

Demotivation Of AFL Students In The Online Learning

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Abstract

Technology, which has been believed to ease and maximize a learning process, has resulted in demotivation among AFL (Arabic as a Foreign Language) students with online learning during the COVID-19 pandemic. The current research aims to map out the forms of demotivation among AFL students, analyze the factors, and show the implications on student learning outcomes. It employs a qualitative method with a narrative approach that relies on the results of interviews with students and data from student evaluations. The finding reveals that the lack of student participation indicates demotivation among AFL students during the learning process. Four factors were affecting the downturn: infrastructure, structure, partner, and teacher. This study suggests further studies to discover ways to deal with demotivation so that they are more enthusiastic about online learning.

Keywords: Demotivation; AFL Students; Arabic Language; Online Learning; COVID-19; Pandemic

INTRODUCTION

Online learning during the pandemic, which is supposed to drive AFL students to be independent (Kusumaningrum et al., 2020), apparently brings about demotivation (Khatoony & Nezhadmehr, 2020; Wu et al., 2020). Students encounter a decline in the spirit of learning Arabic, indicated by the lack of their participation (turning off the camera) during the Zoom or Google Meeting. At the same time, they perform other non-academic activities, such as sleeping, watching YouTube, watching movies, doing house chores, etc. The less supportive condition brings about weakness in the learning spirit (Rahman, 2021). In addition, they also lost partnerships and the language environment that used to be a place to share materials, do discussion, and practice the language that has been learned. Learning by technology leads to the decline of students' learning spirit (Dusseau, 2020).

In the Second Language Acquisition (SLA), motivation is considered as one of the most significant predictors of L2 learning success and student task achievement (Dörnyei & Muir, 2019). Motivation is viewed as not only a static attribute of an individual but as a dynamic factor that shows continuous fluctuations according to the parameters of the ever-changing and dynamic context (Dörnyei & Ryan, 2015). On the contrary, demotivation is interpreted as a condition in which a person does not have the urge to act and tends to lose direction (Wu et al., 2020). Correspondingly, it can be manifested into several behaviors, such as poor concentration, lack of confidence, reluctance to learn (Chambers, 1993). Demotivation may also negatively affect student attitudes and behavior, decrease the students' dynamic and teacher motivation, and produce long-term and widespread negative learning outcomes (Falout et al., 2009). In any aspect, it can counteract positive motivation elsewhere (Bower, 2019).

Arabic is the language with the most speakers among other languages in the world. Arabic speakers reach 280 million people as their first language. It is a semitic language family used by countries in the Middle East (AR et al., 2021). December 18th is the World Arabic Language Day, and many celebrate it in Indonesia, including universities that offer Arabic language study programs. It means that Arabic in Indonesia is a significant language to master, like English (Andriana, 2018). All Islamic universities in Indonesia provide Arabic language study programs, either education or literature. There are also many Arabic graduates who teach Arabic in public or Islamic schools. Arabic learning also promotes interaction between teachers and students (Adali et al., 2019), which produces a pattern adopted to support the Arabic learning process. To master the Arabic language, a student is expected to be familiar with four Arabic skills, reading, speaking, writing and listening (Atiqoh, 2018).

The study of language learning for foreign language students by technology poses two tendencies. First, it utilizes technology applications as a means of learning (Atsani, 2020; Herliandry, Nurhasanah, Suban, & Heru, 2020; Sakkir, Dollah, & Ahmad, 2021; Utunen et al., 2020). Second, students who are taking language lessons as a foreign language find difficulty because they do not have a partner to practice the language that it even lets them stressed out and emotional (Maican & Cocoradă, 2021). Also, there is a tsunami of mental health among societies. including students who are facing a new culture in the process of learning languages (Saha et al., 2020). The Problem of language learning during COVID-19 is not only influenced by internal factors, such as reduced attention, interest, motivation, and readiness but also external factors in the form of a less supportive language learning environment (Mukrandi, 2020). In addition, students find a problem in language skills due to limited space to practice (Akhter, 2021). The tendencies see the relationship of online learning with foreign language learning focused on conversations related to the platforms and media used, as well as the difficulties students encounter.

