Jurnal IABC

by Perpustakaan IBS

The Impact of Covid-19 Pandemic on Online Learning: The Role of Conceptual Motivation Models and The Urgency on Students Sustainable Wellbeing
(Case Study on Higher Education Students in DKI Jakarta)

Rifqi Alif Nugraha[1], Paulina[2]

[1] STIE Indonesia Banking School, Management Jakarta, Indonesia
rifqi.20181111088@ibs.ac.id
[2] STIE Indonesia Banking School, Management, Jakarta, Indonesia
paulina.harun@ibs.ac.id

ABSTRACT

This study aims to examine the Impact of Covid-19 Pandemic on Online Learning: The Role of Conceptual Motivation Models and The Urgency on Students Sustainable Wellbeing with the variables Self-Determination, Self-Efficacy, Self-Regulation, Digital Literacy, Family Support, University Support, Emotional Engagement, and Students Sustainable Wellbeing. This research was conducted on university students in DKI Jakarta. The sample in this study consisted of 143 respondents. The analytical method used is Structural Equation Modeling (SEM).

The results of the analysis show that digital literacy and emotional engagement have an influence on students' sustainable wellbeing. Meanwhile, self-determination, self-efficacy, self-regulation, family support, and university support have no effect on students' sustainable wellbeing.

Keywords: Self-Determination, Self-Efficacy, Self-Regulation, Digital Literacy, Family Support, University Support, Emotional Engagement, Students Sustainable Wellbeing.

1. Background

Since the first case appeared in Indonesia in early March 2020, the SARS-CoV-2 virus has not yet to be controlled. Based on data from the Ministry of Health, as many as 24.79% were infected by Covid-19 virus in the age range of 19-30 years, and students were in that age range (https://covid19.go.id/). Based on data from graduates from DKI Jakarta Universities in 2020, a total of 122,841 students graduated in 2020, both from State Universities and Private Universities (source: https://ppdikti.kemendikbud.go.id).

Indonesia is one of the fourth most populous countries in the world. With an abundant population, it can have a positive impact on development (Paulina, 2019). The large number of people at a young age can be a potential source of workers. On the other hand, it can have a negative impact on the country's economic growth (Harun, 2020).

Indonesia has designed a roadmap for "Indonesia Emas 2045" about the challenges that the world will face in 2045, including competition for natural resources, technological developments, climate change catastrophic due to the increase in the earth's temperature by about 2.4°C in the middle ages (IPCC, 2021), and others.

The number of people with a young age is in line with the vision and mission of Indonesia Emas 2045 which has an insight into social justice and ecology, the existence of equality for science and technology, create sustainable development goals (SDGs) and others.

Technological developments and the impact of the Covid-19 pandemic have triggered various changes. Changes in the world of education include changes in learning methods from offline to online, or blended learning methods. Online learning is learning that conveys at least 80% of learning materials online, and the rest is a face-to-face ratio.

Based on research from (Al-Kumaim et al., 2021), they developed a conceptual model of integrated motivation for higher education at Universiti Teknikal Malaysia Melaka (UTeM) to address the challenges and obstacles faced by students in ensuring students sustainable wellbeing. The conceptual motivation model consists of three integrated concepts, namely personal factors, technical factors, and socio-environmental factors. Personal factors are self-determination, self-efficacy, and self-regulation. Technical factors include digital literacy, and socio-environmental factors, namely family support, university support, and emotional engagement.

The determination of self-determination is divided into three needs (both in terms of psychological factors and personal needs), namely autonomy, competence, and relatedness (Ryan & Deci, 2020). If students can reach these needs, then they can improve their level of mental health and self-motivation in learning. Research

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says that the quality of experience and performance varies as a function of individual behavior (Ryan & Deci, 2020).

Self-efficacy refers to an individual's ability to complete tasks with confidence (Bandura, 2006). Several studies say that self-efficacy contributes to achieving student academic achievement (Richardson, M., Abraham, C., & Bond, 2013). In addition, self-efficacy contributes to the well-being of students and the quality of their academic performance.

