English Students' Perception and Motivation on Online Learning
(A Descriptive Study on English Language Education Master Program Students FKIP Untan in the Academic Year 2022/2023)

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Histori Naskah		**ABSTRACT**
Diserahkan: 23-09-2023 *Direvisi:* 09-10-2023 *Diterima:* 28-05-2024		*Online learning has become essential since the beginning of the COVID-19 pandemic, especially in the educational environment. The aim of this study was to find out students' perception and motivation on online learning. This research was qualitative study. The subject of this study was the third and fifth semester students from the S2 English Language Education study program in Teacher Training and Education Faculty at Universitas Tanjungpura Pontianak. In order to collect the data, both questionnaire and interview were applied. The result showed the majority of students have a positive view on online learning during the pandemic. However, some students had negative perceptions of online learning due to poor internet connections and miscommunications that occurred while learning online. Moreover, almost all students were intrinsically motivated during the process of online learning.*
Keywords	:	*Students' Perception; Students' Motivation; Online Learning*

		ABSTRAK
		Pembelajaran daring menjadi penting sejak awal pandemi COVID-19, terutama di lingkungan pendidikan. Tujuan penelitian ini adalah untuk mengetahui persepsi dan motivasi belajar siswa terhadap pembelajaran daring. Penelitian ini merupakan penelitian kualitatif. Subjek penelitian ini adalah mahasiswa semester tiga dan lima dari program studi S2 Pendidikan Bahasa Inggris pada Fakultas Keguruan dan Ilmu Pendidikan di Universitas Tanjungpura Pontianak. Untuk mengumpulkan data, kuesioner dan wawancara diterapkan. Hasil penelitian menunjukkan mayoritas siswa memiliki pandangan positif terhadap pembelajaran daring selama pandemi. Namun, beberapa siswa memiliki persepsi negatif terhadap pembelajaran daring karena koneksi internet yang buruk dan miskomunikasi yang terjadi saat belajar daring. Selain itu, hampir semua siswa termotivasi secara intrinsik selama proses pembelajaran online.
Kata Kunci	:	Persepsi Siswa; Motivasi Siswa; Pembelajaran Daring
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INTRODUCTION

Online learning has become essential since the beginning of the COVID-19 pandemic, especially in the educational environment. It helped the students to learn without worrying about the virus's spreading. With online learning, they could learn safely in their home. As long as they had an internet connection, they could quickly learn online anytime and anywhere. They also find a lot of information and knowledge online. In conclusion, online learning eases students to learn and gain understanding.

However, based on the researcher's observation of his classmates in English Language Education, there were various problems that the students faced in online learning. For example, some students consider that online learning is new for them. A few even said they did not know how to operate online platforms like Microsoft Teams or Zoom in their early stage of online learning. Moreover, those living in rural areas had difficulty accessing the internet as they needed to go to a high place to get the signal. In addition, it would become a massive problem if the students do not enjoy their online learning or have a good internet connection. In order to make the learning process successful, teachers and lecturers should know their students' perception on online learning. Hence, students' perception of online learning is needed in order to develop an excellent online learning environment for everyone.

On the other hand, perception is the human thought process of a phenomena (Walgito as cited in Bagata, p. 3, 2020). Online learning is the phenomenon that the researcher analyzed in this research. The researcher also analyzed students' motivation on online learning since their motivation is crucial in determining the success of their learning later on. All of these would be done through an online questionnaire and online interviews. Thus, the researcher wanted to observe and describe the students' perception and motivation on online learning. The participants in this research were third and fifth-semester students of the English Language Education Master Program FKIP UNTAN in the academic year 2021/2022.

The researcher found other researchers who conducted some research related to this research. For example, a study conducted by (Rasmitadila et al., 2020) analyzed and described the perception of primary school teachers of online learning during this pandemic. The differences between the previous study and this study are that the previous study described teachers' perceptions and was conducted in a case study. In contrast, this research described students' perceptions and motivation and was shown as a descriptive study. Hence, the aim of this study was to find out students' perception and motivation on online learning. This research would be useful for the teachers and lectures in order to know their students' perceptions, motivation and also students' problems during their learning online, so that the teachers and lectures may choose the suitable application and methods in teaching the students.

