmat et al., 2021). While some studies have demonstrated that self-regulation and autonomy are key predictors of motivation in online environments (Chung et al., 2020), others highlight the necessity of instructor support and peer interaction to prevent disengagement (Meşe & Sevilen, 2021).

Bandura's (1986) framework aligns with Fowler's (2018) Online Learning Motivation model, which identifies expectancy, value, and social support as core determinants of motivation. Expectancy, measured by self-efficacy and control beliefs, determines whether learners feel capable of succeeding in an online course. Value, encompassing intrinsic and extrinsic goals, influences the level of engagement. Finally, social support, through instructor guidance and peer collaboration, enhances motivation and persistence (Fowler, 2018). Thus, CSLT provides a robust foundation for understanding online learning motivation through a multidimensional lens.

Motivation to learn Online

Learning online has brought about many benefits to both full-time and part-time learners. In a quantitative study conducted by Chung et al. (2020), the respondents in the study generally agreed that online learning motivated them in a lot of ways. The study investigated online readiness among UiTM Sarawak students. 91 respondents took part in this study and responded to the Online Learning Readiness Scale (OLRS) survey. As stated earlier, in general, the respondents felt that online learning brought about many benefits and this is because they were able to share ideas and at the same time learn from their mistakes when learning online. Besides that, the researchers stressed that motivation is not only important but also influences what people learn, how and when they choose to study. This has indeed proven that online learning has its benefits. A similar finding was also found in a study conducted by Al Rawashdeh et al. (2021). The purpose of this quantitative study was to identify the advantages and disadvantages of online learning among university learners in the United Arab Emirates. 100 learners responded to a close-ended structure questionnaire and responses were analysed using the Statistical Package for Social Science (SPSS). Results of the study revealed that online learning increased learners' motivation to learn. Al Rawashdeh et al. (2021) pointed out that online

learning is an effective way of delivering teaching and learning. They believed that online learning may someday take over the conventional way of learning as it helps learners in the educational process. Researchers of the study also proposed for more studies to be conducted concerning online learning.

A qualitative study by Stephani et al. (2023) discovered a similar finding to the two earlier studies conducted by Rawashdeh et al. (2021) and Chung et al. (2020). The study by Stephani et al. (2023) aimed to look at university students' motivation to take up online learning programs. 32 respondents took part in the focused group discussion session and responses from the respondents were analysed using thematic analysis. Findings from the study highlighted four categories of motivation underlie students' preference to participate in online learning programs. Respondents felt that learning online gives them convenience. This is because they could learn anytime and anywhere and at the same time build a network with other students. In addition, they could also express their views regarding an issue and have discussions with other learners. Stephani et al. (2023) stressed that motivation plays a crucial role in online learning as it can influence what, when, and how students learn. To add, it is also a significant factor in determining students' learning motivation.

Despite the positive benefits that online learning brings, there are also some drawbacks to online learning. In a qualitative study carried out by Mese (2021) to explore students' perceptions of online teaching and how it affects their motivation, the findings were the opposite of the three earlier-mentioned studies. In the study, semi-structured interviews were conducted and creative writing samples were collected from 12 respondents. Upon completion of the data collection, the data analysis was done using thematic analysis. The findings of the study discovered that the participants perceived online learning negatively due to the minimal communication with their teachers and, classmates, and the lack of teachers' feedback. However, when feedback was given and more interaction between teachers and students took place, the respondents felt the motivation to learn online better. The researchers believed that online learning presents many challenges to keep students motivated in their learning process.

To conclude, based on the studies above, it could be seen that online learning has its perks and drawbacks. Recent studies mentioned above proved that learners feel motivated when learning online for several reasons. Although one of the studies presented above generally received negative feedback, however, when a more conducive learning environment was shown by the teachers, the respondents felt motivated. Hence, it could be proven that online learning boosts one's motivation to learn.