Self-regulation is the individual's willingness to learn independently in achieving the goals to be achieved (Al-Kumaim et al., 2021). Research shows that students ability to use self-regulated learning strategies is positively related to higher grades and less delay in completing assignments (Pintrich, 2000).

Digital literacy refers to an individual's ability to understand and use information in several formats, to think critically when communicating using digital technology (Biasutti, 2017). Several recent studies emphasize the importance of digital literacy and identify a strong relationship and positive effect on student motivation and well-being (Dey & Bandyopadhyay, 2019). Universities need to prepare digital literacy to equip their students with the skills, knowledge, and attitudes needed to interact with digital tools and platforms effectively, and efficiently.

Family support has become more important during the Covid-19 pandemic in helping students to be more resilient when online learning, but family support can be a double-edged sword in an online learning environment. (Al-Kumaim et al., 2021). Family support is a motivation for students to study seriously in the educational process carried out. Based on research conducted by (Permatasari et al., 2021) at the Makassar Marine Science Polytechnic. Family support plays an important role and impact on online learning is positive.

University support is an educational facility that plays an important role in supporting and improving students' abilities (Al-Kumaim et al., 2021). This is achieved through structured teaching from the lecturer as it can stimulate students intellectually by enabling them to develop teamwork, communication, and problem solving skills. University support consists of three sub-factors that play a role in motivating students to overcome challenges when learning online, namely consulting support service, participative culture, dan skilled supportive instructor (Al-Kumaim et al., 2021).

Emotional Engagement is a positive reaction that becomes an important element of the online learning process between students and lecturers to reduce the portion of face-to-face learning (Al-Kumaim et al., 2021). According to research from (Carini et al., 2006; Fredricks et al., 2004) said that students who have emotional engagement and a learning environment show a high level of success in learning and have high social interactions.

Students sustainable wellbeing is a positive emotional state which is the result of harmony between the number of factors in a certain context on personal needs, and expectations of higher education (Al-Kumaim et al., 2021). Students' sustainable wellbeing, mental health, and motivation during the Covid-19 pandemic are needed because the impact is very large on student life. Through the development of structured human resources in higher education, it is expected to develop the potential of students according to future needs (Adiwibowo & Harun, 2018).

2. Theoretical Foundation
Students Sustainable Wellbeing

Students sustainable wellbeing is a positive emotional state which is the result of harmony between the number of factors in a certain context on personal needs, and expectations of higher education (Al-Kumaim et al., 2021). Indicators of Students Sustainable Wellbeing can be divided into (Redondo et al., 2021; Rodríguez et al., 2020).

1. I have a level of confidence to learn and get good results (perceived competence).
2. Using certain concepts in learning can help me to be more focus (perceived usefulness).
3. Students' motivation in learning is quite high and they can understand every subject studied in class.
4. I have a purpose in life ahead.
5. As a student, I can develop my talents and potential.

Emotional Engagement

Emotional Engagement is a positive reaction that becomes an important element of the online learning process between students and lecturers to reduce the portion of face-to-face learning (Al-Kumaim et al., 2021). Motivated students will try to manage their time with balanced learning and organizational activities. Indicators of emotional engagement include: (Özhan & Kocadere, 2020).

1. Attention.
2. Love.
3. Joy.
4. Happiness, and joy provided by students in the learning environment.

University Support

University support is an educational facility that plays an important role in supporting and improving students abilities (Al-Kumaim et al., 2021). University support consists of three sub-factors that play an important role in motivating students, namely, consulting support service, student participation culture, and

skilled supportive instructor. Indicators from university support include (Kurniawan, 2019).

1. Universities provide educational support for outstanding/underprivileged students.
2. Universities provide support for concept development in their lectures.

Family Support

Family support in the learning process includes expectations, attributions, discipline orientation, family environment, parental participation, and family support systems to support student involvement in learning carried out in higher education (Reschly & Christenson, 2019). Family Support plays an important role in helping students to be more resilient in facing online learning (Al-Kumaim et al., 2021). Indicators of family support include: (Armstrong et al., 2015; Rizki et al., 2021).

