

**STUDYING AT TWO DIFFERENT UNIVERSITIES: EFL
STUDENTS' MOTIVATION, TENSIONS, AND STRATEGIES**

THESIS

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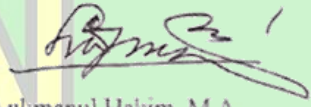
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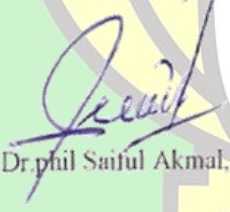
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Motivation, Tensions and Strategies**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



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Banda Aceh, 20 Juli 2022
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ABSTRACT

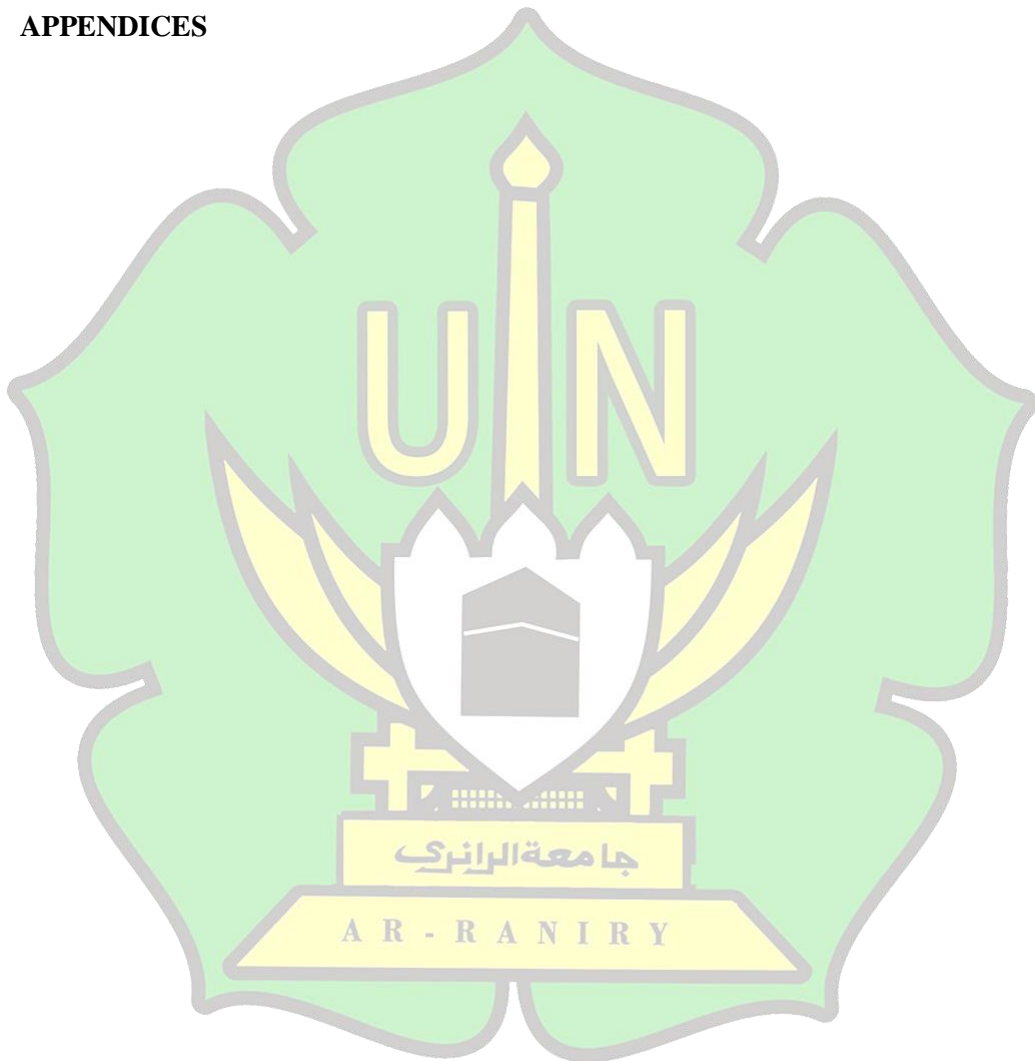
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It is customary to find that some students choose to study at two different universities at the same time. During their study, they might face tensions, and therefore they need strategies to deal with them. This study aims to find out EFL students' motivation, tensions, and strategies in studying at two different universities. It used the descriptive qualitative method to collect the data through interviews. In doing so, four steps were used: reducing the data, coding the data based on the participant's answers, analyzing the data, and describing the data on students' motivation, tensions, and strategies in studying at two different universities. The results revealed that the students were intrinsically (e.g., personal pleasure) and extrinsically (e.g., specific goal) motivated. The tensions that students frequently faced are: course time conflict, lack of educational information, stress and exhausted, and difficulties in academic administration stuff. And to deal with the tensions, the strategies used by students can be divided into three categories; time management, problem-focused and emotion-focused coping strategy.

