

The Role of Fulfilling Affiliation Needs as a Mediator of the Effect of E-Learning Learning Model Experience on Student Motivation

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Abstract. The purpose of this study was to determine the role of fulfilling affiliation needs as a mediator of the effect of E-Learning learning model experience on learning motivation in public high school students in Makassar City. The research sample collection technique used Multistage Cluster Random Sampling. The research data collection technique used (1) User experience questionnaire (UEQ) to measure the experience of E-Learning learning model. (2) Interpersonal orientation scale (IOS) to measure the fulfilment of students' affiliation needs. And (3) Learning Motivation Scale to measure students' learning motivation. The research data analysis technique used descriptive analysis and hypothesis testing. The results of the research data analysis showed (1) There is a very significant effect of e-learning experience on affiliation needs ($\beta = 0.476$; $p < 0.001$), (2) There is a very significant effect of affiliation needs on learning motivation ($\beta = 0.336$; $p < 0.001$), (3) There is a very significant effect of e-learning experience on learning motivation ($\beta = 0.378$; $p < 0.001$). (4) There is a highly significant role of affiliation needs as a mediating influence of e-learning experience on learning motivation ($\beta = 0.160$; $p < 0.001$).

Keywords: Learning Motivation, E-Learning Model, Affiliation Needs

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INTRODUCTION

Student learning motivation is influenced by the quality of learning at school. One of the factors that influence the quality of learning is the use of appropriate learning methods with the material being taught. In the learning process, teachers must realise how important knowledge is in the selection and use of appropriate learning methods, because the use of appropriate learning methods will increase student learning motivation. As stated by Djamarah & Bahri (2016) that the method has a position as an extrinsic motivational tool that functions as an external stimulus that can motivate students to play an active role in participating in learning activities. Therefore, every method needs to get student responses because students act as subjects and objects of education. It is students who are central to the success of education.

In the current learning process, two methods are generally known, namely the offline learning method and the online learning method (e-learning). Theoretically, according to the opinion of Jannah (2021), e-learning affects the limited social interaction between students and students and teachers with students, which is only limited to the delivery of material, giving a lot of assignments and collecting assignments and limited discussions in online learning. It is not uncommon for students in online learning to lose focus in the learning process, so that understanding of the subject matter is not conveyed properly. This condition can affect students' learning motivation and at the same time affect the fulfilment of students' affiliation needs. This is certainly different from offline learning, because in offline learning students can interact directly with each other, both with other students and with teachers at school. The need for interaction itself is a form of affiliation needs.

Fulfilment of affiliation needs is one of the human needs, including students. Social interaction is a dynamic social relationship to build social relationships. Adolescence is a period of developmental transition to adulthood, involving biological, cognitive and social changes. The urge to affiliate arises as well as in adolescents, this is because as social beings individuals have various kinds of needs that must be fulfilled. One of the developmental tasks that students or adolescents must fulfil is the task of social development (Ardi, Ibrahim, & Said, 2022). Where students will tend to foster good relationships with others and be accepted by others. Fostering good relationships and being accepted by others is called the need for affiliation. The need for affiliation is in line with one of the developmental tasks of adolescence, namely fostering more mature relationships with other people of either the same or opposite sex.

Affiliation needs will influence their behaviour. This makes students able to show energy in completing academic tasks, developing social relationships, gaining appreciation and acceptance from their environment and increasing abilities, because students are motivated to fulfil and minimise the shortcomings that exist in themselves. Students who have affiliation needs according to Murray (Hall & Lindzey, 2005) will fulfil aspects of getting closer which leads to students' closeness to others, working together means having a good response from others which leads to achieving common goals, making others happy means pleasing others by showing a

caring attitude and others. Seeking affection means seeking love and favour from others, and staying loyal to friends means students will struggle in maintaining their relationships with others.

Murray (Ekinasmara, 2013) states that the need for affiliation will motivate individuals to make friends and will tend to maintain relationships that have been established with others, this can be seen from a warm, open attitude, and maintain the feelings of others. Furthermore, the urge to affiliate exists because humans are social creatures who have various wholes that must be fulfilled so that their lives run smoothly (Yunairrahmah, 2014). Students who are able to display a warm, open, and secure attitude will have high self-confidence and are free to express their thoughts, feelings and be able to be creative (Sari, Neviyarni & Ildil, 2018).