1. My family willing to help me in my studies (for example, giving pocket money, time, and work).
2. I get assistance and appreciation from the family (an award given as support in the form of feedback, assessment and reinforcement).
3. Family members understand about the difficulties that I have in higher education.
4. When college is disappointing, I have a family who can provide support and motivation.

Digital Literacy

Digital literacy is the ability to use digital technology to access, evaluate, and communicate information in a responsible and ethical manner (Johnston, 2020). Indicators of digital literacy (Pratama et al., 2019).

1. The ability of students to apply digital media in learning activities.
2. The number of books and reading materials used by students for learning activities.
3. The ability to choose the right information.

Self-Regulation

Self-regulation is the individual's willingness to learn independently in achieving the goals to be achieved (Al-Kumaim et al., 2021). Self regulation plays an important role in individual behavior and can set goals to be achieved. Indicators of self-regulation include (Hasan et al., 2021).

1. Students have the ability to control themselves (Metacognition).
2. Have motivation to learn and solve problems (Motivation).
3. Active in class (Behavior).

Self-Efficacy

The definition of self-efficacy is the ability of individuals to motivate themselves in achieving the goals they want to achieve and how they overcome these challenges

(Tus, 2020). Indicators of self-efficacy refer to level, strength, and generality (Manara, 2008).

1. Students can complete assignments or projects on time given by the lecturer.
2. Students can motivate themselves to complete their assignments faster.
3. Students can try harder to complete the assignments given by the lecturer.
4. Students are able to overcome obstacles and rise from adversity.
5. Students are able to solve their problems in the higher education learning.

Self-Determination

Self-determination is motivation that has been conceptualized and measured in Self Determination Theory (Ryan & Deci, 2020). There are two types of self-determination theory, namely intrinsic motivation and extrinsic motivation. Indicators of self-determination include: (Ntoumanis et al., 2021).

1. Have good physical health.
2. Have a good level of mental health (high perceived quality of life).

Conceptual Framework

The Effect of Self Determination on Students Sustainable Wellbeing

Individuals who have self-determination have a major impact on their well-being. The study saw the existence of self-determination in the context of perceived needs (autonomy, relatedness, and competence). The need that is felt is driven by the teaching carried out by the lecturer and can improve the welfare of students in the future (students sustainable wellbeing). It can be concluded that self-determination has a positive effect on students' sustainable wellbeing (Chiu & Chai, 2020).

H1: Self Determination has no significant positive effect on Students Sustainable Wellbeing

Ha1: Self Determination has a significant positive effect on Students Sustainable Wellbeing

The Effect of Self-Efficacy on Students Sustainable Wellbeing

Individuals who have higher self-efficacy are very influential on students' sustainable wellbeing. This is in line with research which shows that self-efficacy has a positive effect and contributes strongly to sustainable wellbeing (Xu et al., 2021).

H2: Self Efficacy has no significant positive effect on Students Sustainable Wellbeing

Ha2: Self Efficacy has a significant positive effect on Students Sustainable Wellbeing

The Effect of Self-Regulation on Students Sustainable Wellbeing

Based on a study conducted on doctors and medical students at Canadian Universities. The study demonstrated the self-regulation capacity of doctors and medical students to explore its impact on psychological well-being and fatigue.

Higher self-regulation capacity is significantly have a positive impact with higher psychological well-being and less fatigue in them (Gagnon et al., 2016).

H3: Self-Regulation does not have a significant positive effect on Students Sustainable Wellbeing

Ha3: Self-Regulation has a significant positive effect on Students Sustainable Wellbeing

The Effect of Digital Literacy on Students Sustainable Wellbeing

The importance of digital literacy in online learning is needed for students to facilitate the learning process. Based on research conducted by (Monge Roffarello & De Russis, 2019), they say that digital literacy has a very positive effect on student wellbeing because it can increase their motivation and academic performance.