It is based on the argument that online learning during the pandemic has weakened the spirit of AFL students. They have lost partnership as a means of language practice, corresponding to the language ideology as a means of communication (Noermanzah, 2019). Social distancing prevents cooperation, so language interaction cannot be optimally achieved. In addition, the culture of different learning space between the classroom/campus and the house which has not been understood as the education system transformation that requires independence brings about boredom and apathy, and it makes them lazy to learn.

The existing studies, in addition to showing the use of technology in language learning, also show the difficulties of students in learning a language during the COVID-19 pandemic. In line with that, this paper complements the existing studies through a comprehensive look. In addition to the obstacles and difficulties encountered by students, it also observes students' demotivation and its impact on their learning outcomes. This study formulates three main focuses:

1. The form of AFL students' demotivation to follow Arabic class;
2. The factors affecting AFL students' demotivation during the COVID-19;
3. The implications of the AFL students' demotivation. The answers to the three questions are the focus of this paper.

METHOD

Research Types And Scope

The current research on the experience of AFL students learning online during the COVID-19 is qualitative descriptive which is based on students' perception and learning outcomes. It was conducted in an Islamic university in Indonesia. The Islamic university was selected based on two reasons. First, it is a university that promotes Arabic as a language required to master by students, in addition to English. First-year students are quarantined for one year in the students' dormitory for Arabic and English learning. Besides, they also get intensive Arabic materials for 5 hours per day, at 14.00-20.00 from Monday to Friday. Second, the students studying at the University come from Indonesia and other non-Arab countries, so Arabic language is a foreign language. In line with the social distancing policy, there happens a shift in the tradition of education from the offline to online, based on instruments (technology). It has resulted in the saturation and decline in the spirit of learning Arabic among AFL students.

The participants of this study are limited to students of Universitas Islam Negeri Maulana Malik Ibrahim Malang who have attended full-time online education during the COVID-19 pandemic. The populations of this study are 197 students spread in four classes of Ma'any in Arabic Language and Literature Study Program. They are in semester 4, which has finished the language courses. A total of 17 participants are randomly selected representatives from each class and conducted in-depth interviews through WhatsApp. University students are selected on the grounds that they are the group with high interest in technology, and majority of them are born in the millennial generation. At the same time, they are undergoing a transformation process in education due to the pandemic. The accidental shift from the offline to the online class declines the students' interest in learning.

Table 1. Research Informants

No.	Respondents	Sex	Age	Stay	Area
1	Student (S1)	Male	20	Home	Padang
2	S2	Female	19	Home	Palembang
3	S3	Male	20	Home	Lamongan
4	S4	Male	21	Home	Jember
5	S5	Male	20	Cottage	Malang
6	S6	Female	19	Cottage	Malang
7	S7	Female	19	Home	Tuban
8	S8	Male	18	Home	Palu
9	S9	Male	21	Home	Sulawesi
10	S10	Female	18	Cottage	Malang
11	S11	Male	20	Boarding house	Malang
12	S12	Female	19	Home	Bojonegoro
13	S13	Female	18	Home	Cepu
14	S14	Female	20	Boarding house	Malang
15	S15	Male	22	Home	Banyuwangi
16	S16	Male	21	Home	Malang
17	S17	Female	22	Home	Probolinggo

The students' preference concerns about gender balance and region of residence. The university is selected for the availability of infrastructure and institutional support for the implementation of technology-based learning that brings about the consequences towards students. The students who live in several areas are asked for information

regarding their activities behind online learning platforms and the factors influencing them.

In the process of data collection, observation and interview guidelines are used as the basis for the question formulation. Observation is made towards the course of the online learning process through virtual classes using Zoom or Google Meet and WhatsApp group and E-learning. Interviews with 17 participants are conducted online using WhatsApp chat and voice notes. To maintain the originality of the research data, data collection by interview is performed by the researcher's assistance in charge of digging data in the field. It aims to ensure that the students provide honest answers according to their respective experiences without hiding the actual activities for embarrassment. Questions are open-ended that cover four fields of data. Firstly, it reveals the activities that students do behind the Zoom or G-meet platform by turning off the video; secondly, the factors that cause them to do other activities, not listening to the lecture.