RESEARCH METHOD

The form of this research is a qualitative study. The researcher used the descriptive analysis method because the researcher would describe the data about students' perception and motivation. According to Edgar and Manz (2017, p. 133), descriptive study is a study that focused on describing a phenomenon. It means that this study is used to gain information about the phenomena to describe something that exists without manipulating the variables. Since the purpose of this research is to describe English students' perception and motivation on online learning, then it was suitable for the researcher to use descriptive study. Because of the pandemic situation, the research was conducted online so that researcher may collect the data more efficiently.

To gather all the necessary data, researchers need subjects. According to Lodico et al. (2006), for being capable of providing the data that's required in a research, the researchers

need to choose the subject based on the type of question posed. In sum, the researcher chooses their subjects for qualitative research based on their knowledge and ability to respond to the questions.

The subject of this study is the third and fifth semester students from the S2 English Language Education study program in Teacher Training and Education Faculty at Universitas Tanjungpura Pontianak. The reason why they were chosen as the subject of this research is that the researcher needed to know their perception and motivation on online learning since they learned completely online from the beginning of their study. It would be very good for lecturers to know their students' perception and motivation on online learning so that the lectures may keep their students motivated during the teaching-learning process and may consider to learn online whenever needed. The questionnaire was distributed to all students. In addition, the writer asked them if they wanted to join the interview session after filling the online questionnaire. However, there were only four students who wanted to be interviewed.

The information that was needed for this study was gathered by a set of close-ended questions or statements in a questionnaire. A questionnaire is one of the qualitative data collection techniques. This is frequently implemented to find out the present condition or circumstance in the form of a survey which participants in research would do and return to the researcher (Creswell, 2012). The data in this research were collected through questionnaires that cover student's perception and motivation on online learning. The interview itself was conducted after conducting the questionnaire. Within this study, some extra statements were added to the interview questions from the survey to help reinforce the information.

The questionnaire was done through Google Form. The researcher adapted the questionnaire from Riduan (pp. 44-46, 2021) for items no. 1-15 and Islami (pp. 30-31, 2021) for items no. 16-20, because both of the studies have similarities (student's perception and motivation on online learning). The reason why the researcher adapted the questionnaire is because the researcher wanted to create all of the statements by using first point of view, hoping that the participants would answer all the statements based on their own perspective and experience.

The Likert scale was employed by the researcher in order to measure the students' perception. Moreover, in this research, the researcher used three procedures in the qualitative data analysis Miles & Huberman (1994) outlined. These include minimizing the data, data visualization, conclusion drawing, and conclusion validation.

Reducing data is the initial procedure in the data analysis process. The act of selecting, focusing simplifying, extracting, and transforming data that arises in written-up field notes or transcription is known as data compression (Miles & Huberman, 1994). The aim of data compression is to make the information gathered during field data collection easier to understand. The researcher used online questionnaires, online interviews, and documentation to collect the data on students' perception and motivation on online learning, and then interpreted the data. Unrelated data that were not really relevant to the questions of the research were discarded. Next, the information presented by the researcher as descriptive statistics after gathering and minimizing the data.

Next procedure of data analysis is presenting information. Data display, according to (Miles & Huberman, 1994), is a set of sorted information that allows the researcher to draw conclusions. Because the information in qualitative research is commonly using a narrative format, by providing a structured set of data with the capability to draw conclusions, the procedure was completed. As a result, it required simplification without reducing the content. Therefore, in data display, the researcher displayed the data visually using charts to represent the percentage of students' answers (from strongly agree to strongly disagree). The researcher

also displayed the direct quotations from the interviewees to strengthen the data from questionnaire.