H4: Digital Literacy has no significant positive effect on Students Sustainable Wellbeing

Ha4: Digital Literacy has a significant positive effect on Students Sustainable Wellbeing

The Effect of Family Support on Students Sustainable Wellbeing

Based on research conducted by (Moore et al., 2018) on students aged 11-16 years attending school in Wales, revealed that a positive relationship with teachers and family support (family support) was consistently associated with significantly better mental health and students sustainable wellbeing. However, the role of peers in the classroom can have a positive or negative impact on the health and well-being of students.

H5: Family Support does not have a significant positive effect on Students Sustainable Wellbeing

Ha5: Family Support has a significant positive effect on Students Sustainable Wellbeing

The Effect of University Support on Students' Sustainable Wellbeing

The existence of university support plays a very important role for students in conducting online learning during this pandemic. Based on research from (Al-Kumaim et al., 2021), they stated that university support had a positive effect on students sustainable wellbeing. Meanwhile, other studies say that the level of quality of education in higher education depends on two aspects, namely student welfare and learning achievement (Dey & Bandyopadhyay, 2019).

H6: University Support does not have a significant positive effect on Students Sustainable Wellbeing

Ha6: University Support has a significant positive effect on Students Sustainable Wellbeing

The Effect of Emotional Engagement on Students Sustainable Wellbeing

Based on research conducted on students of SMK majoring in accounting for XI class in Jatianangor. The research shows that having peer support can increase emotional engagement and have good relationships with friends (Wijayanti et al., 2019). Of course, individuals who have a positive level of understanding of emotional engagement can maintain their welfare (students sustainable wellbeing).

H7: Emotional Engagement does not have a significant positive effect on Students Sustainable Wellbeing

Ha7: Emotional Engagement has a significant positive effect on Students Sustainable Wellbeing

3. Research Framework
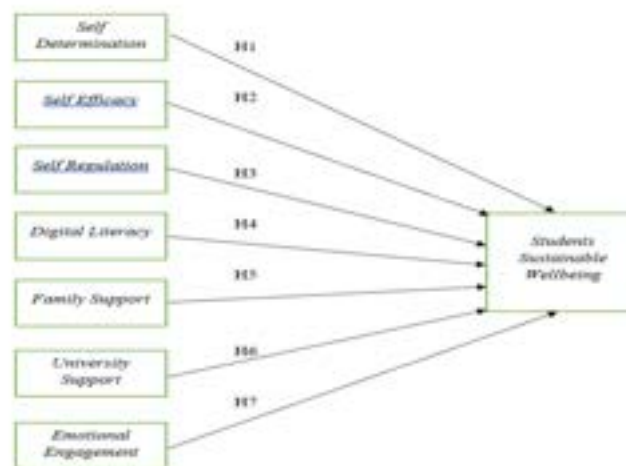
4. Research Methodology

In this study, the sampling method used the Hair formula, which is as follows (Hair et al.,2010):

(Number of indicators x parameter estimates)

Minimum sample 28 x 5 = 140 respondents.

Based on the formula above, the minimum number of samples in this study is 140 university student respondents in DKI Jakarta.

5. Results and Discussion

5.1. Data Analysis Results

The data analysis method used in this study is Structural Equation Modeling using the AMOS 22 application as an effort to test the hypothesis.

5.2. Model Specification

This study uses analysis with SEM in hypothesis testing.

5.3. Model Identification

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Model identification is an understanding related to the Degree of Freedom in SEM before model testing is carried out.

