The Effect of Family Support, Learning Strategies, and Lecturers' Professional Competence through Self-Regulated Learning Mediator on Online Learning Motivation of Students of FAI Kopertais III Yogyakarta

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Abstract

This study aims to determine the effect of family support, learning strategies and lecturers' professional competence through self-regulated learning mediator on the online learning motivation of students of the Faculty of Islamic Religion (FAI) PTKIS III (UMY and UAD). This research is survey research using a quantitative approach and a correlational research model. The research analysis uses the Structural Equation Model (SEM) with the assistance of AMOS program. The results show that there is a significant effect of family support, learning strategies and lecturers' professional competence through self-regulated learning mediator on online learning motivation. Based on the results of Confirmatory Factor Analysis (CFA), it is found that after the Modification Indices, the criteria of Goodness of Fit are met with a Chi-square value of 56,760, Sig-Probability 0,94, CMIN/DF 1,290, GFI 0,963, CFI 0,983, TLI 0,983, NFI 0,952, RMSEA 0.032 and RMR 0.124. From these results, it is indicated that the model is fit. The implication of this research for the community is to increase motivation to learn online, it requires family emotional support, fun learning strategies, and good learning programs.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh dukungan keluarga, strategi pembelajaran dan kompetensi profesional dosen melalui mediator self regulated learning terhadap motivasi belajar daring mahasiswa Fakultas Agama Islam (FAI) PTKIS III (UMY dan UAD). Penelitian ini adalah penelitian survey dengan menggunakan pendekatan kuatitatif serta model penelitian yaitu korelasional. Analisis data penelitian menggunakan Structural Equation Model (SEM) dengan program AMOS. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan dukungan keluarga, strategi pembelajaran dan kompetensi profesional dosen melalui mediator self regulated learneng terhadap motivasi belajar daring. Berdasarkan hasil analisis Confirmatory Factor Analysis (CFA) setelah Modification Indicies sudah memenuhi kriteria Goodness of Fit yaitu dengan nilai Chi-square 56,760, Sig-Probability 0,94, CMIN/DF 1,290, GFI 0,963, CFI 0,989, TLI 0,983, NFI 0,952, RMSEA 0,032 dan RMR 0,124, dari hasil tersebut menunjukkan bahwa model fit. Impilikasi penelitian ini adalah untuk meningkatkan motivasi belajar daring, diperlukan dukungan emosional keluarga, strategi pembelajaran yang menyenangkan, serta program pembelajaran yang baik.

Kata Kunci: Dukungan Kelurga, Strategi Pembelajaran, Komptensi Profesional Dosen, Self Regulated Learning, Motivasi Belajar Daring

A. Introduction

Learning motivation is a non-intellectual psychological factor. Its distinctive role is in terms of growing passion, feeling happy and eager to learn. Students who have a strong motivation will have a lot of energy to carry out learning activities. A student having high intelligence, may fail due to lack of motivation. Learning outcomes will be optimal if there is the right motivation.

In learning, learning motivation plays an important role in maintaining and increasing the spirit of learning in education field (Sardiman 2016, 21). If students have low motivation, it will affect the process of understanding the materials taught by the teachers. On the other hand, if students have high willingness to gain an understanding of

the materials given by the teachers, they will be enthusiastic and motivated in doing their learning activities. Motivation often appears but also often disappears. Many factors can affect students' motivation, and one of which is the existence of family support.

Based on Friedman, family support is an act or attitude of acceptance done by one family member to the other family members. In addition, family support is a form of interpersonal relationship that involves attitudes, actions, and willingness to accept other family members, so that in a family there is a feeling of mutual attention. People who live and are in an envireonment that supports themselves will mostly experience a better life than those living in an envireonment that has little or no support for them. Thus, family support is very necessary to reduce the presence of mental illness or it can also be said that family support helps to decrese someone's mental health effects (Friedman 2013, 13). The existence of family support that is always given will become an encouragement and motivation and it will also foster children's motivation to improve their learning outcomes.