The last step of data analysis is conclusion or verification. Through qualitative study, the original conclusions are still tentative and subject to revision if they are not backed by solid proof. The conclusions drawn, however, are adaptable if they are backed by reliable or convincing proof (Miles & Huberman, 1994). The study's findings and conclusion need to be competent to respond to the questions being studied. Through the data present stage, the researcher came to a summary for this study. The researcher drew the conclusion by identifying the percentage of the charts. For example, after displaying the charts, the researcher might conclude that there was a positive or negative views toward the statements from the questionnaire. The researcher also provided the comparison between one direct quotation from the interview to another quotation to have a strong conclusion.

RESULTS AND DISCUSSION
A. Perception, Motivation and Online Learning

In the entire course of learning, perception is vital. Walgito as cited in Bagata (p. 3, 2020), notes that perception is the human thought process of a phenomena. It is also supported by Goldstein (2010), who stated that perception is connected to processes like memories from past experiences and thinking. Therefore, to ease the understanding of perception, it can be simplified as the process in which students interpret something as a result that is affected by their own experience.

Analyzing students' perceptions is very good for evaluating the teaching-learning process. As cited in Bagata (p. 3, 2020), Chen notes that the perception of students is very critical for measuring teaching and learning performance. Perception includes internal (such as students' thoughts and needs) and external factors which come from outside the students, a vast perception. Each student has a variety of abilities and personalities. It is vital to take into account the characteristics of students since they can affect the course on the learning outcomes of the students concerned.

Motivation also plays an important role for human beings. Ryan (2019, p. 219) stated that motivation is essential for assessing students' level of performance and knowledge. It means that by looking at someone's motivation, we may know their performance and knowledge quality. For example, if a student is highly motivated in a learning process, the teacher surely knows that both the student's performance and learning outcome would be. In addition, Elliot, Dweck, & Yeager (2017, p. 10) stated that motivation is perhaps the most critical factor in educational achievement. Without it, the student would never attempt to learn. Of course, if a test is unimportant to the students, they may perform poorly simply due to a lack of effort to do well. The presence of a more dynamic classroom can be indicative of a significant level of motivation. The pupils' outcomes for learning would be enhanced, hence resulting in an effect. Nevertheless, students' motivation can be described as an intrinsic force that engenders enthusiasm among students, propelling them towards the attainment of educational objectives. In conclusion, motivation is very crucial in improving students' learning achievement.

Since motivation is very important in the students' learning process, the teachers should know the types of motivation that motivate their students. There are two types of motivation. According to Ryan (2019, p. 194), two types of motivation can be identified: intrinsic motivation and extrinsic motivation. Intrinsic motivation is derived from someone's own factors. The activation or functionality of one's personality does not necessarily require external stimulation, as there exists an inherent drive within each person to engage in activities. On the

contrary, extrinsic motivation refers to motives that are driven and influenced by external stimuli. It can also be characterized as a type of motivation wherein educational endeavors commence and persist due to external incentives that are not wholly tied to the learning process.

In this pandemic era, most schools applied online learning. According to Bach, Haynes, & Smith (2006, p. 1), online learning is mainly focused on the media of communication provided by technology. This implies that modern technology serves as a way to exchange information within the context of online education. Moreover, according to (Singh & Thurman, 2019, p. 302) online learning refers to the educational process that occurs through the utilization of internet-based platforms or electronic devices. It involves synchronous virtual classrooms where students interact with their instructors and peers, without the need for a real-life presence. Online learning can be summed up as the utilization of technological tools to disseminate educational content via the Internet, hence eliminating the need for in-person interactions.

Online learning has both advantages and disadvantages, even though it is the best method to use in this pandemic era. According to Robinson & Hullinger (2008) showed that online learning can create a reflection that leads to high-order thinking. This is a very beneficial effect on the students. A separate investigation carried out by Kent et al. (2016) showed that online learning can help students to work collaboratively. This is because online learning provides an interactive way for the students to have discussions. Thus, online learning can be a good solution for students to learn in this pandemic era. At the same time, online learning also has several disadvantages. The main challenge of online learning itself is it requires a constant internet connection, since not everyone has internet connection (Enriquez, p. 5, 2014). Without a good internet connection, it would ruin the teaching-learning process and it would surely disturb the students to access the class. Moreover, it would be hard for the lecturers to apply and adapt some activities such as performance, assessments, and tests (Shuey as cited in Dumford & Miller, p. 2, 2018). The students may also feel hard to adapt to certain activities.