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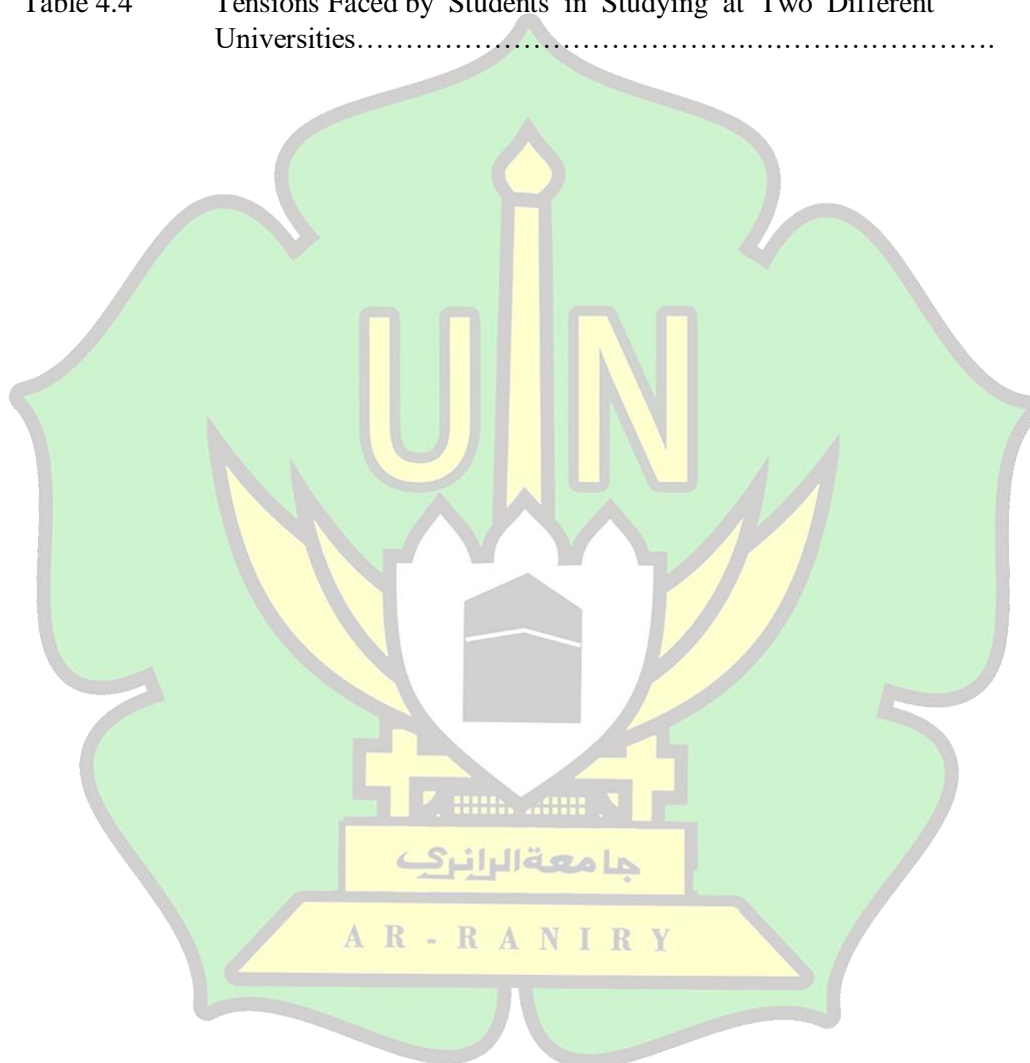
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