The collected data are then analyzed according to the stages of qualitative analysis, which are: data reduction, data display, data restatement, and conclusion drawing. Data reduction is performed by mapping the interview results thematically corresponding to the research focus. Data Display is made in four display models. The first is displaying the excerpts of the interviews with the students. The second is that the observation data are displayed in images. The third is displaying the demotivation implication by showing the feedback of the training. The fourth, the evaluation results are displayed in the form of figures or bar charts to acknowledge the percentage of AFL students' learning outcomes. Data restatement means looking back at the data and ensuring their validity. The next, the researcher describes each of the displayed data. Finally, the researcher makes inference.

RESULTS AND DISCUSSION

Off Camera During Synchronous Classes

The shift of the learning space from the classroom to the home has made student participation low in attending virtual class, which is evidenced in three aspects. *First*, students turn off the Zoom video during the Arabic learning process.

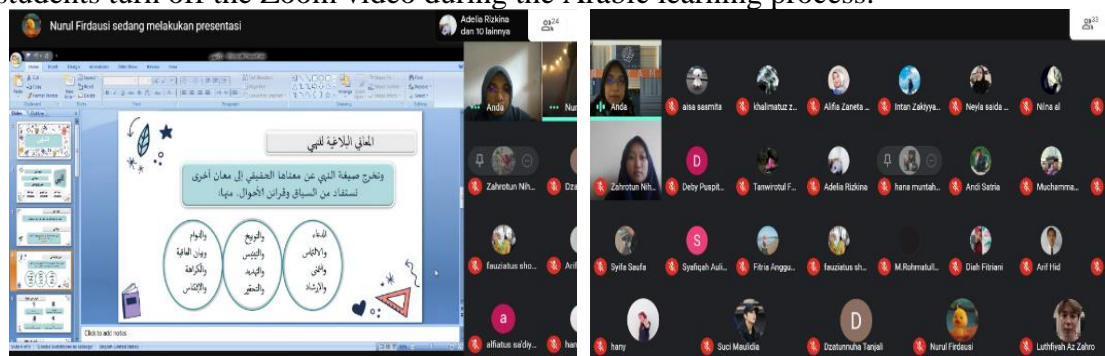


Figure 1. Virtual Classroom Images

Class A

Class B

Figure 1 shows that most AFL students do not actively participate in learning during the virtual classes. Students do not show themselves by turning off the G-meet videos. Class A comprises of 47 students, and only 1 of whom turns on the video camera during the class session, while in Class B with 51 students, class C with 50 students and

class D as many as 49, less than 5 of whom turn on the video camera. The teacher explains the material, without knowing whether the students behind the picture or photo attached to the screen are still right there in front of the screen and are actively participating in the session, or they are away, leaving the class to do something else. (Cobo & Rivera Vargas, 2022) pointed out five motives behind the off-camera act during the Zoom class, which are increased anxiety and stress, fatigue, competitive obligations, right to privacy, and infrastructure.

Secondly, during the session, they do other activities that have nothing to do with the materials being studied, such as activities related to technology. They open other applications through laptops and devices at the time of learning. In the same case, they watch YouTube, open TikTok, and listen to music while they join the virtual classroom. They join the virtual classroom as a condition that they attend the lesson only, without listening to the teacher explaining the material. It is expressed by the following students: "After turning on the laptop, I open e-learning and G-meet, I go on playing games" (S1) "I join G-meet from the link shared earlier, at the same time I watch TikTok; sometimes I read comics on Webtoon". (S2) "I open the material and sit in front of the laptop while watching Korean drama". (S10) "I join virtual lectures while listening to music, or else I read Webtoon and Wattpad". (S7)

"Don't forget to be present in elearning and sign in G-meet, but I do it while opening and watching Youtube more often". (S17)