B. The Data from Questionnaire and Interview

The researcher distributed the online questionnaire form to the students on Thursday, 8th December 2022 through WhatsApp application. After two weeks, on 22nd December 2022, there were 21 students out of 38 students who have filled out the form. The data can also be seen in the chart as follows:
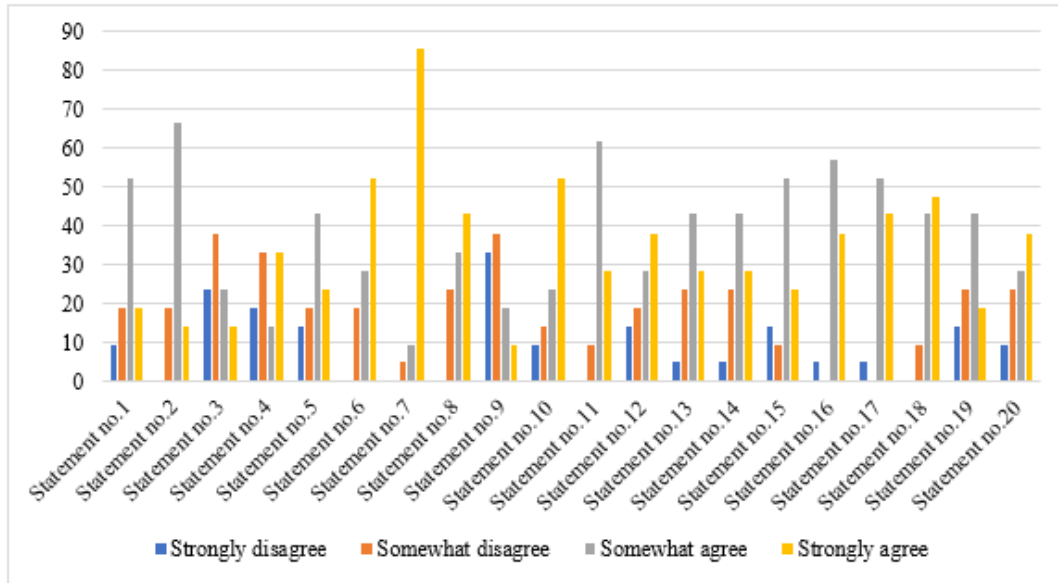
Picture 1. The result of the questionnaire

Based on the table above, there are twenty statements in the questionnaire form (Statement number 1-15 for students' perceptions, while statement number 16-20 for students' motivation).

In order to answer both research questions, the researcher needs to analyzed the findings from the questionnaire. Based on the questionnaire result, most of the students show positive attitudes toward online learning. Moreover, most of them also show that they were motivated intrinsically rather than extrinsically while learning online. In order to sum up the researcher's interpretation from the questionnaire result, the researcher provides a chart to show the interpretation clearly. The chart can be seen below:

Students' perception	Students' motivation
1. they mostly agree that their learning process is easier with online learning.	11. almost all of them believe that learning online increase their independent learning.
2. they mostly agree that their learning process is funnier with online learning.	12. more than half of them enjoy their learning online even when the subject is difficult.
3. they mostly agree that online learning doesn't waste internet data.	13. more than half of them believe that online learning improves their learning motivation.
4. they mostly prefer face-to-face meeting rather than online learning.	14. more than half of the students believe that online learning improves their interest in learning.
5. more than half of them agree that online learning can help them to improve their understanding about the lesson.	15. the students mostly want to learn online after the pandemic.
6. they mostly agree that time can be saved by learning online.	16. almost all students try to learn how to use the instructional media used by the lectures during the pandemic.
7. almost all of them mostly agree that online learning eases them for submitting their assignments.	17. almost all students try to ask the teacher and be active whenever they have difficulties.
8. they mostly agree that the main problems in online learning are limited facilities and signal.	18. almost all students diligently complete the online learning assignments.
9. they mostly agree that they have no difficulties in understanding the online learning applications.	19. more than half of the students continue to learn online even when they have no assignment.
10. the students who live in rural areas mostly have difficulties in accessing the internet connection.	20. more than half of the students believe that online learning motivates them in learning online.