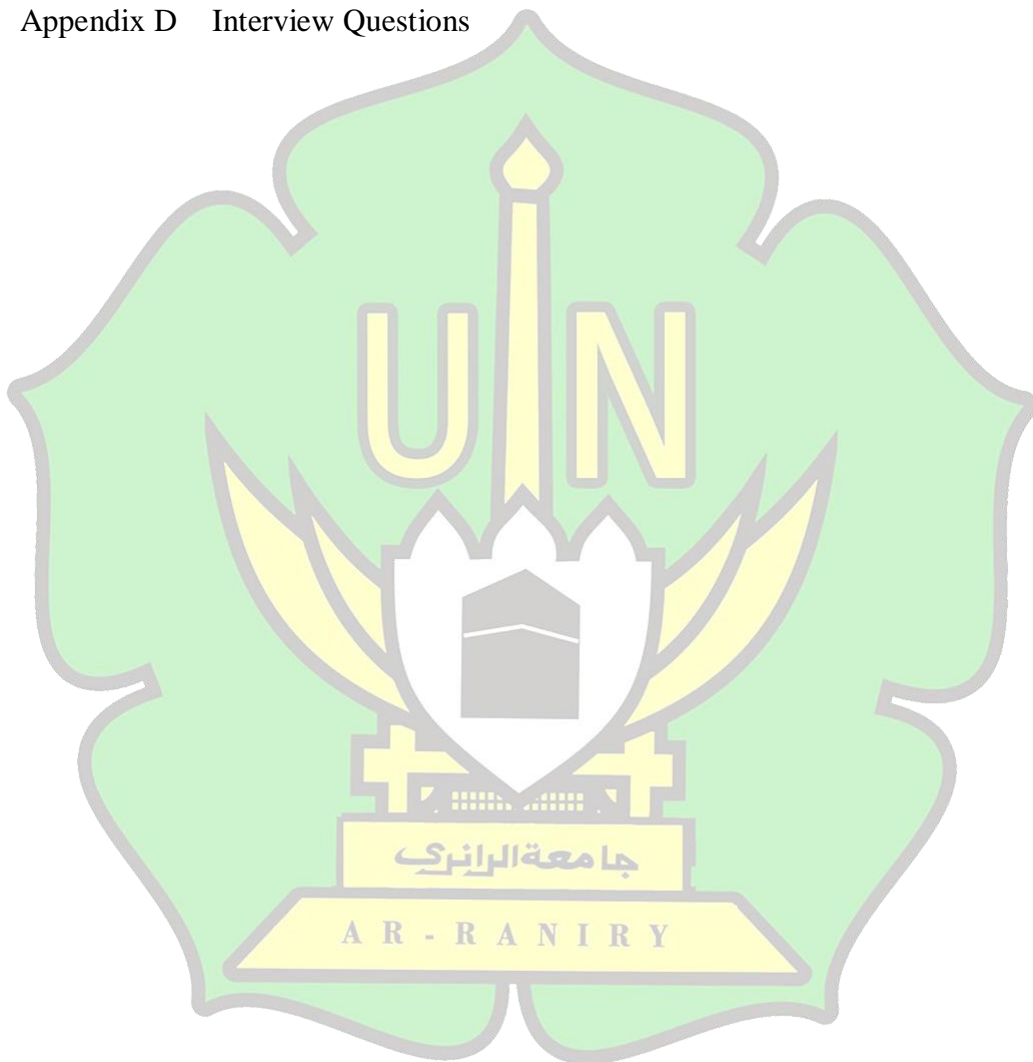
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CHAPTER I