Family support can be done by giving something to family members in the form of goods, power, or information; it can also be a good advice which can make the receiver feels cared and loved by other family members. The support which can be given by family member can be in the form of (1) emotional support, for example by always motivating and assiting children in learning or understanding difficulties faced by children, (2) appreciation support, for example by giving reward to children or praise them when they succeed in learning, (3) instrumental support, it is a support done by providing or facilitating children in order to help them reach their learning achievements, and (4) information support, it can be done by giving useful information for supporting children's success in learning.

Besides the factor which can motivate students in learning such as family support, there are also factors that can reduce or eliminate enthusiasm and motivation to learn, for example the Covid-19 pandemic that has hit the world since 2020 and it affects the education field. One way which can be done to reduce the decrease of learning motivation is by arranging learning pattern or doing self-regulated learning; this is often called as self-regulation or self-regulated learning. By having good self-regulated learning, it will keep or maintain children's learning motivation, because they will feel more organized in learning and it will help them to minimize boredom in learning process.

In addition to family support and self-regulated learning, another factor affecting learning motivation is the ability of teacher or instructor in delivering materials in the classroom. The teachers' inability in delivering materials and conducting learning in

classroom can cause boredom and reduce students' learning motivation. Hence, it is necessary for teachers to have sufficient competence so that they are able to deliver materials as what they planned and students can achieve learning outcomes as they expect.

Because of the Covid-19 outbreaks, lockdown is implemented in Indonesia and it makes the teaching and learning process done online based on the Circular Letter of the Minister of Education and Culture Number 4 of 2020 which is about directions regarding studying from home through distance learning. The online learning activity makes students less motivated in following the learning process since it tends to be boring (Cahyani, Listiana, and Larasati 2020, 123–40). The distance learning cause various problems for both teachers and students (Rokhani 2020, 424–37).

Based on the researcher's prior observation, it was found that the students of Faculty of Islamic Religion Kopertais III Yogyakarta experienced demotivation in doing online learning during this Covid-19 pandemic. This condition was proved since students' learning quality decreased for the odd semester of 2020/2021 academic year. Other evidence was that there were similar answers in the assignments given by the lecturers; the students did not read the books assigned by the lecurers because they had lack of reading motivation; and students' activeness during class was low. Thus, it could be said that students of Faculty of Islamic Religion Kopertais III Yogyakarta experienced demotivation in learning. It is necessary to discover the factors and the solutions for improving students' learning motivation.

Without learning motivation, the teaching and learning process will be hard to be conducted especially during Covid-19 pandemic which forces teachers and students to do online teaching and learning activity (Cahyani, Listiana, and Larasati 2020, 123–40). The institution can do some things such as increasing teachers' competence, teachers' creativity, and family environment to improve students' learning motivation (Kasman 2018, 45). Based on the results of prior studies, it can be concluded that teachers' competence, teachers' creativity, and family environment affect students' learning motivation.

Based on the explanation above, the researcher identified some problems, such as: (1) The students' learning motivation decreases because of some factors such as similar answers to the assignments given by the lecturers, students' low motivation in reading causing them unable to answer questions, and low students' activeness during teaching and learning process; (2) Family support for children learning process and education is still not optimal and most families do not pay much attention to their children's learning outcomes; (3) The lecturers still need improvement in their competence since students

are less motivated in attending their classes; (4) Learning strategies which are less attractive and still done conventionally cause the learning process becomes monotonous and it decreases students' learning motivation and learning achievements; (5) The conditions of students who come from various cultural background greatly affect the learning process and learning motivation.

The selection of the three exogenous variables or variable (X) namely family support, learning strategies, and teachers' professional competence was done because those three things gave the most direct influence on students' learning motivation. It can also be said if there are good family support, appropriate learning strategies, and adequate teachers' compentence will give significant effect towards students' learning motivation. Those three variables depend on each other as an effort to increase students' learning motivation.