"I download the material and listen to the lecture while opening Instagram". (S11)

"While opening e-learning, I don't do anything. I only chat with friends". (S14)

The interview excerpt shows that students do other activities in the class hours during the ongoing study. They are present by simply filling in the attendance list to prove that they attend the virtual class but without active participation. Even, they ignore the presence of the lecturers in the classroom. As suggested by Mahmoodi & Yousefi (2021) that L2 motivation is mediated by three variables, cohesiveness, attitudes towards learning situations, and language anxiety. Thus, the deficiency of a supportive learning situation lets students unwilling to learn (Kim dan Kim 2013).

Thirdly, behind the closed camera during learning, AFL students do non-academic activities, such as domestic and public activities. Domestic activities refer to the house chores regardless of the explanation and the presence of the lecturers in the virtual classroom. As denoted in the following interview excerpt.

"I fill out the attendance list in e-learning and download the materials, after which I continue to sleep again". (S8)

"I do other tasks, or I join the session while reading the materials. Last Semester, I was doing that, doing other tasks that I didn't complete yet". (S16)

"I open Zoom class while doing house chores". (S9)

"I can't focus, listening to the explanation while cleaning the room, having breakfast, and helping [mom] at home". (S13)

Four students state that they do house chores, such as washing, sweeping, and mopping. Other students continue to sleep again and some complete assignments from other lecturers. The activities prove the low participation of students while undergoing online learning during the COVID-19 pandemic.

In addition to the domestic activities, they conduct public activities during learning hours. They help their parents keep shops, go to the fields, to the garden, or do activities with social and religious organizations. As shown in the following interview excerpts:

“I often help my parents in the fields when the lecture is held in the morning. I turn on my phone”. (S12)

“I help my mom trade in the market”. (S3)

“Often, I attend the lecture while I am on the road”. (S5)

“Yeah. But yeah, that's the weakness. For example, if I'm on the road or there's an event that I can't leave, I can't focus with the lectures”. (S14)

“I personally can't focus since online because it often clashes with my other activities here”. (S4)

The excerpts show 5 students who reveal the activities they do behind the virtual classroom. They leave the zoom on, at the same time they do other activities such as going to the field, to the garden, to the market, and to organizational activities. Learning is done at home, and it is a necessity to help the parents until many students are constrained by activities devoted to parents. It goes in line with (Cobo & Rivera Vargas, 2022) suggestion that students have other activities when studying from home. In contrast, Castelli & Sarvary (2021) found in their research that the reason they close the Zoom camera is due to concerns about their appearance, the surroundings, and the other inappropriate condition of their homes. Ushioda's findings show a low level of student involvement in language learning using technology (mobile), which is caused by students having difficulty working long hours in front of the screen and keyboard. (Ushioda, 2013).

During the COVID-19 pandemic, Arabic learning was categorized into two, the first was online learning using the internet network, and the second was offline learning, which was face-to-face in the classroom (Cahyaningtyas, 2018). In the offline learning, students and teachers meet on site and conduct a face-to-face learning. This is how the teaching and learning process was conducted before the COVID-19 pandemic. While online learning is also called virtual learning, which is carried out directly or indirectly depending on the platform and application used (Mitasari et al., 2021). Arabic language learning based on interaction between teachers and students is divided into two. The first is Student Centered Model (SCM) and the second is Teacher Centered Model (TCM). SCM, which focuses on students, requires students to be creative and innovative (Harahap et al., 2019) while the teachers are passive. In contrast, TCM demands teachers to be active and students as objects of material recipients are passive (Alam, 2013). In this case, the teachers are required to be creative and to be able to convey the materials well.