Conceptual Framework

Learning is a process that requires many factors on the part of the learner. Bandura's (1986) cognitive social learning theory reports that learning is a behaviour and it is a personal process and requires the support from the environment. Nevertheless, in order to sustain the learning behaviour, learners need to have motivation (Rahmat,et.al, 2021). This study is rooted from Bandura's cognitive social learning theory and Fowler's (2018) online learning motivation. Bandura's (1986) concepts are scaffolded onto Fowler's (2018) constructs to reveal the conceptual framework presented in figure 1 below. According to Fowler (2018), the sources of online motivation are expectancy, value and social support. Expectancy is measured by self-efficacy and control of learning beliefs. Value is measured by intrinsic and extrinsic gal orientation as well as task value. Social support is measured by social engagement and instructor support.

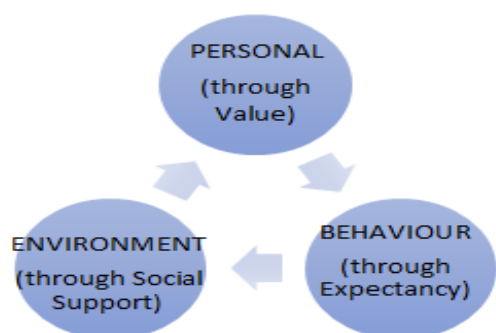


Figure 1 Conceptual Framework of the Study

METHODOLOGY

This quantitative study is done to explore motivation factors for learning among undergraduates. A purposive sample of 121 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Bandura (1986) and Fowler (2018) to reveal the variables in table 1 below. The survey has 4 sections. Section A has items on demographic profile. Section B has 13 items on expectancy. Section C has 16 items on value. Section D has 11 items on social support.

The reliability analysis of the survey shows a Cronbach's alpha of .931 for Section A, .914 for Section B, and .881 for Section C. The overall reliability for all 40 items is .951, indicating that the instrument used has high internal consistency. Further analysis using SPSS was conducted to present the findings and answer the research questions of this study.

RESULTS AND DISCUSSION

Findings for Demographic Profile

The survey revealed a higher representation of female participants (59%) compared to male participants (41%). This imbalance suggests that female students were more actively involved in the study, possibly reflecting broader enrollment patterns or greater willingness to participate in surveys on online learning motivation. The majority of respondents were undergraduate degree students (80%), followed by diploma students (17%) and a small proportion of postgraduate students (3%). This indicates that the study primarily reflects the perspectives of undergraduates, who form the largest segment of online education participants. Most respondents were from Business-related fields (64%), followed by Science & Technology (24%) and Social Sciences (12%). This indicates that the study largely reflects the perspectives of business students, which may shape the findings on motivation and engagement in online learning.

Findings for Behaviour

This section presents data to answer research question 1- How do learners perceive behaviour in online learning? In the context of this study, behaviour is presented in Expectancy is measured by (i) self- efficacy and (ii) control of learning-beliefs.

Table 1 Mean for Self-Efficacy

Statement	Mean
ESEQ 1 I believe I'll receive excellent grades in my classes.	3.8
ESEQ2 I'm certain I can understand the most difficult material presented in the readings.	3.5
ESEQ3 I'm confident I can learn the basic concepts that are being taught.	4
ESEQ4 I'm confident I can understand the most complex material presented by the instructor.	3.5
ESEQ5 I'm confident I can do an excellent job on assignments and tests.	4.1
ESEQ6 I expect to do well.	4.2
ESEQ7 I'm certain I can master the skills being taught.	3.7
ESEQ8 Considering the difficulty of the classes, the teachers, and my skills, I think I can do well.	4