Based on observations in several State Senior High Schools (SMA) in Makassar City, it was found that some students were less able to work together and liked to work individually, this was seen when students were given group assignments, there were several students who chose to do their own assignments. There are students who hurt their friends' feelings, seen when there are students who mock their friends. Some students during breaks choose to eat alone rather than joining friends. There are students who are not accepted by their class group, this can be seen when students choose not to sit with their classmates and ostracise friends. Some students experience barriers in establishing interpersonal closeness, this can be seen when during recess he prefers to spend time alone. Furthermore, related to the social support received, there are some students who do not get social support from their friends, for example, being made fun of when asking questions.

Empirically, there are a number of factors related to students' affiliation needs, including Anggraini's research (2016) which found a relationship between the fulfilment of affiliation needs and assertiveness in students. In Khasanah's research (2015) the fulfilment of affiliation needs is related to self-openness in adolescents (students), and Konu and Rimpela's research (2002) fulfilling the affiliation needs (being) of students with students and students with teachers affects student learning motivation. Meanwhile, in the opinion of Jannah (2021) that e-learning also affects the limited social interaction (fulfilment of affiliation needs) between students and students and teachers. This condition affects the fulfilment of students' affiliation needs in online learning.

Based on the background of the problems mentioned above, the research will examine the role of fulfilling affiliation needs as a mediator of the influence of e-learning learning model experience on student learning motivation. Throughout the researcher's search, research that models the role of affiliation needs as a mediator of the influence of e-learning learning model experience on student learning motivation has never been done.

RESEARCH METHOD

The type of research used in this study is a quantitative method. The research approach is correlational research with data collection tools, namely the scaled survey method. In this study, there is one exogenous (independent) variable, namely the experience of the e-learning model (X), one mediator variable, namely the fulfilment of affiliation needs, and one endogenous (dependent) or dependent

variable, namely student learning motivation (Y). The location of this research was a State Senior High School (SMA) in Makassar City, South Sulawesi Province, which was determined by multistage cluster random sampling. The research time was conducted for six months (March-August 2023).

The population of this study were students of State Senior High Schools (SMA) in Makassar City with a total of 22,746 students. The sample size in this study was 392 students. There are two types of data collection methods used in this study. First, using documentation techniques to collect data on the number of schools and the number of students in the research area. Second, using a questionnaire instrument or Likert scale to collect field data both data regarding the experience of the e-learning learning model, data related to fulfilling affiliation needs, and data related to learning motivation using a questionnaire instrument or scale.

The experience of the e-learning learning model was measured using the user experience questionnaire (UEQ) developed by Hinderks, Schrepp, and Thomaschewski (2018). The question points refer to the list of UEQ questionnaires that have been available online and adapted by the researcher. The UEQ scale has six aspects, namely attractiveness, perspicuity, efficiency, dependability, stimulation, and novelty.

Fulfilment of affiliation needs was measured using the Interpersonal Orientation Scale (IOS) by Hill (1987) and adapted by the researcher. The IOS scale focuses on the underlying aspects of affiliation needs, namely, positive stimulation, emotional support, attention, and social comparison.

Learning motivation is measured using a measuring instrument that has been developed by Anugraheni, Seprina, Paramitasari, Vionita and Husna (2019) which includes four aspects of the desire to understand and master what is learned, commitment to duties and obligations to learn, initiative to learn, and optimistic about learning outcomes.

This study uses two research data analysis techniques, namely: (1) descriptive analysis with the aim of providing an overview of the subjects and research variables based on the hypothetical mean category of the research. (2) inferential analysis aims to test the research hypothesis. Hypothesis testing in this study uses the Structural Equation Model (SEM) with the help of Lisrel software and the online version of the sobel test, to test the mediation effect.

RESULT AND DISCUSSION

Result

1. Descriptive Analysis Results

Description of Research Subjects

The subjects in this study were high school students aged 16-18 years in Makassar city, totalling 392 people. The following is a descriptive description of the research subjects based on gender.

Table 1. Description of gender

Gender	Frequency	Percentages
Female	273	69.6%
Male	119	30.4%
Total	392	100%

The table above shows that out of 392 subjects, 273 (69.6%) were female and 119 (30.4%) were male. It can be concluded that in this study, the majority of subjects were female. The following is a description of the subjects based on age.