Factors Affecting Demotivation Among Students

There are internal and external factors influencing the online learning. The internal inhibiting factors are, such as, teachers' and students' lack of ability to manage and operate the e-learning designed by the campus (Anwar et al., 2020). However, they are supported by the available trainings of e-learning for lecturers, so that they can be highly skilled. The external factors also include supporting and inhibiting factors. The supporting factors during the online learning comprise the availability of Android

phones, laptops, and TVs, and support of parents who accompany them and provide sufficient internet quota. The inhibiting factors are things that can interfere with the sustainability of online learning, such as parents who are busy and pay less attention to the students' needs in online learning, or they are unable to provide the facilities for their children (Putria et al., 2020). Even though quotas and cell phones are adequate, there is still another obstacle, which is unstable internet signals. It greatly affects the online learning process. Online learning is divided into direct and indirect. Some platforms accessible for live online learning are Line, WA, G-meet, Zoom, Classroom, Live Instagram and Live YouTube (Hakim, 2020). Meanwhile, the example of the indirect online learning is LMS (Mutual Learning System) which is used by several campuses as a forum for interaction of lecturers and students online. UIN Malang adopts E-learning UIN Malang as an indirect online learning platform.

The demotivation among AFL students while attending the online learning from home happens due to four factors: (1) inadequate infrastructure; (2) the cultural shift from the school-based learning to home-based; (3) loss of partnership; and (4) loss of the figure of the teachers who used to be a place of knowledge sharing.

Table 2. The Factors Of Students Demotivation

Demotivation factors				
No.	Infrastructure	Culture	Partner	Teacher
1	Unstable internet signal	Different cultures (campus and home)	Partnership to practice the language	Less effective explanation
2	Minimum interned data	Language environment	Friends to discuss with	Minimum Q&A
3	Unstable Wifi	Disturbance from parents' activities	Friends to study with	Monotonous teaching methods

First infrastructure factor. Some AFL students are constrained by weak signals around the area they live in. The signal is suddenly lost while the learning process is in progress. As depicted in the following interview excerpt,

“The internet signal is sometimes unstable, deadlines of some tasks from the lecturers are inefficient, so they clash with other subjects”. (S8)

Student 2 explains about the unstable internet signal,

“Studying online, honestly, I am less excited and bored because the signal in my house is often unstable”. (S2)]

Students 4 & 15 also confirm the unavailable stable Wifi, which constrains them to download materials and some PDF references.

"Often, wifi in my house cannot be used maximally. I often fall asleep waiting for the too-long download of the materials. And the learning by laptop/hand phone makes us bored and my eyes tired"

The interview excerpt shows that on the one hand, infrastructure is a prerequisite for online learning during the COVID-19 crisis, and on the other hand, students do not have maximum accessibility, which results in demotivation. The finding corresponds to the study of Meshkat which reveals that students' learning demotivation in Iran happens due to the lack of school facilities to support the learning process (Meshkat & Hassani, 2012).

Second, cultural factor. The shift of learning tradition from the offline to online from home through technology has lost students' spirit to learn. They feel tired and

distracted by non-academic work, such as having to help with homework when the graduation is in progress. S8 & S13 say:

"I have to share time between helping parents and other activities, and sometimes I oversleep when it comes to the course hours, so I don't fill in the attendance list, etc."

Besides, some students feel they do not get family support to study at home. Parents have a negative perception, when they should be in front of a laptop for a long period of time. Parents assume their children only spend time playing games in front of the laptop even though they have been working on their assignments, reading some materials, and searching for materials through websites. As stated in the following interview excerpt from S12 & S7:

"At home, the situation makes me sleepy, and sometimes I am shy to my parents if I have be on the screen of hand phone/laptop in a relatively long time". (S12)

"Learning at home, I am very bothered by the people there, in addition to the surrounding environment that sometimes makes me bored. It is completely different from the classroom". (S7)

The house, which is still considered a place to rest after running activities outside, has not functioned as a place to study. So, the change of learning culture during the pandemic (from school to home) has caused a decline in students' learning spirit.