Table 1 above shows the mean scores from eight statements under the self-efficacy section of the questionnaire. Based on the table, statement number six received the highest mean score of 4.2 where the respondents expected that they would do well in their courses. The second-highest mean score could be seen from statement five, with a mean score of 4.1. The statement pointed out that students felt confident that they could understand the most complex material by their instructor. Both statements three and eight recorded a mean score of 4. Statement three highlighted that students were confident that they could learn the basic

concepts that they were taught and statement eight on the other hand stated that respondents were able to do well because of their teachers and personal skills although their classes were difficult. Next, the respondents felt that they would receive excellent grades in their classes and that they could master skills taught to them with a mean score of 3.8 and 3.7 respectively. Last but not least, both statements two and four received a total mean score of 3.5 each. Respondents felt certain that they could understand the most difficult material presented in their readings and that they were confident that they could understand the most complex material presented by their instructor (statements two and four respectively).

Table 2 Mean for control of learning beliefs

Statement	Mean
ECBQ1 If I study in appropriate ways, then I'll be able to learn the material.	4.1
ECBQ2 It's my own fault if I don't learn the material taught.	4
ECBQ3 If I try hard enough, then I'll understand the material presented.	4.1
ECBQ4 If I don't understand the material presented, it's because I didn't try hard enough.	3.7
ECBQ 5 If I don't understand the online material, it's ultimately my responsibility.	3.8

Table 2 above shows the mean score for the five statements under the sub-heading control of learning beliefs of the questionnaire. Both statements one and three recorded the same mean score of 4.1 Statement one highlighted that if the respondents studied in appropriate ways, then they would be able to learn their material, and statement three stated that if they tried hard enough, then they would be able to understand the material presented to them. Next, the statement “It’s my own fault if I don’t learn the material taught” received a mean score of 4. Statement five recorded a mean score of 3.8, while statement four recorded a mean score of 3.7. Statements five and four reflected the control of learning beliefs where they felt that it was their responsibility if they did not understand the online material and that they did not try hard enough if they did not understand the online materials presented to them by their instructors.

Findings for Personal Components

This section presents data to answer research question 2- How do learners perceive their personal components in online learning? In the context of this study, this is presented as Value and is measured by (i) intrinsic goal orientation, (ii) extrinsic goal orientation and (iii) task value.

Table 3 Mean for Intrinsic Goal Orientation

Statement	Mean
VIQ1I prefer online material that really challenges me, so I can learn new things.	3.7
VIQ2I prefer online material that arouses my curiosity, even if it's difficult to learn.	3.7
VIQ3 The most satisfying thing for me is trying to understand the online content as thoroughly as possible.	4
VIQ4 When working on assignments in online settings, I prioritize choosing topics that I can learn from, even if they may not result in the highest grade.	3.8
VIQ5 I am motivated to learn, even when I am working on an assignment on my own.	4.2

Table 3 highlights intrinsic motivation, showing that most students find satisfaction in self-directed learning. The highest mean (4.2) for “I am motivated to learn, even when I am working on an assignment on my own” suggests that students are generally confident in their ability to manage independent learning (Rahmat et al., 2021). However, moderate scores (3.7) for statements on curiosity-driven learning indicate that while students value engaging content, some struggle with motivation when materials are too challenging. This suggests that

simply providing content is not enough—courses need to incorporate interactive, problem-solving elements to sustain interest and motivation.

Table 4 Mean for Extrinsic Goal Orientation

Statement	Mean
VEQ1Getting a good grade is the most satisfying thing for me.	4.7
VEQ2The most important thing for me is to improve my overall grade point average, so my concern is getting a good grade.	4.4
VEQ3I want to get better grades than most of the other students in my classes.	4.3
VEQ4I want to do well in my classes because it's important to show my ability to my family, friends, employer, or others.	4.4
VEQ5 I am motivated to excel in my studies to secure a well-paying job, promotions, and financial stability.	4.6

Table 4 shows extrinsic motivation plays a major role in students' learning attitudes. The highest mean (4.7) for “Getting a good grade is the most satisfying thing for me” indicates that performance outcomes drive engagement (Chung et al., 2020). Similarly, high scores (4.6–4.4) for career-oriented statements suggest students view online learning as a stepping stone for professional advancement. While extrinsic motivation can be effective, an overemphasis on grades and external rewards might reduce long-term interest in learning (Stephani et al., 2023). A balanced approach—where students see real-world applications of their learning—could help sustain engagement beyond just achieving high marks.