Table 2. Description of age

Age	Frequency	Percentages
16	131	33.4%
17	182	46.4%
18	79	20.2%
Total	392	100%

The table above shows that the majority of subjects are 17 years old, namely 182 (46.4%), then 16-year-old subjects are 131 (33.4%), while 18-year-old subjects are 79 (20.2%). Next is the description of subjects based on class, which is as follows.

Table 3. Class description

Class	Frequency	Percentages
XI	221	56.4%
XII	172	43.6%
Total	392	100%

The table above shows that the research subjects came from two different classes, namely, class XI and class XII. The number of subjects was dominated by class XI, namely 221 (56.4%), while class XII subjects were 171 (43.6%).

Description of Research Data

The results of the research data description analysis aim to determine the research data that will be obtained from the categorisation of variables. The following is the mean value of the variables which is a reference for the categorisation of research variables.

Table 4. Hypothetical data of variables

Variables	Hypothetical			
	Min	Max	Mean	SD
Learning Motivation	21	105	63	14
E-learning Experience	19	133	76	19
Affiliation Needs	20	100	60	13

Based on the average value of each variable above, categorisation will then be carried out consisting of high, medium, and low.

a. Learning motivation variable data

The learning motivation scale consists of 21 items with the lowest response of 1 and the highest response of 5. The lowest score is 21 and the highest score is 105 ($M = 63$; $SD = 14$). The following is the categorisation of learning motivation.

Table 5. Categorisation of learning motivation

Intervals	Category	Frequency	Percentages
$X \geq 77$	High	82	20,92%
$49 \leq x < 77$	Medium	165	42,09%
$X < 49$	Lov	145	36,99%
Total		392	100%

The table above shows that the majority of research subjects have moderate learning motivation, namely 165 (42.09%), then 145 (36.99%) subjects have low learning motivation, while only 82 (20.92%) other subjects have high learning motivation.

b. E-learning experience variable data

The e-learning experience scale consists of 19 items with the lowest response of 1 and the highest response of 7. The lowest score is 19 and the highest score is 133 ($M = 76$; $SD = 19$). The following is the categorisation of e-learning experience.

Table 6. Categorisation of e-learning model experience

Intervals	Category	Frequency	Percentages
$X \geq 95$	High	42	10,71%
$57 \leq x < 95$	Medium	236	60,20%
$X < 57$	Lov	114	29,08%
Total		392	100%

The table above shows that the majority of subjects in this study were in the medium category in terms of e-learning experience, namely 236 (60.20%) subjects. Then, the low category is 114 (29.08%) subjects, while the high category is only 42 (10.71%) subjects.

c. Data on affiliation need variables

The affiliation needs scale consists of 20 items with the lowest response of 1 and the highest response of 5. The lowest score is 20 and the highest score is 100 ($M = 60$; $SD = 13$). The following is the categorisation of affiliation needs.

Table 7. Categorisation of affiliation need fulfilment

Intervals	Category	Frequency	Percentages
$X \geq 73$	High	127	32,40%
$47 \leq x < 73$	Medium	142	36,22%
$X < 47$	Lov	123	31,38%
Total		392	100%

The table above shows that the subject's affiliation needs tend to be in the moderate category, namely 142 (36.22%) subjects. Then, as many as 127 (32.40%) subjects are in the high category, while 123 (31.38%) other subjects are in the low category.

2. Hypothesis Test

Correlation analysis

The results of the Pearson correlation analysis used to examine the potential relationships between the variables in this study, showed that e-learning experience was positively and significantly correlated with the need for affiliation ($r = 0.500$; $p < 0.001$) and learning motivation ($r = 0.563$; $p < 0.001$). In addition, it

was also found that the need for affiliation was also positively and significantly correlated with learning motivation ($r = 0.507$; $p < 0.001$). The following table shows the correlation between the variables.