INTRODUCTION

This chapter covers the background of the study, the research questions, the scope and significance of the study, as well as the definition of key terms. This section provides as an overview of the research that will be conducted later.

A. Background of Study

University is where individuals can further their education and develop their skills. University education offers a variety of specializations, allowing each student to decide and build their field based on their knowledge and abilities. Furthermore, it is common for some students to pursue two majors for various reasons. For instance, a student takes a Communication major at X University while they also take an English major at Y University. These students could have varying motivations to pursue two University majors simultaneously.

Motivation is the abstract concept that pushes a person to engage in specific actions. Motivation in an academic environment relates to the motivation of students to pursue academic achievements (Blašková, Majchrzak-Lepczyk, Hriníková, & Blaško, 2019). Students seeking two universities majors at two different universities at the same time were likely highly motivated to obtain as many academic achievements as possible. The researcher was intrigued to find the drive behind those motivations, whether from within or influenced by their environment.

When those motivated students begin their pursuit of education at two different universities simultaneously, they will inevitably face tensions in their journey, and they must develop strategies to meet those tensions to reach their preferred goal. In my preliminary research, the researcher interviewed five students studying at two universities. They stated that the most frequent issue they had was the study hours for the two majors were incompatible. Due to many classes, the students have difficulty allocating their time between the two majors. They also stated that they were usually in college all day studying due to many courses, which left them drained. The students are also exhausted because of double tasks assigned by each major, and it is simple for them to feel stressed since they don't have enough time to rest.

To overcome the tensions that they would face, students must develop appropriate strategies for those tensions. One of which is Time Management. Time management is the ability to organize, plan, arrange, and account for one's time to increase production and efficiency (Adebayo,2015). For students who are studying at two different universities at the same time, improving time management skills is critical. To reach learning goals, they must balance how they manage the activities and responsibilities of one primary and the other. The researcher is interested in investigating such phenomena. Students must consider motivations, tensions, and strategies to get well through their studies.

There were multiple previous studies conducted regarding these topics. Martin & Dowson (2009), Mastura (2019), and Zafar (2010) have conducted studies that measure the influence of motivation on students. Bukhari & Afzal (2017) and

Saleem, Mahmood & Naz (2013) studies showed that students face multiple tensions and obstacles in their university lives, and studies done by Cevik (2020) and Rifqi (2017) showed the importance of proper strategies for students to overcome obstacles.

The researcher is interested in researching students' motivation, tensions, and strategies in studying at two universities due to the intriguing problem they face and how beneficial their experience could be for other students. Therefore, this research aims to see and explore students' motivation to study at two different universities, the tensions that may occur, and students' strategies for overcoming them.

B. Research Questions

The researcher intended to conduct this research to find out the answer to the following questions:

1. What are the motivations of students for studying at two different universities?
2. What are the tensions faced by students who studied at two different universities?
3. What are the strategies used by students who studied at two different universities?

C. Research Aims

The following are the study's objectives, based on the research questions above:

1. To identify the motivation of students in learning at two different universities.

2. To find out the tensions faced by student who studied at two different universities
3. To know the strategies used by students who studied at two different universities.

D. Significance of Study

This study is mainly concerned with analyzing students studying at two universities. The results of this study are sure to be helpful for students and other researchers. For students, this study is expected to give some references about motivation in studying, tensions they may face and strategies they may use in studying at two universities. Furthermore, the researcher also hopes that this research will be helpful for other researchers especially students of the Department of English Language Education (Universitas Islam Negeri Ar-Raniry Banda Aceh).