This research was survey research adopting a quantitative approach and a correlational research model. This research was conducted to investigate the conditions, situations, and other things as mentioned in previous part, then the results were presented in a research report. This study examined the causes and the effect which were not treated by the researcher or were not manipulated by the researcher. In this study, there was a causal relationship based on a theoretical study, that a variable was caused or motivated by certain variables or results in certain variables (Sappaile and Makassar 2020).

The data in this study were contained in: a) Primary data; namely data coming from the questionnaire from students of Faculty of Islamic Religion of UMY and UAD, b) Secondary data: namely the process of implementing online learning at Faculty of Islamic Religion of UMY and UAD. The population of this study was all students (male and female) of Faculty of Islamic Religion in PTKIS Kopertais III Yogyakarta in the academic year of 2020/2021.

The sample in this study was determined using Isaac and Michael formula, with the formula for determining the number of samples developed by Isaac and Michael for errors of 1%, 5%, and 10%. The population of this study were 917 students which finally rounded up to 900 students of Faculty of Islamic Religion UMY and UAD. The researcher used sampling table from Isaac and Michael with the errors of 5% so that the research sample were 251 students.

To analyse the data, the researcher used Structural Equation Mode (SEM), which was operated by using Analysis Moment of Structure (AMOS) Program. Structural Equation Model (SEM) is an analysis technique (statistics technique),

allowing the researcher to simultaneously examines a series of complex relationships which included (1) Measurement Model with Confirmatory Factor Analysis (CFA) model (2) Structural Model, validity test, reliability, normality, linearity and multicollinearity.

B. Discussion

1. Family Support

Based on Friedman, family support is an attitude, an act of family acceptance of family members, in the form of informational support, assessment support, instrumental support, and emotional support. Thus, family support can be stated as a form of interpersonal relationship that includes attitudes, actions, and acceptance of family members, so that they feel cared for (Friedman 2013, 10).

Friedman explained that family support is an attitude, action, and acceptance of each family member, and family member concludes that people who are supportive will always be ready to help when it is needed (Friedman and Bowden 2010, 63). Grant & Ray defined "family support as a set of beliefs and an approach to strengthening and empowering families, which will positively affect children's development and learning" (Grant, K. B., & Ray 2010, 76).

2. Learning Strategies

There are many definitions of learning strategies mentioned by experts. Dick and Carey as cited in Etin Solihatin explained that learning strategy is one of the common elements of learning material series and procedures which will be used by both teachers and students during the teaching and learning process (Solihatin 2012, 4).

In general, strategy can be defined as an outline of direction used to help in achieving goals that have been determined. In relation to teaching and learning, strategy can be interpreted as a general pattern of teacher and student activities in realizing learning activities. A learning strategy is an action plan (a series of activities) which includes the use of methods and various of sources in learning.

There are five components of learning strategy which need to be considered, namely preliminary learning activities, information delivery, sudents' participants, assessment, and follow-up activities. Learning strategy is a comprehensive approach in a learning system, in the form of general guidelines and a framework of activities used

to achieve learning objectives, which describes systemamtic procedures in assisting students learning efforts, organizing learning experiences, forming and planning teaching materials to reach certain learning goals (Solihatin 2012, 6).

Additionally, learning strategy is an organization of lesson content, delivery of lesson and management of teaching, and learning activities by using various learning resources so that teaching and learning process can be done effectively and efficiently. It means that the learning strategy implemented using learning resources such as teaching aids, textbooks, and index cards can support teaching and learning process become effective and efficient (Darmansyah 2010, 16).

Based on the definitions mentioned above, it can be concluded that learning strategy is a learning procedure to assist students learning efforts, organize learning experiences, organize and plan teaching materials in order to create more effective and efficient learning process in the effort of achieving learning objectives.