Table 8. Correlation between variables

Variables	M	SD	1	2	3
1. E-learning experience	3,340	1,470	-		
2. Affiliation needs	3,030	1,390	0,500***	-	
3. Learning motivation	2,760	1,230	0,563***	0,507***	-

Description: * $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$

Measurement Model

The results of hypothesis testing in this study provide evidence that the theoretical model built based on empirical data in the field has very good feasibility. The results of the theoretical model measurement test in this study have been well supported by empirical data by referring to the model fit index, such as χ^2 ($df = 66$) = 217.21 ($p = 0.000$), CFI = 0.986, NFI = 0.979, NNFI = 0.980, GFI = 0.923, RMSEA = 0.076 (90%CI = 0.065 - 0.087), SRMR = 0.031. Thus the model used in this study has passed the model fit test (Hair, Black, Babin, and Anderson, 2014) or it can be said that there are no differences in the proposed theoretical model with empirical data in the field, so it is feasible to test further to the structural model test stage. The following is a picture of the structural equation model:

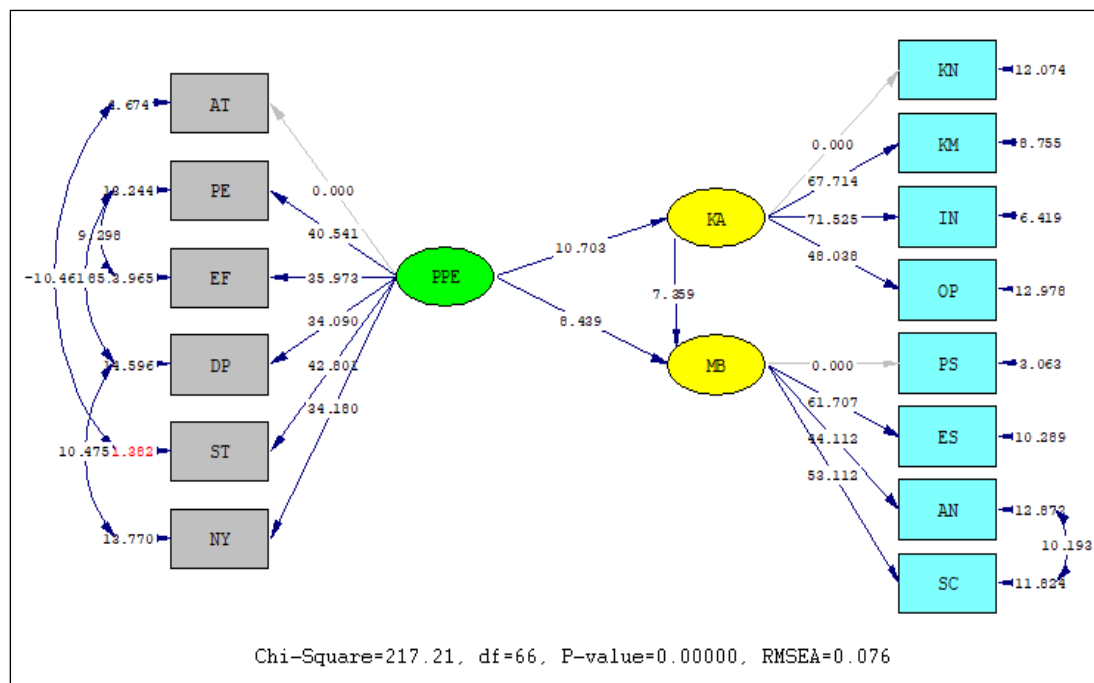


Figure 1. Structural equation model with standardised path coefficients

Structural model

In the structural model, we will see the direct effect and indirect effect or mediating effect in this study. The following test results are presented in the table.

Table 9. Hypothesis testing results

Variables	β	S.E	$t \geq 1,96$
Direct effect			
E-learning experience (X) \rightarrow Affiliation needs (M)	0,476	0,040	10,703***
Affiliation needs (M) \rightarrow Learning motivation (Y)	0,336	0,041	7,359***
E-learning experience (X) Learning motivation \rightarrow (Y)	0,378	0,036	8,439***
Indirect effect			
X \rightarrow M \rightarrow Y	0,160	0,022	6,044***
Total effect			
X \rightarrow Y	0,538	0,035	12,581***

Description: * $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$.

The table above shows that e-learning experience has a positive and significant effect on the need for affiliation ($\beta = 0.476$; $p < 0.001$), so it can be said that H1 is accepted. Then, the analysis results also show that the need for affiliation has a positive and significant effect on learning motivation ($\beta = 0.336$; $p < 0.001$), so it can be said that H2 is accepted. The analysis results in the third hypothesis also show that e-learning experience has a positive and significant effect on learning motivation ($\beta = 0.378$; $p < 0.001$). Therefore, it can also be said that H3 is accepted.