E. Key Terms Used

There are some basic terms need to be clarified in order to avoid misunderstandings.

1. Motivation

Motivation is described by Broussard and Garrison (2004 as cited in Alizadeh 2016) as the quality that drives us to do or not does something. Student participation in learning is considered a pre-requisite and a crucial factor. Student engagement in education is not just a goal in and of itself but also a means to achieve good academic results for students (Ryan & Deci, 2009). In this study, motivation refers to students' motivation to pursue education in two universities. Students'

motivation not only refers to the drive to study in universities but also the added intrinsic or extrinsic motivation that drives students to pursue more education at a different university.

2. Tension

Durrete (2020) stated that tension is an experience in which a student is burdened by time and energy demands to achieve specified academic goals. These problems can arise from various causes and have a wide range of emotional and academic consequences for students. Specific to this research is the tensions students face in managing their studies between two universities.

3. Strategy

In studying at two different universities, students need strategies in order to make learning effective and efficient. According to Yang, Lo, Huang, Xia, and Sun (2016), students' learning strategies are defined as actions taken in response to issues they confront during the learning process. Learning strategies assist students in determining how to learn, collect, and retain new information.

The strategies mentioned in this research refer to the strategies used by students to overcome the tensions they faced by studying at two different universities. Some of the strategies mentioned include time management strategies, which manage the students' time for practical study, and coping strategies, which focus on the students' behavioral activities.

4. Studying at Two Different Universities

A simple observation on the surrounding academical environment have shown that the phenomena of students studying at two different universities are becoming more and more common. Students are motivated by unidentified determiner to pursue education at two different majors or universities. These phenomena are influenced by multiple reasons that would be discussed further on this research.



CHAPTER II

LITERATURE REVIEW

This chapter discussed some important theories that have become the basis for this research. The theories were divided into three aspects; Motivation, Tensions and Strategies. Each aspect will be elaborated and discussed more in the following subsections.

A. Studying at Two Universities

There are an increasing number of students that pursue two undergraduate degrees. These students pursue multiple educations because they are driven either by their self-drive to obtain as much education as possible or by external reasons such as family or social environment (Zafar, 2010). The most prevalent reason for students to seek education in multiple places is the expected rewards that education and degree would bring. Many students enroll in universities because they were promised a more prosper live. Therefore, a second degree would ultimately mean a more prosper live (Del Rossi & Hersch, 2016).

In pursuing multiple educations at the same time, there are, of course, tensions that must be faced. University students face a myriad of problems in their daily and academic life (Kirsh et al., 2014), these tensions would also be prevalent for students who studied at two different universities, and they would also face added tensions that regular students might not face. Therefore, those students need to find the most effective strategy to overcome those tensions and reach their goal of successfully pursuing a double degree.

B. Motivations

This section aims to provide a theoretical background on motivations, more specific motivations in studying at two universities, in order to understand the construct with reference to some theoretical models used for the frame of reference.

1. Definition of Motivation

At most basic levels, motivation is something that moves a person to make confident choices, engage in actions, and expand efforts to reach a specific goal. However, though it seems simple, the true meaning of the word motivations has been a highly contested topic throughout the years by many scholars (Dörnyei & Ushioda, 2011).

In relation to the topic of this research, another term that needs to be defined is academic motivation. Academic motivation is a collection of circumstances and conditions that form an individual's beliefs regarding their abilities, intentions, goals, and emotional response to their academics activity (Blašková, Majchrzak-Lepczyk, Hriniková, & Blaško, 2019).

2. Types of Motivation

Ryan & Deci (2000) distinguish motivation based on the different goals that prompt action. The most general types of motivation are intrinsic motivation and extrinsic motivation. Intrinsic motivation is the implementation of an action based on satisfaction gained from that said action rather than some external consequences, pressures, or rewards (Ryan & Deci, 2000). Conversely, extrinsic motivation is the implementation of an action based on the desired outcome that could be gained from said action (Ryan & Deci, 2000).