3. Lecturers' Professional Competence

In general, competence comes from an English word and its meaning is the ability to do something (Samani 2006, 7). The word "competence" also has some definitions. There are some definitions in English such as: (a) Competence (n) is being competent, ability (to do work), competence basically shows the ability or capability to do something; (b) Competent (adj) refers to persons having ability, power, authority, skill, knowledge, etc. (to do what is needed), competence is basically a characteristic of component people having skills, power, authority, knowledge to do what is needed; (c) Competency is rational performance which satisfactory meets the objectives for a desired condition, competence referes to rational action (performance) to achieve goals satisfactorily.

Moreover, Coopersmith (2002:38) said, "Competence is a person's ability to successfully meet the demands of achievement which is characterized by individual success in doing various tasks well". This means that competence is an important prerequisite of success of leaders (leadership) and managers (management) in carrying out their roles, duties, functions, or responsibilities.

Amstrong and Baron differed the definitions of competence and competency. Competence describes what a person needs to be able to do a job well. This definition focuses more on the effect than the effort and on output than input. While competency refers to behavioral dimensions and it is often called as behavioral competence. The

definition of competency is intended to describe how people behave when they can perform their roles well (Armstrong, M., & Baron 2005, 142).

Based on the 1945 Constitution of The Republic of Indonesia Number 14 of 2005, competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by educators, namely teachers and lecturers in doing their duties as professionals.

The Government Regulation of The Republic of Indonesia Number 37 of 2009 Article 1 about lecturers stated that: lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology and art through education, research, and community service (The Set of Laws of The Republic of Indonesia of 2009). Lecturers are educators providing a number of knowledges for students at university level. Lecturers are people who are experienced in their profession. With the knowledge they have, they can make students become smart people (Djamarah 2010, 34).

From the definitions mentioned above, it can be summarized that lecturers are educators having the main task of transforming, developing, and disseminating science, technology, and art to students through education. The position of the lecturer as a professional as mentioned in Article 3 section (1) functions to increase the dignity and role of lecturers as agents of learning, developers of science, technology, and art, as well as service to community serves to improve the quality of national education (The Set of Laws and Regulations of 2011). Based on The Law Number 14 of 2005 Article 45, lecturers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and meet other qualifications required by the higher education unit where they work, and also have the ability to create national education goals.

4. Self-Regulations Learning

Self-regulated learning is one of soft skills which must be owned by students, because it can help them to develop themselves in order to achieve their success. Ratnaningsih (2007) and Qohar (2010) mentioned that in general, students' self-regulated learning is included in the medium level, but for medium and low level students, their self-regulated learning are still low.

Self-regulated learning is students' ability to self-regulated in learning or it can also be called as students learning independence. In principle, self-regulated learning places the importance of one's ability to regulate and control oneself especially when

doing tasks. Sumarmo (2004: 37) stated that learning independence is a process of careful design and self-monitoring of cognitive and affective processes in completing an academic task. If students have hig self-regulated learning, they tend to learn better. It is supported by Hargis (Sumarmo, 2004, 37) who stated that individuals who have high self-regulated learning tend to learn better and able to monitor, evaluate, and manage their learning effectively, save time in completing assignments, manage study and time efficiently, and get high score in science.

This self-regulated theory is one of the social cognitive theories which is also the main idea created by Bundara (Bandura 1991, 248–87). Zimerman and Martinez-Pons proposed an explanation of self-regulated learning based on social cognitive theories. Bundara said that students' efforts to do self-regulated learning involve three factors such as process, environment, and student behavior (Zimmerman & Martinez-Pons 1990b, 51–59). Independent learning is related to metacognitive skills, motivation, and behavior, which actively participates in achieving goals. Self-regulation in learning can also be defined as self-direction or self-regulation in behavior. While learning based on self-regulation can be interpreted as organizing or directing oneself in learning.

5. Online Learning Motivation

According to Mc. Donald, motivation is a change of energy in a person which is characterized by the emergence of "feeling" and it is preceded by a response to the existance of a goal. In learning acivities, motivation can be stated as the overall driving force in students that brings learning activities, which also ensures the continuity of learning activities and provides direction to learning activities, so that the desired goals can be achieved.