As for the results of testing indirect effects (mediation), it is found that there is a significant positive influence between e-learning learning experience on learning motivation mediated by affiliation needs ($\beta = 0.160$; $p < 0.001$), so it can be said that H4 is accepted. This result shows that the need for affiliation acts as a mediating influence of e-learning experience on learning motivation. The results of the structural model test that has been carried out show that the proposed theoretical model has a contribution of 53.8% (total effect) in increasing learning motivation among students.

Discussion

This study modelled the fulfilment of affiliation needs as a mediator of the effect of e-learning experience on student learning motivation. The results of the analysis that has been carried out show that the fulfilment of affiliation needs is able to act as a partial mediation on the effect of e-learning learning experience on student learning motivation. The following is a complete discussion related to the objectives of this study.

1. The Effect of E-learning Experience on Learning Motivation

The results of data analysis show that e-learning experience has a significant positive effect on learning motivation. This means that the higher the level of e-learning experience, the higher the students' learning motivation. Vice versa, the lower the level of e-learning experience, the lower the learning motivation. In this study, the e-learning experience refers to e-learning that students have used or are still using. The results of this study are in line with the theory that suggests that learning methods are influential in increasing student learning motivation, so that teachers always think about learning methods that can increase student learning motivation (Sari, 2015). E-learning is one of the learning methods. Wiryanto, Kumala, and Adhiyati (2023) stated that in the era of education 4.0, teachers are

required to be more creative and highly innovative in carrying out teaching and learning activities so as to increase student learning motivation. The innovation of learning methods requires teachers to be more competent regarding technological advances and then apply them in the learning process. The form of application is through e-learning.

Silaswara, Gunawan, and Kusnawan (Sary & Prasetyo, 2021) suggest that the application of e-learning in learning consistently and stably can encourage student learning motivation. It is also said that learning motivation resulting from a comfortable and conducive learning atmosphere can motivate students in learning activities so that they can achieve satisfactory learning outcomes (Seneru, 2023). One of the conveniences of e-learning is the flexibility of time and place, as it can be accessed anytime and anywhere (Aurora & Effendi, 2019). With this convenience, students can find their own comfortable place or time so that it can trigger their learning motivation. Suharni and Purwanti (2018) suggested that one of the strategies in fostering student learning motivation is by using varied learning methods, in which case e-learning can be applied. E-learning accommodates various learning styles, such as being able to present learning with various learning modalities both audio, visual, and kinesthetic (Sari, 2015).

The results of this study are supported by research conducted by Seneru (2023) who found that online learning (e-learning) has a positive impact on student learning motivation. It is argued that the quality of learning content, ease of access, and student satisfaction with the online learning experience are important factors that influence student learning motivation. It is also revealed that online learning with media applications such as zoom, WhatsApp, and Google Forms is effective in distance learning (Seneru, 2023). Research by Wiryanto, Kumala, and Adhiyati (2023) showed that e-learning has a positive and significant effect on the learning motivation of students in class XII TKR at SMKN 1 Lelea. In addition, Sulisworo and Agustin (2017) found that e-learning in the physics learning process can foster student attention and motivation, can provide interesting and challenging learning materials for students, can use appropriate and interesting learning aids, and can create a comfortable and pleasant learning atmosphere for students. Thus, it can be said that e-learning experience affects learning motivation.

2. The Effect of Fulfilling Affiliation Needs on Learning Motivation

The results of data analysis show that there is a significant positive influence between affiliation needs and learning motivation. This means that the higher the level of fulfilment of affiliation needs, the higher the students' learning motivation. Conversely, the lower the fulfilment of affiliation needs, the lower the learning motivation. The results of this study are in line with the theory which reveals that in a social perspective, motivation can grow through the need for affiliation or connection with others in a safe manner. For example, the presence of peers, students' attachment to their teachers, the presence of parents in accompanying their learning process, and the desire to establish relationships with other individuals in a positive way can help increase learning motivation. This is because students with supportive and caring relationships will tend to have positive

academic attitudes and enjoy doing activities at school. (Lutfiwati, 2020). In addition, teachers who act as educators and student mentors certainly have the competence and foresight to help develop student potential and increase student motivation to learn.