In simpler terms, intrinsic motivation drives an action that is considered fun, interesting, and engaging for an individual, while extrinsic motivation drives an action that might have the same characteristic but needs outside benefits that could be gained from that action. Extrinsic motivation could also be further categorized based on the reason for a driven action (Legault, 2016).

Firstly, external regulation. It refers to actions in response to an external demand or exchange for external incentives. According to Olsson (2008), the controlled aspect with feelings of inner compulsion and conflict with those externally managed students is termed external regulation. For example, A student who studies hard in class to achieve good grades so that his parents will reward him with material benefits. Even though the action is intentional, it is governed by an outside force. External regulation is the least preferred type of motivation and is generally contrasted with intrinsic motivation.

Secondly, introjected regulation. This type of extrinsic motivation is in which the action was governed by internal consequences and or pressures aimed at achieving reward (e.g., ego enhancement and pride) or avoiding punishment (e.g., guilt and shame) (Ryan & Deci, 2000). An example would be a student who spends lots of time practicing music for performance because she believes if she does not play well, others will underestimate her.

Thirdly, it identified regulation. This type of extrinsic motivation is less controlling. Identified regulation is when someone gets involved in action because they recognize its significance and accept it as their own. Gagne & Deci (2005) claimed that people feel more uncontrolled and comfortable when they have

identified regulation since their behavior is more in line with their aims. Consider a student who works extremely hard in preparation for an exam since getting into college is meaningful to him. Getting into college is a goal chosen by him. While external factors drive the behavior, it remains essentially free. Differently, if a student believes he will feel like a failure if he does not go to college. Then, he must go to college, just like everyone else (introjected regulation), or a student should go to college because his parents are forcing him to do so (external regulation).

The last is Integrated regulation, in which the action is driven by a combination of external and internal pressure to reflect an individual's value and identity. According to Deci & Ryan (2002), Integrated regulation, which occurs when behavioral regulation and individually approved values, goals, and ambitions that are already part of the self are in sync, is the most autonomous type of extrinsic motivation.

3. Students Motivations in Studying at Two Different Universities

Studying at two universities means that a student was driven to pursue higher learning at two different universities based on his or her motivations. Those students that are currently studying at two different universities have also, at one point, been motivated to pursue higher education. Timothy L. Seifert (2004) stated in his journal that there are four prominent theories regarding motivations in an academic context, which are: Self-efficacy theory refers to an individual's judgment and confidence in themselves to perform a task at a specified level of performance. Kolbe (2009) claimed that the ability to measure one's cognitive strength is defined as self-efficacy. This theory argues that students were motivated to pursue higher

education based on their personal belief that they were able to challenge themselves further through it.

Attribution Theory; a theory that refers to a perceived cause of an outcome. According to Robbins & Judge (2008) Attribution theory is used to explain the causes of individuals in carrying out an action whether influenced by internal or external factors, and also explains the various causes and motives that underlie a person doing a certain action. In an academic setting, attribution might include effort, skills, knowledge, strategies, ability, luck, or teacher's behavior that might have consequences on the students' motivation.

Self-worth Theory; a theory proposed by Jin (2010) assumed that people are socialized and sensible creatures. Humans are tended to look for the justification for their actions and to building a reasoning system to explain their internal and external environments, both within themselves and in the outside world. It refers to the students' behavior in protecting, maintaining or enhancing their own self-worth. A sense of self-worth is positively related with the well-being and functionality of any human being, especially students' who are more prone to depression and self-contempt.