Motivation can also be related to interest. Interest is defined as a condition that happens when a person sees the characteristics or temporary meaning of situation that is associated with his/her own desires or needs. According to Bernard, interest does not arise suddenly or spontaneously, but it appears as a result of participation, experience, habits at the time of study. So, interest will also be related to need or desire. Thus, the most important thing is how to create certain conditions so that students can always grow and want to continue learning (Sardiman 2016, 22).

Motivation is an essential condition of learning. Learning outcomes will be optimal if there is motivation. The more proper the motivation given, the more successful the lesson will be. Therefore, motivation will always determine the intensity

of the learning effort for students. Motivation is related to goals and it also affects activities. In addition to those functions, motivation also serves as stimulus of effort and achievement. If there is good motivation in learning, it will show good results. In other words, by doing efforts and having motivation, students will be able to reach good learning outcomes. The intensity of a student's motivation will determine the level of his/her learning achievement.

6. Analysis Of Research Results

This study is about the effect of family support, learning strategies, lecturers' professional competence through self-regulated learning mediator on online learning towards students' online learning motivation of Faculty of Islamic Religion PTKIS Kopertais III Yogyakarta. The detail research result is presented in the figure and table below:
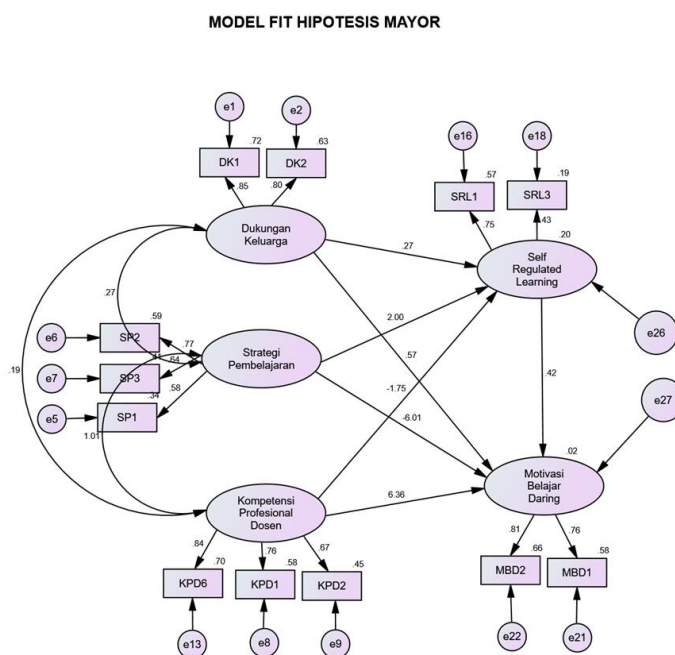

Figure 1. Model CFA Family Support

Table 1. Goodness of Fit SEM

Goodness of fit index	Criteria	Value	Description
Chi-square	Must be small	56,760	Fit
Signifikansi Probability	≥0,05	0,094	Fit
RMSEA	≤0,08	0,032	Fit
GFI	≥0,90	0,963	Fit

AGFI	≥0,90	0,935	Fit
CMIN / DF	≤2,00	1,290	Fit
TLI	≥0,90	0,983	Fit
CFI	≥0,90	0,989	Fit
NFI	≥0,90	0,952	Fit
RMR	≤0,05	0,124	Quite Fit
PCLOSE	>0,05	0,855	Fit

Source: AMOS

a. **The Role of Family Support through Self-Regulated Learning Mediator on Students' Online Learning Motivation**

Based on table 1, it could be seen the value of direct and indirect influence between variables. The direct effect is the relationship between variables that are not mediated by other variables, and the indirect effect is the relationship between variables mediated by other variables.

In this study, it was found that the direct effect given by the family support variable on the online learning motivation variable was 0,157, while the indirect effect of family support through self-regulated learning was 0,091. From the analysis, it could be said that the value of direct influence was greater than the indirect effect. Thus, the results of the analysis showed that direct family support through self-regulated learning had a significant influence on online learning motivation.