Table 5.1 Computation Degree of Freedom

Number of distinct sample moments	300
Number of distinct parameters to be estimated	76
Degrees of freedom (300 - 76)	224

Source: Results of processing by researchers with AMOS 22 (2021)

5.4. Measurement Model Test Results

Validity and Reliability Test

Table 5.2 Validity and Reliability Test After Elimination

Variable	Indicator	Validity Test		Reliability Test		
		Factor Loading	Conclusion	AVE ≥ 0.5	CR ≥ 0.7	Conclusion
Self Determination	SD1	0.706	Valid	0.634	0.774	Reliable
	SD2	0.878	Valid			
Self-Efficacy	SE1	0.606	Valid			Reliable
	SE2	0.788	Valid			
	SE3	0.786	Valid			
	SE4	0.857	Valid			
	SE5	0.747	Valid	0.581	0.873	
Self-Regulation	SR1	0.809	Valid			
	SR2	0.859	Valid			Reliable
	SR3	0.512	Valid	0.552	0.799	
Digital Literacy	DL1	0.670	Valid			
	DL2	0.656	Valid			Unreliable
	DL3	0.640	Valid	0.430	0.693	
Family Support	FS2	0.847	Valid			Reliable
	FS3	0.872	Valid	0.739	0.850	
University Support	US1	0.745	Valid	0.775	0.871	Reliable
	US2	0.997	Valid			
Emotional Engagement	EE1	0.633	Valid			
	EE3	0.927	Valid	0.703	0.874	Reliable
	EE4	0.922	Valid			
Students Sustainable Wellbeing	SSW1	0.796	Valid			
	SSW2	0.768	Valid	0.610	0.861	Reliable
	SSW3	0.861	Valid			
	SSW5	0.688	Valid			

Source: Results of Data Processing Using the AMOS 22 Application

There is one variable, namely digital literacy whose AVE value is less reliable because the value is 0.430. Generally, the question measuring instrument is valid

but less reliable or unreliable due to ambiguous words in the question indicator, causing various perceptions (American Educational Research Association, American Psychological Association, 1985).

5.5. Overall Model Fit Test

Goodness of Fit

Table 5.3 Results of the analysis of several GOF index

GOF	Cuts of Value	Analysis Results	Model Evaluation
CMIN/DF	CMIN/DF ≤ 0.5 (good fit)	2.355	Good Fit
CFI	CFI ≥ 0.90 (good fit) 0.80 ≤ CFI ≤ 0.90 (marginal fit) CFI ≤ 0.80 (poor fit)	0.868	Marginal Fit
RMSEA	RMSEA ≤ 0.08 (good fit) 0.08 ≤ RMSEA ≤ 0.10 (marginal fit) RMSEA ≥ 0.10 (poor fit)	0.98	Marginal Fit

Source: Results of Data Processing Using the AMOS 22 Application

In assessing the GOF of an SEM as a whole (overall) it cannot be done directly as in the multivariate technique. The model is said to be good fit if the value of CMIN/DF 5.0, CFI 0.90 and RMSEA 0.08.

5.6. Hypothesis Testing Results

If the estimated value from the analysis shows positive results and has a p value < 0.05, then the hypothesis is proven to be significant and is supported by the data (Ho is rejected). If the estimated value shows negative results and the p value > 0.05, the hypothesis is proven to be insignificant and not supported by the data (Ho is accepted).

Table 5.4 Output Regression Weight Result

Hypothesis	Estimate	p-value	Result
Self Determination → Students Sustainable Wellbeing	0.003	0.976	H1 is not supported by data
Self-Efficacy → Students Sustainable Wellbeing	0.650	0.201	H2 is not supported by data
Self-Regulation → Students Sustainable Wellbeing	-0.534	0.440	H3 is not supported by data
Digital Literacy → Students Sustainable Wellbeing	0.554	0.018	H4 is supported by data
Family Support → Students Sustainable Wellbeing	-0.166	0.062	H5 is not supported by data
University Support → Students Sustainable Wellbeing	0.61	0.390	H6 is not supported by data
Emotional Engagement → Students Sustainable Wellbeing	0.275	0.034	H7 is supported by data

The Effect of Self Determination on Students Sustainable Wellbeing

The results of a study conducted by (Chiu & Chai, 2020), Individuals who have self-determination have a large and positive impact on students sustainable wellbeing. However, in this study, self-determination is not a factor that affects students sustainable wellbeing. It can be concluded that the majority of students do not understand their intrinsic and extrinsic motivation. Then this can also happen because students do not have good behavioral control and individual tendencies in seeking new learning and knowledge that will be applied when interacting with other people.