Picture 2. The summary of questionnaire result

In order to strengthen researcher's interpretation, the researcher also conducted an interview. The interviewees were chosen with voluntary system, meaning that they volunteered themselves to join the interview. There were four students who joined the interview, which consist of two male students and two female students. The interview was conducted on Wednesday, 4th January 2023 through WhatsApp application. There were 5 questions for the interview, as mentioned in the chapter III. The questions are:

a. How were teaching and learning taking place during the pandemic?
b. What online learning programs did you use during the Covid-19 pandemic?
c. What are your thoughts on online learning during the pandemic? Was it capable of capturing your interest as a student?
d. Did online learning satisfy your expectations and help you enhancing your skills?
e. What are your expectations for the current learning situation?

In order to provide the result of the interview, the researcher writes the transcript of the interview from all four interviewees. The transcript of the interview can be seen as follows:

Question 1: How were teaching and learning taking place during the pandemic?

-   IQP: "There are actually issues when we were trying to adapt the new condition, that is online learning. We need to prepare, for example if we don't have a WIFI we should get a WIFI or we have to find another place, maybe in a café. But those who live, maybe far away, maybe in a small village where there is no café or something like that, we try to use like our phone data and of course this data will blend to another problem like connection issue or maybe the signal, and for some people this is very example but as time goes by, the condition gets easier and easier until the recent time."

- UW: "It was good in the campus, which is we needed to be able to provide everything such as internet connection, WIFI and sometimes we have a problem in LMS, sometimes when it comes to the deadline of the submissions. Overall, everything runs well. While although the lectures they have communicated with us first whether the class would be possible or change the schedule, but everything runs well."
- NAHP: "Since I learned during the pandemic, it actually has plus and minus that I got. For example, sometimes connections became a problem. But here in my house, I have WIFI so sometimes there was no problem here since I used WIFI except if there's a storm or something."
- W: "For me, it was a bit difficult because I had to go to another place to get the internet connection and because in this pandemic not everyone has good internet connection. This is my difficulty as a student in master program."

Question 2: What online learning programs did you use during the Covid-19 pandemic?
- IQP: "For the online platform of program, I tried to use the ease of access but there was also time that I used other platform of English such as Moodle and maybe I tried to experiment in other LMS such as Canvas or Edmodo, which is very cute and interesting in term of it has cute mascot that the students can use to represent themselves. There is also program to ease my access to gain journal, for example I used Mendele which is very helpful for me to find journals and help me to find similar research for my title that I'm going to conduct."
- UW: "I'll say it depends on the lectures, I guess. Most of them used Google classroom, and some of them mostly used LMS.
- NAHP: "Google classroom, sometimes zoom and google drive."
- W: "I mostly used Google meet and zoom, so far these applications are suitable for this online learning."

Question 3: What are your thoughts on online learning during the pandemic? Was it capable of capturing your interest as a student?
- IQP: "Actually, talking about motivation is kinda complicated because there are times that when I see it from the correct perspective, it is very easier for me to gain the motivation and it will help me to motivate myself during the learning. But there are also times where there's just maybe the information or the material or the topic is too rare, when I search it on the internet it doesn't show up, or maybe it shows but it doesn't exactly what I'm trying to find. So, there's time when something happens, I tried to distract myself and I tried to gain my motivation back after that maybe I try to find it on other platforms which hopefully they have what I need."
- UW: "Online learning is one of the solutions when it comes to the pandemic situation like we have faced in these three years so I think it is a good solution and that's very good. We tried to reached all the learning objectives and goals by having that online learning like submitting the tasks on google classroom and LMS. So, it's very good and it's very helpful for all the students to run all the subject in the campus."
- NAHP: "Surely, because with online learning we can learn everywhere we want and it's not difficult for me to learn."