In addition, referring to the contribution of indicators to the variables (in figure 1), family support had an effect of 0.27 on self-regulted learning. It indicated that family support had a positive influence with self-regulated learning of 27%. Meanwhile, the family support variable had the largest loading factor value of 0,85 for emotional support and 0,63 for appreciation support. For the self-regulated learning variable, the loading factor value was 0,57 for diagnosing learning needs and 0,19 for indicators of viewing difficulties as challenges. Family support had an effect of 0,57 on online learning motivation, meaning that family support had a positive and significant influence with online learning motivation of 57%.

b. **The Role of Learning Strategies through Self-Regulated Learning Mediator on Students' Online Learning Motivation**

Based on table 1, the direct influence of the learning strategy variable on online learning motivation was 0,268. Meanwhile, the indirect effect of learning strategy mediated by self-regulated learning on online learning motivation was -0,015, meaning that the direct effect was greater than the indirect effect. It could be

stated that self-regulated learning had no significant effect on online learning motivation.

In learning strategy variable, the measurement was carried out using three indicators, namely indicators of preliminary learning activities, students' participation, and test; the highest loading factor was 0,07 for students' participation, 0,64 for test, and the lowest loading factor was preliminary learning activities. Thus, it could be said that learning strategies applied could make the students participate actively in learning process; the implementation of test made the students eager to learn; and the preliminary activity done by giving ice breaking activity helped the students to foster their learning motivation.

Based on figure 1 and the result analysis of Structural Equation Model (SEM), learning strategy through self-regulated learning mediator got significance of 2,094 and loading factor value of 2,00, meaning that learning strategy through self-regulated learning mediator had a positif influence on online learning motivation.

Furthermore, the mediator variable self-regulated learning on online learning motivation had loading factor of 0,42 and it had a positive effect on online learning motivation. It could be seen that the learning strategy variable had loading factor of 2,00 on self-regulated learning mediator; it meant that learning strategy through self-regulated learning mediator had a positive influence on online learning motivation. While the learning strategy variable on online learning motivation without a self-regulated learning mediator had loading factor of -6,01; it indicated that learning strategy without self-regulated learning mediator did not give positive effect on online learning motivation.

From the CFA result analysis, it could be concluded that there was a significant effect between learning strategies and self-regulated learning, and a less significant effect between learning strategy variable on online learning motivation.

c. **The Role of Lecturers' Professional Competence through Self-Regulated Learning Mediator on Students' Online Learning Motivation**

Based on table 1, the direct influence of lecturers' professional competence variable on online learning motivation was 0,162. Meanwhile, the indirect effect of lecturers' professional competence mediated by self-regulated learning towards online learning motivation was 0,176, indicating that the indirect effect was greater than the direct effect. Thus, it could be stated that, indirectly, lecturers' professional

competence through self-regulated learning has a significant influence on online learning motivation.

Based on figure 1, to measure the variable of lecturers' professional competence, three indicators were used, namely mastery of materials, management of learning program, and organization of learning program; organization of learning program got the highest loading factor of 0,84, followed by mastery of materials which got loading factor of 0,76, and management of learning program got 0,67 for loading factor. It showed that the greatest competence owned by lecturer was in terms of organizing learning program done by preparing learning well, mastering the materials, and processing learning program. The lecturers' professional competence through self-regulated learning mediator got significance of 0,094 and loading factor of -1,75; it could be said that lecturers' professional competence through self-regulated learning did not give a positive influence on online learning while loading factor of lecturers' professional competence on online learning motivation was 6,36. It could be stated that without self-regulated learning mediator, lecturers' professional competence could increase and had a positive and significant influence on online learning motivation.

d. The Role of Self-Regulated Learning Mediator on Online Learning Motivation Variable

Based on the analysis results, the direct effect of self-regulated learning variable on online learning motivation was 0,459. To measure *self-regulated learning* mediator variable, the researcher used two indicators, namely indicators for diagnosing learning needs and indicators for viewing difficulties as challenges. Indicators for diagnosing learning needs got loading factor of 0,75 and indicators for viewing difficulties as challenges got loading factor of 0,43. This result showed that students had a great willingness and ability in determining their learning needs, what they are learning for, and what benefits will be gained in learning. Meanwhile, in terms of viewing difficulties as challenges, it could be said that difficulties they faced in learning made them study harder and try to get through the challenges.

