ACADEMIC MOTIVATIONAL BELIEFS IN ONLINE CLASSES AMONG UNDERGRADUATES IN TWO HIGHER EDUCATION INSTITUTIONS (HEIS) IN MALAYSIA AND INDONESIA

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| **ABSTRACT****Introduction:** Most students nowadays are digital natives since they are surrounded by modern technologies and they are very familiar with electronic gadgets. However, switching learning from physical traditional to online classes might be challenging and demotivating for some because this is the new norm. **Objectives:** This study investigated their academic motivation level in English online classes without the physical presence of teachers and classmates. It also intended to fill the gap in the context of undergraduates’ academic motivation in higher education institutions in Malaysia and Indonesia where little study has been done. **Method:** Online questionnaires on students’ self-regulated learning (SRL) and self-efficacy towards learning during the Covid-19 pandemic were distributed to 206 undergraduates from Universiti Malaysia Kelantan, Malaysia (UMK) and 174 undergraduates from Universitas Muhammadiyah Riau, Indonesia (UMRI). **Findings:** The results showed that the students from both universities perceived high mean scores of some self-regulated learning items and high mean scores on all self-efficacy items. **Conclusion:** This indicated that their academic motivation levels were high, they were in control over their learning process and have positive perceptions towards online classes. This uniformity also indicated that the students were not affected by their institutional contexts. Further research could explore the effects of academic motivation on learning outcomes or language performance as this could assist the teachers to improve learner’s English proficiency in online classes.**Keywords**: Self-regulated learning (SRL), self-efficacy, higher education institution, online classes |
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