- W: "Actually I wanted to learn face-to face with other lectures and some friends. I think I'm not satisfied with online learning because some problems cannot be said directly to friends and lectures. Something what I understand here and what the

lectures instructed; it can be different from what we understand. So, am not really motivated. One of the things that made me motivated is that we can communicate with other friends with different countries, but that was another case. But in our learning, as a student in master program, I'm not satisfied. Sometimes I got motivated because I didn't spend money to go to the campus and just stayed at home. But in my satisfaction of learning, I don't feel I get it."

Question 4: Did online learning satisfy your expectations and help you enhancing your skills?

- IQP: "For me, personally there are times that it does improve my learning skills. It is very rarely, but maybe because I have a lot actively looking to improve second skills that I have currently, but there are times that I gain new skills, for example new software or new ways to convey new content or new expression or idioms. Overall, I think the improvement is mostly about how to communicate well to others."

- UW: "I think it has one plus that I agreed but on the other hand, some skills cannot be improved by the online learning such as like there are some subjects that we have to have the offline meeting which is sometimes offline is very beneficial for all the students like we are more focus to absorb all the knowledge. But sometimes, online learning is very helpful. Like when it comes to rainy season, we don't have to go to the campus anymore, right? I think it depends on the subject. For some of them, we need the online like ICT of course we need the online. But, for most of the subjects I think offline is more difficult than online. But it's pandemic, so online learning helped me to improve my skills actually in improving the technology used. Maybe long time ago, I am not really used to have like website and any others but now we suppose to know all those things."

- NAHP: "Yes, it improved me because we can learn anywhere and whenever we want."

- W: "I think this was unusual learning since previously we didn't use Google meet or zoom, so that I could improve myself by using these applications. Because we have to master these applications so that we understand how to use them. I think that is the improvement from the previous learning."

Question 5: What are your expectations for the current learning situation?

- IQP: "We are still conducting online learning, but we need to prepare for the offline condition. I believe that offline situation can really improve our learning, to avoid miscommunication unlike the online classroom. I believe a combination between them is very important. For example, maybe the classroom can stay offline but to access the materials on how to collect or submit the task through online platform."

- UW: "I think flip classroom is more beneficial for us the students and the lecturers as well. So, like all the lectures may post the materials first to LMS or GC and the students try to catch up the materials while in the campus we just need to have discussion toward the subject. I think flip classroom is one of the types of blended learning that can be applied in this post pandemic situation."

- NAHP: "Because there's no online learning again, I think it will be better because actually, maybe, if we learn with face-to face it should be better because with online learning even if we can learn everywhere we want, but maybe face to face will make us more focus in learning. So, I think it should be better."

- W: "My expectation is that we can learn normally in a room and do face to face learning because UNTAN can be reached by the students in West Kalimantan. We

can use online learning if someone is sick or they have problems in life and cannot attend the meeting in the classroom. But personally, I really want to have face to face meeting. This is my expectation for the current learning."

During the Covid-19 pandemic, students expressed both positive and negative attitudes toward online learning. Because of the pandemic, the respondent stated that it is the essence of advanced technologies in these technological days, and it serves as an innovative path to perform learning experience from home. According to the findings of the interviews, the majority of students have a positive perception. NAHP is one of the students who has a positive perception. NAHP claims that she enjoyed all of her online learning progress because with online learning she could learn everywhere and it was not difficult. It was backed up by another student, UW who stated:

"Online learning is one of the solutions when it comes to the pandemic situation like we have faced in these three years so I think it is a good solution and that's very good."