The desire for affiliation arises because as social beings individuals have various needs that want to be fulfilled but cannot be separated from the intervention of others. According to McClelland (Hasana, 2020) the need for affiliation can influence individuals to be motivated in carrying out learning activities, it is said that the higher the need for affiliation, the higher the individual's learning motivation. One of the factors that influence learning motivation according to Slameto (Hasana, 2020) is the need for affiliation, namely the need to master lessons in order to get justification from friends or other individuals. There are also factors of students' environmental conditions, which include peer relationships and social life (Hasana, 2020).

Hurlock (Lutfiwati, 2020) suggests that one of the factors that can affect student learning motivation is related to the presence of peers. Students who have difficulty in establishing relationships with peers can then be assisted by the teacher by stimulating students to foster warm interactions with their friends. This can help students who have difficulty participating in learning because it will indirectly create comfortable classroom conditions and support students to learn better (Lutfiwati, 2020). With these comfortable classroom conditions, it can increase student learning motivation (Seneru, 2023). Affiliation needs that are fulfilled in students can help increase their learning motivation.

The results of this study are supported by research conducted by Hasana (2020) which found that affiliation needs can affect student learning motivation. There is also research conducted by Diva (2020) which found that affiliation needs have a significant effect on student learning motivation. Thus, it can be said that affiliation needs affect learning motivation.

3. The Effect of E-learning Experience on Fulfilling Affiliation Needs

The results of data analysis show that e-learning experience has a positive and significant effect on the fulfilment of affiliation needs. That is, the higher the e-learning experience, the higher the fulfilment of affiliation needs. Conversely, the lower the e-learning experience, the lower the fulfilment of students' affiliation needs.

Sari, Neviyarni, and Ifdil (2018) state that the need for affiliation is one of the developmental tasks of adolescents / students, namely, to foster more mature relationships with other individuals of the same or opposite sex. This makes students have a tendency to foster good relationships and be accepted by others, in this case it can refer to schoolmates and teachers. The need for affiliation is basically something that must exist in individuals. This is because the urge to affiliate exists because humans as social creatures have various needs that must be fulfilled so that their lives run smoothly (Yunairrahmah, 2014).

According to Jannah (2021) e-learning affects the limited social interaction of students both between students and students and teachers with students. Munir (Sari, 2015) argues that e-learning as distance learning makes students and other

students, as well as students and teachers physically separated, thus reducing or even eliminating direct interaction. This condition can have an impact on the lack of close relationships between teachers and students, which can then interfere with the success of the learning process. The lack of direct interaction means the lack of relationships between students and students and between students and teachers, which also means that students' affiliation needs are not fulfilled. It can be said that high e-learning makes the level of fulfilment of affiliation needs high because students are less free in channelling their affiliation needs when using e-learning learning methods.

4. The Role of Fulfilling Affiliation Needs as a Mediator of the Effect of E-learning Experience on Learning Motivation

The results of data analysis show that the need for affiliation is able to act as a partial mediation on the effect of e-learning experience on student learning motivation. That is, the need for affiliation acts as a partial mediation on the effect of e-learning on student learning motivation. This is because, whether or not there is an affiliation need variable, e-learning experience still has a significant influence on learning motivation.

The results of this study also indicate that an increase or decrease in e-learning experience affects the fulfilment of affiliation needs significantly which then affects the level of student learning motivation. The fulfilment of affiliation needs has a significant effect on e-learning experience and learning motivation so that it can be a mediator between e-learning experience and learning motivation. Students' learning motivation level can be influenced by e-learning experience through the fulfilment of affiliation needs.

CONCLUSION

Based on the research results and discussion that have been stated, four conclusions can be obtained. First, there is a highly significant influence of e-learning learning experience on affiliation needs ($\beta = 0.476$; $p < 0.001$). Second, there is a highly significant effect of affiliation needs on learning motivation ($\beta = 0.336$; $p < 0.001$). Third, there is a highly significant effect of e-learning experience on learning motivation ($\beta = 0.378$; $p < 0.001$). Fourth, there is a very significant role of affiliation needs as a mediating influence of e-learning experience on learning motivation ($\beta = 0.160$; $p < 0.001$).

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