Learning motivation variable was measured using two indicators, namely indicators of the desire and willing to succeed, and indicators of the need for encouragement in learning. Indicators of the need for encouragement in learning got loading factor of 0,81, followed by indicators of the desire and willing to succeed which got loading factor of 0,76. It showed that students had a great enthusiasm to learn for success in achieving their goals in the future.

Furthermore, from this study, it could also be seen that self-regulated learning mediator gave a loading factor and a positive influence of 0,42 on online learning motivation. Hence, the results of this study proved that self-regulated learning was a good mediator for increasing online learning motivation and it had a significant influence on online learning motivation.

Based on the explanations of the minor hypothesis above, it could be seen that family support, learning strategy, and lecturers' professional competence through self-regulated learning significantly affected online learning motivation as the endogenous variable. Lecturers' professional competence on online learning motivation got the highest influence with loading factor of 6,36 and the lowest influence was learning strategy on online learning motivation with loading factor of -6,01.

C. Conclusion

Based on the results of the analysis and hypothesis testing that have been done, the results show that there is a significant effect of family support on online learning motivation, both direct influence and through self-regulated learning mediator; there is a significant direct effect of learning strategy on online learning motivation through self-regulated learning mediator and an insignificant effect of learning strategy on online learning motivation without self-regulated learning mediator.

The next result is that there is a significant influence of lecturers' professional competence on online learning motivation and there is less significant influence of lecturers' professional competence through self-regulated learning mediator on online learning motivation. It means that self-regulated learning mediator is a mediator which is not good for lecturers' professional competence so that it has less effect on online learning motivation. The results of this study show that family support, learning strategy, and lecturers' professional competence as exogenous variables can influence endogenous variables with or without mediator. However, on the exogenous variable of learning strategy, the variable of self-regulated learning has no significant effect on the variable of online learning motivation.

The final conclusion is that the model of the influence of family support, learning strategy, and lecturers' professional competence through self-regulated learning mediator on online learning motivation of students of Faculty of Islamic Religion is fit because there is a match between the results of the CFA analysis and empirical data. The results also show that the greater family support, the use of good and appropriate learning strategies,

and the adequate lecturers' professional competence affect the students' enthusiasm and motivation in doing online learning. In addition, self-regulated learning is also known as a good mediator which can give influence on online learning motivation.

Based on the research results focusing on improving online learning motivation of students of Faculty of Islamic Religion PTKIS Kopertais III Yogyakarta, it gives new insight that it is important to increase students' learning motivation especially during Covid-19 pandemic. However, there are still many limitations in rhis study which later can be used as material for improvement for further research. The suggestions provided by the researcher are:

For the academic community, both in general and in particular, for lecturers of Faculty of Islamic Religion of UMY and UAD who are in the Kopertais III Yogyakarta area, as a university and faculty becoming the leading university both nationally and internationally, to be able to improve the learning strategy used in teaching and learning process in order to increase students' online learning motivation. This is intended to produce high quality students who are excellent in their major and become successful students in the future.

For parents, they are suggested to give more family support both in the form of moral and material support to their children in order to increase children's enthusiasm and learning motivation so that they are able to become successful and qualified people in their field. For future researchers, if they are willing to do analysis using SEM, they need to pay more attention on the number of subjects and questions which will be used as source of data. A large number is recommended if the data analysis will be done using SEM. Moreover, this study has limitation since this study was conducted only at two universities. Thus, it is necessary for further researchers to conduct research at other universities which are more varied and diverse so that the research results will be more comprehensive.

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