Third, partnership factor. The friends upon learning have contributed a lot in raising AFL students' learning motivation. According to Cankaya (2018), the main factor causing students demotivated in learning the second language is the environment and partnership. Learning a language requires a friend/partner to practice the language or the language rules that have been studied. Therefore, in the online learning, students feel lonely, leading them to lose the spirit to learn. It has been recognized by some students as the following excerpt:

"The atmosphere is different from the offline lectures. Bored, difficult to discuss and communicate with friends". (S10)

"Constrained to interact directly with friends, to discuss, to argue, to practice, and to communicate". (S11 & S14)

Even friends are competitors in learning, so they play a role in increasing learning motivation with competition between them. Without friends while learning (at home), they loose their learning motivation. As admitted by S1 and S5 in the following excerpt:

"For me, a friend in learning is number one. I like competition with friends in a class, and one intake. Well, frankly speaking, learning today, I lack enthusiasm".

Language that holds the essence as a means of communication requires a partner of practice. Self-study with no friends around makes them demotivated to practice Arabic.

Fourth, lecturer factor. Lecturers used to be a figure who ensures the success of the learning process. However, students are now required to learn on their own and independently without the presence of lecturers on site. Accordingly, the teacher's explanation is monotonous without interaction between lecturers and students. It leads to the incomplete materials conveyed. As reflected in the following interview excerpt:

"I receive minimum explanation from lecturers related to certain materials". (S16 & S8)

"There is a misunderstanding among students or between students and lecturers". (S3)

“I prefer to study directly with the lecturer's explanation compared to the virtual class via either YouTube or merely audio”. (S4)

“The lack of explanation, the rigid lecturer in the session, not flexible, and too many tasks, do not feel real like on-site learning”. (S12)

“Lack of active interaction between lecturers and students as well as students with other students. Because the material is sometimes left behind/skipped”. (S7 & S2)

Lecturers are less varied in running the online learning process. The teaching methods and strategies employed by lecturers are still monotonous, and it is not adapted to the virtual learning. It lets students difficult to understand the materials and ends up with reluctance to learn. As the following excerpt:

“Due to the less effective interaction between lecturers and students, learning methods can be boring. Because even though it adopts the online method, it will obviously remain virtual which can cause boredom sooner or later. And, another factor is the laziness of the students, feeling no interest in the learning method presented by the lecturer because there might be less innovation”. (S17)

There are four factors that contribute to the students' demotivation with online learning. They are inadequate infrastructure, changes in learning culture from the offline to online which have not been viewed as educational transformation, the absence of friends to learn together and practice together, and the limitation to interact directly with other students or lecturers. It is different from the research results of Cankaya (2018) that the teachers' competence and the materials presented is not the main factor of students' demotivation in learning a foreign language.

The four factors provide the fundamental influence on the demotivation of AFL students during the COVID-19 pandemic. In contrast, Russian students reveal that their learning demotivation is influenced by pedagogical, technical, and management approaches to the implementation of certain applications in the learning process, such as Moodle (Cankaya, 2018). Different case, (Meshkat & Hassani, 2012) suggest 3 factors leading to demotivation for students in Iran: (1) inadequate school facilities, there is an emphasis on grammar, the necessity to use the language taught in the classroom; (2) the materials, competence and teaching style of teachers are less moderate; (3) the statistically significant difference in competence between female and male students.

Students' demotivation is influenced by 2 most prominent factors, the teacher's personality and students' commitment (Dörnyei & Csizér, 1998). In contrast, Song & Kim (2017) found internal and external factors of students as the cause for the students' lack of enthusiasm to learn. Demotivating factors can also be grouped into three categories: external conditions of the learning environment, internal conditions of students, and reactive behavior towards demotivating experiences (Miao Yee Clare et al., 2019). Meanwhile, internal and reactive factors are found to be correlated with long-term EFL learning outcomes (Miao Yee Clare et al., 2019). Intrinsic problems, such as low self-esteem or poor self-esteem, can also be a demotivating factor for students (Gearing, 2019). Aikina & Bolsunovskaya (2020) suggest that technical problems, timing, misprints in tests and evaluations are also demotivating factors in online learning. Besides, (Falout et al., 2009) found that the causes of demotivation in the classroom are unenthusiastic teaching, dissatisfaction with assessments, and boring

subjects. Thus, teachers are suggested to offer a bit of challenges to foster student interest in learning (Bower, 2019).