Table 5 Mean for Task Value

Statement	Mean
VTQ1I think I will be able to use what I learn in this course in other courses.	4.3
VTQ2It is important for me to learn the course material in this class.	4.4
VTQ3I am very interested in the content area of this course.	4.3
VTQ4I think the course material in this class is useful for me to learn.	4.5
VTQ5I like the subject matter of this course.	4.3
VTQ6Understanding the subject matter of this course is very important to me.	4.4

Table 5 focuses on task value, which measures how much students see their coursework as useful and relevant. The highest mean (4.5) for “I think the course material in this class is useful for me to learn” confirms that students generally perceive their studies as meaningful to their academic and career goals (Al Rawashdeh et al., 2021). However, slightly lower scores (4.3) for interest in the subject matter suggest that while students see value in their coursework, not all find it engaging. This raises an important point—course designers should ensure learning is both practical and interesting, integrating real-world applications to make materials more engaging.

Findings for Environment

This section presents data to answer research question 3- How do learners perceive their environment in online learning? In the context of this study, the environment is presented in social support and is measured by (i) social engagement and (ii) instructor support.

Table 6 Mean for Social Engagement

Statement	Mean
ISSEQ1 feel "disconnected" from my teacher and fellow students in classes.	2.
SSEQ2I pay attention in classes.	4.2
SSEQ3I enjoy class discussions.	4.2
SSEQ4I feel like I can freely communicate with other students in classes.	4.0
SSEQ5I have strong relationships with fellow students in this course.	3.7

Table 6 uncovers a key challenge—social isolation in online learning. The lowest mean (2.7) for “I feel disconnected from my teacher and fellow students” reinforces findings that lack of interaction is a major barrier to motivation in digital learning (Meşe & Sevilen, 2021). However, higher scores (4.2 and 4.0) for participation in discussions and peer communication suggest that students do engage when given the opportunity. This implies the issue is not reluctance to interact but a lack of structured opportunities. Encouraging more real-time interactions, collaborative projects, and peer discussions could help mitigate this issue and improve motivation.

Table 7 Mean for Instructor Support

Statement	Mean
SISQ1I feel like I can freely communicate with the instructor in this class.	4.1
SISQ2The instructor responds to questions, clearly, completely, and in a timely manner.	4.2
SISQ3The instructor’s expectations for me in this class are clear.	4.2
SISQ4The instructor provides the guidance I need to be successful in this class.	4.3
SISQ5 The instructor presents the material in a way that makes it relevant to me.	4.2
SISQ6 The instructor provides regular feedback that helps me gauge my performance in this class.	4.2

Table 7 assesses instructor support, with consistently high scores (4.1–4.3), suggesting students feel generally well-supported. The highest mean (4.3) for “The instructor provides the guidance I need to be successful” highlights that students value clear instructions and structured guidance (Rahmat et al., 2021). However, while feedback is appreciated, asynchronous communication still leaves some students feeling disconnected (Iftanti et al., 2023). This suggests instructors should be more proactive in engaging with students through live Q&As, personalized feedback, and interactive sessions, ensuring students feel consistently supported.

Findings for relationship between behaviour and personal components and environment in online learning

This section addresses research question four: Is there a relationship between behaviour, personal components, and environment in online learning? Correlation analysis using SPSS confirmed significant positive associations among the three components. The analysis indicated a strong and significant relationship between personal and behaviour components ($r = .693$, $p = .000$), demonstrating that students’ personal motivation is closely linked with their behavioural engagement in online learning. Likewise, a strong positive relationship was identified between environment and personal components ($r = .635$, $p = .000$), highlighting the extent to which supportive learning environments influence learners’ motivation. In comparison, the association between behaviour and environment components was moderate yet statistically significant ($r = .384$, $p = .000$), suggesting that environmental factors have a moderate impact on behavioural engagement. According to Jackson (2015), correlations between 0.5 and 1.0 are considered strong, while those ranging from 0.3 to 0.5 are

moderate. These findings therefore confirm that all three constructs are significantly interrelated, with stronger associations observed between personal and behaviour as well as between environment and personal components.