On the other hand, there are additionally individuals who are skeptical of online learning due to a variety of issues such as internet connection and misunderstanding toward the lesson. IQP is one of the students who has a negative perception about the internet connection in online learning. IQP claims that those who live in a village where there is no café or something like that, internet connection became a problem. It was supported by another student, W who stated:

"For me, it was a bit difficult because I had to go to another place to get the internet connection and because in this pandemic not everyone has good internet connection."

Moreover, W also claims that misunderstanding occurred during the online learning. He claims that something what he listened there can be different from what the lecturers said. It was backed up by IQP who stated:

"I believe that offline situation can really improve our learning, to avoid miscommunication, unlike the online classroom."

C. Discussion

Based on the result from both questionnaire and interview, the findings indicated that most of the students show positive attitudes toward online learning. This may happen because online learning has a lot of advantages, such as time saving, easy to access, and many more. However, there are also some students who show negative attitudes toward some issues in online learning, such as the internet connection and misunderstanding during the online learning. These issues may occur in online learning, since not all students have good internet connection. In addition, previously before the pandemic, it was not usual for the students to learn completely online. Hence, negative attitudes toward online learning occurred. Moreover, most of them also show that they were motivated intrinsically rather than extrinsically while learning online. This may occur because learning online at home, especially in the pandemic requires all students to be active independently and intrinsic motivation may arise from their own self.

The findings from this study seem consistent with previous study done on different subject. Adnan (2020) conducted a study with undergraduate and postgraduate students as the participants. According to the findings, a majority of students, specifically 51.6%, identified signal availability/strength as the primary challenge encountered in the context of online learning. Moreover, a significant majority of students, specifically 61.1%, expressed a sense of comfort when engaging in internet communication. Furthermore, it is worth noting that an only 10.3% of students hold the belief that online learning possesses a higher level of motivation compared to traditional learning. Conversely, a significant majority of students,

amounting to 71.4%, maintain the perspective that online learning is not as motivating when compared with conventional learning. These findings are in line with the researcher's study, as in the interview section number five, all students hope that face-to-face (and hybrid learning) can be applied in the campus when the pandemic over.

The research findings are also reinforced by Rasmitadila et al. (2020), who assert that students generally have positive perspectives towards online learning. However, they also highlight the existence of many challenges that require attention and resolution. There is a higher probability that students will persist in their engagement with online learning due to their recognition of the benefits and convenience associated with this mode of education, which allows for flexibility in terms of location and timing. Furthermore, it is observed that students possess a proclivity for acquiring proficiency in the various platforms employed for online educational purposes. An additional discovery emerged, indicating that students experienced challenges in comprehending the course content when engaging in online learning. Consequently, in order to mitigate challenges and optimize the attainment of educational goals, it is imperative that online learning is systematically developed, implemented, and evaluated.

CONCLUSSION AND SUGGESTIONS

Based on the preceding discussion, it can be inferred that the majority of students possess a favorable opinion of online learning amidst the epidemic. Nevertheless, several students hold a pessimistic viewpoint regarding online learning, primarily due to concerns related to internet connectivity issues and potential misunderstandings that may arise throughout the online learning process. Moreover, it can be observed that a significant majority of students exhibit intrinsic motivation when engaging in the online learning experience. Nevertheless, individuals continue to exhibit a preference for in-person meetings and blended learning over online learning.

Based on the study's findings regarding students' perceptions and motivation for online learning, the researcher made some recommendations. Those recommendation can be described as follow:

1. For the students, the utilization of online learning is anticipated to foster more self-sufficiency among individuals. It is anticipated that students would allocate a greater amount of time towards engaging in learning and honing their finding abilities through the utilization of online resources. Also, the student should diligently ask the lecturer if there is any question in order to avoid misunderstanding about the lesson or other information.
2. For the teacher, they should learn more about online learning applications and how to select appropriate applications for their students. Also, the teacher should always give the students time to ask and motivate their students during their learning progress in order to make a successful learning.
3. For other researchers in the future who interested in conducting similar research may use this study as a reference. They also may continue to explore various topics related to students' perception and motivation.

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