Implications Of Demotivation Of AFL Students On Learning Outcomes

Demotivation experienced by AFL students brings about the decline in language competence. The decline in language competence is evidenced by several errors in Arabic writing, the majority of which are those in the preparation of sentences and aspects of language rules. In addition, it appears in the recapitulation of the evaluation results through Google form.

Tasks Are Less Effective: Some Sentences Go Wrong

After being explained about Kalam Khobar along with the examples, students are asked to make sentences different from those in the book according to the materials. The following are samples of students' assignments through e-learning. Six student works are listed in figure 2 below.

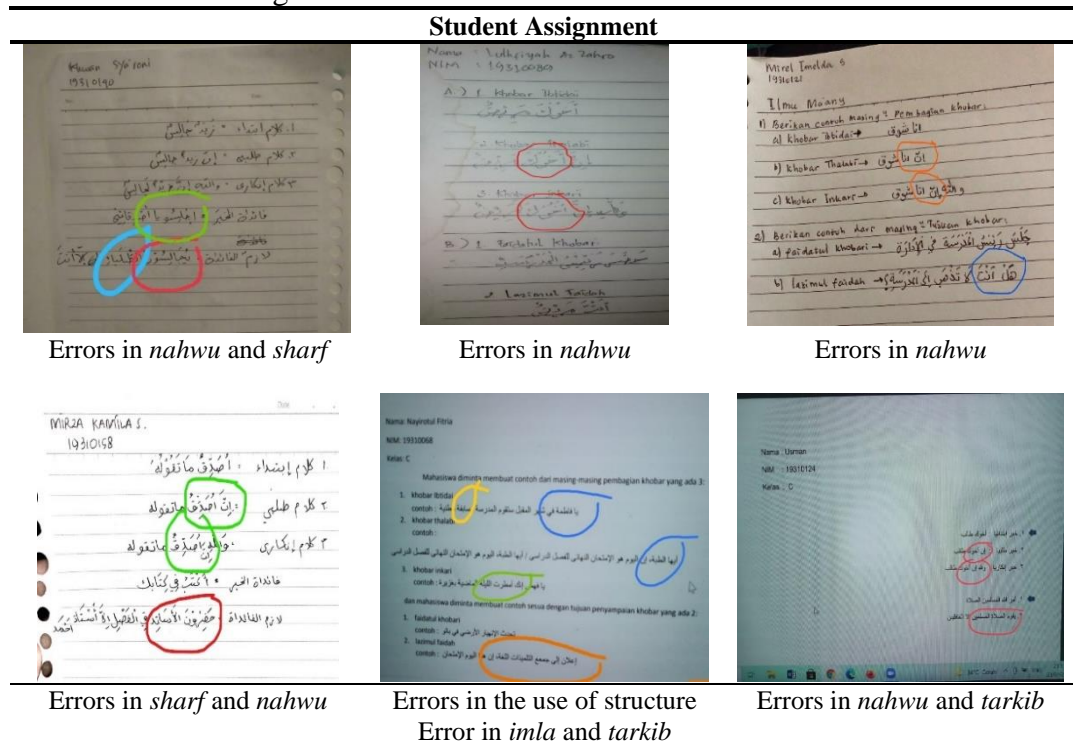


Figure 2. Results Of Student Works

Figure 2 shows that the tasks to create Arabic sentences about *kalam Khobar* contain four types of language errors. First, the wrong use of structure, in this case sentence structure of *kalam Khobar*. Some students still use sentences that fall into the category of *insya*, such as the use of calls (*nida*), command (*fi'il amr*), and question (*istifham*). The second error is in the aspect of *nahwu*, students pay less attention to the errors in simple rules, such as errors in the sign of *I'rob*. In figure 2, an error occurred in *isim inna*, which should be read *nashab* with sign alif, not *rafa* with sign *waw*. The *jumlah* of *fi'liyah/fi'il* at the beginning of the sentence is forever singular. The error in the aspect of *sharf* is like the error in making plural words. The third error lies in writing the letter according to the rules of *imla*, such as errors in writing hamzah.