Overall, the results demonstrate that behaviour, personal factors, and environment are significantly interrelated, reflecting Bandura's principle of triadic reciprocal causation, with personal factors exerting the strongest influence by closely linking with both behavioural engagement and environmental support in online learning.

DISCUSSIONS

The findings of this study align with existing research on motivation in online learning, particularly within the framework of Bandura's (1986) Cognitive Social Learning Theory and Fowler's (2018) Online Learning Motivation model. The results indicate that students demonstrate strong self-efficacy and control of learning beliefs, reinforcing past studies that suggest self-regulated learners tend to perform better in online education (Rahmat et al., 2021). The study also supports the notion that students with higher confidence in their abilities are more likely to engage with course materials actively and persist through academic challenges (Chung et al., 2020). However, consistent with Meşe & Sevilen's (2021) study, some students still struggle with understanding complex materials, highlighting the need for better instructional design and additional support mechanisms to sustain motivation in online learning environments.

The role of intrinsic and extrinsic motivation in online learning is evident in the study's findings, aligning with Fowler's (2018) model, which emphasizes expectancy, value, and social support as key determinants of motivation. Students reported a strong task value, recognizing the importance of learning materials for their academic and career growth, a finding consistent with Al Rawashdeh et al. (2021), who noted that students who perceive their courses as relevant tend to remain motivated. Additionally, the results reflect the impact of extrinsic motivators, such as achieving high grades and securing future employment, which is in line with Stephani et al. (2023), who found that career prospects play a significant role in students' commitment to online learning. This balance between intrinsic curiosity and extrinsic rewards suggests that online course design should incorporate both engaging content and clear career-related outcomes to maintain student motivation.

The study also highlights the importance of social engagement and instructor support, further supporting the argument that online learning motivation is not solely dependent on individual factors but also on environmental influences (Bandura, 1986). While students generally reported a sense of engagement, some expressed feelings of disconnection, a challenge widely recognized in previous studies (Meşe & Sevilen, 2021; Iftanti et al., 2023). However, the strong correlation between instructor support and motivation in this study aligns with Rahmat et al. (2021), who emphasized that clear guidance, timely feedback, and meaningful interactions with instructors help mitigate feelings of isolation and improve motivation. These findings reinforce the need for interactive course structures, collaborative learning opportunities, and proactive instructor engagement to enhance students' overall learning experiences and sustain motivation in online education.

CONCLUSION

The findings of this study have significant pedagogical implications for designing and implementing effective online learning environments. Given that self-efficacy and control of learning beliefs play a crucial role in sustaining motivation, educators should incorporate structured learning strategies that promote self-regulation, goal-setting, and continuous feedback to enhance students' confidence in their learning abilities. Additionally, since both intrinsic and extrinsic motivation influence students' engagement, course content should be designed to balance academic rigor with practical applications, ensuring that students see the relevance of their learning to future career opportunities. The study also highlights the importance of social engagement and instructor support, reinforcing the need for interactive learning activities, peer collaboration, and timely instructor feedback to mitigate feelings of disconnection in online settings.

Future research should explore how different instructional strategies and technological tools (e.g., gamification, discussion forums, and AI-driven personalized learning) can further enhance motivation and engagement in online learning. Additionally, more studies could examine discipline-specific motivation factors, particularly in fields that require hands-on, practical learning experiences, to ensure that online education meets the diverse needs of students across academic disciplines.

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You can dedicate this section to give recognition and acknowledgement to those involved in your project

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