The Effect of Self-Efficacy on Students' Sustainable Wellbeing

The results of research conducted by (Xu et al., 2021) proves that individuals who have high self-efficacy have a positive and strong contribution to students sustainable wellbeing. However, in this study, self-efficacy is not a factor that influences students' sustainable wellbeing. This can be caused by several factors, including inadequate internet network when sending assignments, not being able to motivate themselves to complete assignments faster, lack of student motivation, difficulty managing time between educational learning and other activities carried out, and not being able to control emotions well.

The Effect of Self-Regulation on Students Sustainable Wellbeing

In research conducted by (Gagnon et al., 2016), Higher self-regulatory capacity was significantly associated with higher psychological well-being and less fatigue among them. However, in this study, self-regulation is not a factor that influences students sustainable wellbeing. This can be caused by changes in the biological, emotional, and cognitive aspects of students from the transition period from adolescence to adulthood. Then it can also be caused because during the covid-19 pandemic it was a quite difficult period for students to adapt to new things such as online learning activities, and the lack of interaction with the surrounding environment.

The Effect of Digital Literacy on Students' Sustainable Wellbeing

The results of this study are in line with (Monge Roffarello & De Russis, 2019), they say that digital literacy has a very positive effect on student wellbeing (students sustainable wellbeing) because it can increase their motivation and academic performance. This can be due to the ability to apply digital media in student learning activities is quite good, and the existence of online learning media can help students and lecturers carry out learning activities carried out during online learning. Of course, students that have good ability of digital literacy it can increase their wellbeing.

The Effect of Family Support on Students Sustainable Wellbeing

Based on research conducted by (Moore et al., 2018), revealed that a positive relationship with teachers and support from the family (family support) was consistently associated with significantly better levels of mental health and student sustainable wellbeing. However, in this study, family support is not a factor that influences students sustainable wellbeing. This can be caused by the lack of assistance and appreciation given by the family to students. Giving rewards from parents to children is important, so that they can spur themselves to even better in the learning carried out during lectures.

Second the lack of openness between students and their parents so that communication between the two parties is not smooth. To facilitate learning activities from offline to online, social support for students is needed. Social support is the feedback given by parents in communicating with their children who demonstrates a high level of care, comfort, and assistance (Heriyani et al., 2022).

The Effect of University Support on Students Sustainable Wellbeing

Based on research from (Al-Kumaim et al., 2021), they stated that university support had a positive effect on students sustainable wellbeing. However, in this study, university support is not a factor that influences students sustainable wellbeing. It can be concluded that universities do not provide educational support for outstanding or underprivileged students. This can be due to the fact that during the pandemic, universities have less income from prospective new students, thus reducing the circulation of money.

Then it can be concluded that universities have not been able to develop concepts in lectures. This can be caused because universities still rely on the behaviouristic paradigm or only focus on one-way learning which causes students to tend to be more passive. To increase the role of universities in achieving students' sustainable wellbeing, a constructivist paradigm is needed. Constructivist paradigm is a position where students get opportunity to understand and develop the material they are studying independently (Ahmad Taufiq, 2018). The role of universities in achieving the constructivist paradigm can also innovate in learning such as not only focusing on one goal, but also being able to combine one issue with several sciences (transdisciplinary education).

The Effect of Emotional Engagement on Students Sustainable Wellbeing

The results of this study are in line with (Wijayanti et al., 2019), shows that having peer support can increase emotional engagement and have good relationships with friends. The existence of a positive level of understanding of emotional engagement can increase students' intrinsic motivation and extrinsic motivation in carrying out their learning activities. Of course, individuals who have a positive level of understanding of emotional engagement can improve their welfare (students sustainable wellbeing).

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5.7 Managerial Implications

The managerial implications in this study are based on hypotheses supported by the data, namely the independent variables of digital literacy, and emotional engagement.