The fourth error is in the structure of the sentence, its conformity in the structure of the Arabic language. In contrast to the findings of Evans, M., & Tragant, E., that the demotivation of language expansion may even lead to dropouts. Demotivated students tend to mention poor teaching practices, lack of practice and differences in levels and competencies achieved by each student (Evans & Tragant, 2020).

Less Maximum Score

The decline in students' learning motivation in attending online learning during the COVID-19 pandemic brings about an impact on their learning outcomes. The decline in enthusiasm upon following the material of the online classes results in the lack of understanding, and it obviously affects the learning outcomes. As shown in figure 3.

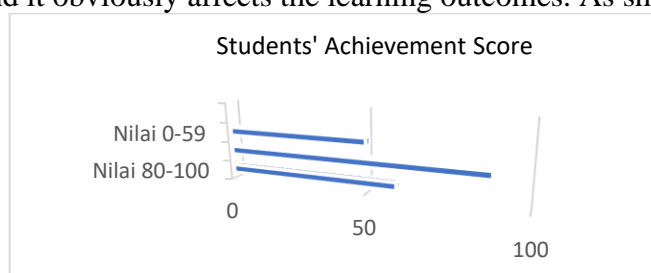


Figure 3. AFL Student Evaluation Results

Figure 3 illustrates that the number of samples used in this study involves four classes, Class A, B, C and D with a total of 197 students. Each class is given the same questions related to Arabic materials, more specifically related to kalam Khobar. The questions are compiled in 25 questions to complete and submit through Google form. The results of the student answers are provided in figure 3. It displays the range of student values from the results of the exercise through Google form. There are 60 students who get scores between 80-100. A total of 89 students gets the range of 60-79. And 50 students get 0-59. The fact that maximum scores could not achieved due to the minimum competence possessed by students. It corresponds to the finding that supports the essence of motivation in the success and academic competence of students (Wu et al., 2020).

Online learning basically refers to the shift in the transfer of skills and knowledge from conventional systems to the technology and internet-based education systems (e-learning) (Wang, Liu, & Zhang, 2018). It allows students to learn across time and space constraints thereby reducing operational costs (Shaw, 2014; Yacob et al., 2012). Online learning is not face-to-face learning between lecturers and students, but the learning process is carried out via the internet network (Moore et al., 2011). Students attend the lectures from their respective residences and are not in one room with lecturers. The learning can be done anytime and anywhere (Fuadi et al., 2020). Online learning has replaced conventional learning that has long been practiced in Indonesia. All educators, either the teachers or parents at home who accompany students to learn online, feel panic and experience a lot of obstacles once starting online learning (Handayani et al., 2020). Online learning during the Covid-19 pandemic involves parents as companions in the learning process other than teachers in the virtual classes (Novianti & Garzia, 2020).

CONCLUSION

This study reveals four factors affecting demotivation of AFL students in the online learning. First, infrastructure, students are constrained by inadequate technological facilities, in addition to the relatively slow internet connection. Second, culture, as learning is still considered a temporary learning process, not a transformation of the education system. Third, partners, language competence requires more friends to hone their language skills and get accustomed to the use of spoken and written language. Fourth, teachers, that teachers are less innovative in presenting learning materials. The demotivation leads to the decline in students' Arabic language competence. Thus, the Covid-19 pandemic cannot be used as a momentum to improve a more democratic and participatory education system using technology. In fact, it has been employed as excuses about the limitations and shortcomings experienced in the learning process during the COVID-19 pandemic.

This study is limited on the locus of research which is merely conducted in a Islamic university and the samples that focus on the fourth semester students only. The information regarding students' experience of being demotivated cannot possibly be disclosed comprehensively. Therefore, additional student experience data from different universities are required. In this way, the collected information is more complete, which could represent the whole students' experience in Indonesia. Correspondingly, education policy can be formulated by involving their experiences and voices upon attending the new educational concept.

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