Table 5.5 The average value of the Digital Literacy questionnaire

No	Question Indicator	Answer Results						Mean Indicator	Mean
		1	2	3	4	5	6		
1	**DL 1:** I have the ability to apply digital media in learning activities.	0	0	7	29	79	28	4.895	
2	**DL 2:** The number of books and reading materials used by me for learning activities is quite a lot.	1	15	30	55	32	10	3.923	4.534
3	**DL 3:** I have the ability to choose the right information.	0	0	6	38	80	19	4.783	

Source: Results of Data Processing Using the AMOS 22 Application

Based on the average value of respondents in table 5.5, implications can be made by looking at the indicators that have the lowest value to the highest value, namely:

1. Based on the DL2 indicator, some suggestions can be given to students, namely writing notes to help them stay focused, and being able to integrate real-world problem-solving skills into the higher education curriculum.
2. Based on the DL3 indicator, some suggestions can be given to students, namely "digging" deeper when conducting searches, finding primary sources, and checking other credible sources.
3. Based on the DL1 indicator, some suggestions can be given to students, namely emphasizing the importance of critical thinking, and using Massive Open Online Course applications such as Agora, Coursera, edX, and others to help students in learning activities and add new knowledge.

Table 5.6 Average score of the Emotional Engagement questionnaire

No	Question Indicator	Answer Results						Mean Indicator	Mean
		1	2	3	4	5	6		
1	**EE 1:** There is a form of attention from the environment around me.	0	5	14	41	58	25	4.587	4.436
2	**EE 3:** I have joy in carrying out learning activities.	2	5	21	53	49	13	4.266	

| 3 | EE 4: There is happiness and joy that is given to me in a learning environment. | 1 | 3 | 14 | 51 | 60 | 14 | 4.455 | |

Source: Results of Data Processing Using the AMOS 22 Application

Based on the average value of respondents in table 5.6, implications can be made by looking at the indicators that have the lowest value to the highest value, namely:

1. Based on the EE3 indicator, some suggestions can be given to students, namely they must stay focused on the learning they are doing, and can learn by combining several other aspects of learning. When students are involved in the learning process more "challenging", they will be more emotionally involved.

2. Based on the EE4 indicator, some suggestions can be given to students, namely, first using team building in a learning environment. The existence of community and togetherness with each other can improve students' self-confidence, so that they bring joy in a learning environment. Second, letting students lead so that they gain experience and improve their welfare.

3. Based on the EE1 indicator, some suggestions can be given to students, namely, first use a comfortable place to study. The right way to sit can also improve posture, reduce the risk of injury and abnormalities in the spine (scoliosis, kyphosis, and lordosis). Second, certain noise levels can affect student learning activities, and the presence of natural lighting can help students focus more on their learning activities. Natural light can improve mood and reduce feelings of stress and anxiety.

6. Conclusion

This study aims to analyse how The Impact of Covid-19 Pandemic on Online Learning: The Role of Conceptual Motivation Models and The Urgency on Students Sustainable Wellbeing to college students in DKI Jakarta with the number of respondents as many as 143 people. Based on the results of data processing carried out, the following hypothetical conclusions were obtained:

1. There is no positive and significant effect of self-determination on students' sustainable wellbeing.
2. There is no positive and significant effect of self-efficacy on students' sustainable wellbeing.
3. There is no positive and significant effect of self-regulation on students' sustainable wellbeing.
4. There is a positive and significant influence of digital literacy on students' sustainable wellbeing.
5. There is no positive and significant effect of family support on students' sustainable wellbeing.

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6. There is no positive and significant influence from university support on students' sustainable wellbeing.
7. There is a positive and significant effect of emotional engagement on students' sustainable wellbeing.

7. Suggestions

For Further Research

1. Based on the limitations of the author, for further research it is recommended to add intervening variables that have an influence on students' sustainable wellbeing, such as academic resilience.
2. Based on the limitations of the author, it is recommended that you choose the discussion of the constructivist paradigm or transdisciplinary education in further research.
3. When the pandemic becomes endemic, further research is recommended on a similar topic.

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