Achievement Goal Theory, a theory that refers to the students' motivation, can be seen as an attempt to achieve a desirable goal. It is believed that students tried to pursue success or experience failure rather than purely pursuing education for knowledge (Seifert, 2004). For example, a person who is performance-oriented in a specific achievement setting, such as finishing a writing assignment, may focus

on completing the project properly to appear competent to peers and surpass his or her peers while exerting minimal effort.

C. Tensions

Linguistically, tension means the feeling of nervousness before a significant or challenging event. In academics, we could see tensions as the underlying problem that students face when faced with academic events. Related to the topics of motivation, the researcher has presented types of inspiration and their main triggering factors. In contrast, where there are supporting factors, there are also factors that hinder the growth of students' motivations. Cloes (2005) proposes the following categories that could affect students' motivation in positive and negative connotations; working atmosphere, reaction toward activities, motor involvement, time management, and involvement.

Working Atmosphere relates to the student's behavior and the teacher's abilities to manage the classroom during an active learning process. A proper working atmosphere is one in which students can complete their tasks safely, pleasantly, and comfortably. When a learning environment is deemed "entirely uncontrollable," the students' motivations suffer a significant decrease compared to a more "controlled" learning environment (Biza, Nardi, Thoma, Kayali, Cook, Hughes & Jagdev, 2016). Therefore, an unsafe and uncomfortable work atmosphere might impact students' motivation and productivity.

“Reaction toward Activities” relates to the students' responses toward the activities presented in a learning environment based on the teacher's lesson plan. An exemplary implementation of a lesson plan could be helped improve students'

motivation, and conversely, a poor implementation could hinder students' motivation to learn (Rahmawati, 2014). In the learning environment, teachers' learning plan plays a significant role. In an environment where the teachers have lost control, students cannot learn properly. Hence, students will understand what to expect when the teacher's learning plan is proper, consistent, and organized and can make rational decisions.

“Motor Involvement” relates to the presentation of rewards or punishments based on the students' performance. Reward and punishment are often used in the academic environment. It aims to improve students' learning goals and make learning more efficient. Well-chosen rewards and punishments improve students' learning effectiveness. Most individuals require the motivation of a reward in order to pursue an action, the same theory can be applied to students in a learning environment (Fulmer & Frijters, 2009).

“Time Management” relates to the students' ability to manage their time in their learning environment. It is also defined as a method of monitoring and regulating time. Time management is behavior that tries to make the best use of time while completing specific goal-directed tasks. The interest is in some goal-directed activity, such as completing a job task or an academic assignment, that is carried out in a way that indicates efficient use of time. This factor of motivation works in both ways. The more motivated an individual is toward a specific goal, the better they are at planning and managing their time. Similarly, individuals who naturally have an aptitude for planning and managing their time were found to be more easily motivated in pursuing their goals (Claessens, van Eerde, & Rutte, 2007)

“Involvement” relates to the amount of involvement a student’ undergoes in the classroom. Students must be actively involved in collecting, seeking, and implementing the knowledge and skills taught in the classroom or through other learning activities. Students are more motivated when they are involved in the learning process rather than just being passive participants. It is also noted that student involvement can also increase anxiety in students, which would result in a demerit towards their motivations (Lee, Yin, & Zhang, 2009).

D. Strategies

Students who have chosen to pursue education at two different universities must have strategies that they implemented in order to successfully pursue both majors. These strategies are mostly based on their ability to manage the time needed to be invested to both majors. Abduolimova and Ibrokchimova (2022) in their journal stated that the correctly allocating time would massively improve both students’ motivations and progression in their studies.

1. Time Management Strategies

Time management, as a skill, includes the following strategies that could be utilized: setting goals, meeting deadlines, using time management aids, coping with change, making plans, and effectively organizing one’s time (Nadinloyi, Hajloo, Garamaleki, & Sadeghi, 2013). Moreover, poor time management practices – such as cramming, failing to meet set deadlines, or not allocating enough time for work assignments – are often cited as a source of stress and poor academic performance for students (Hamzah, Lucky, & Joarder, 2014).

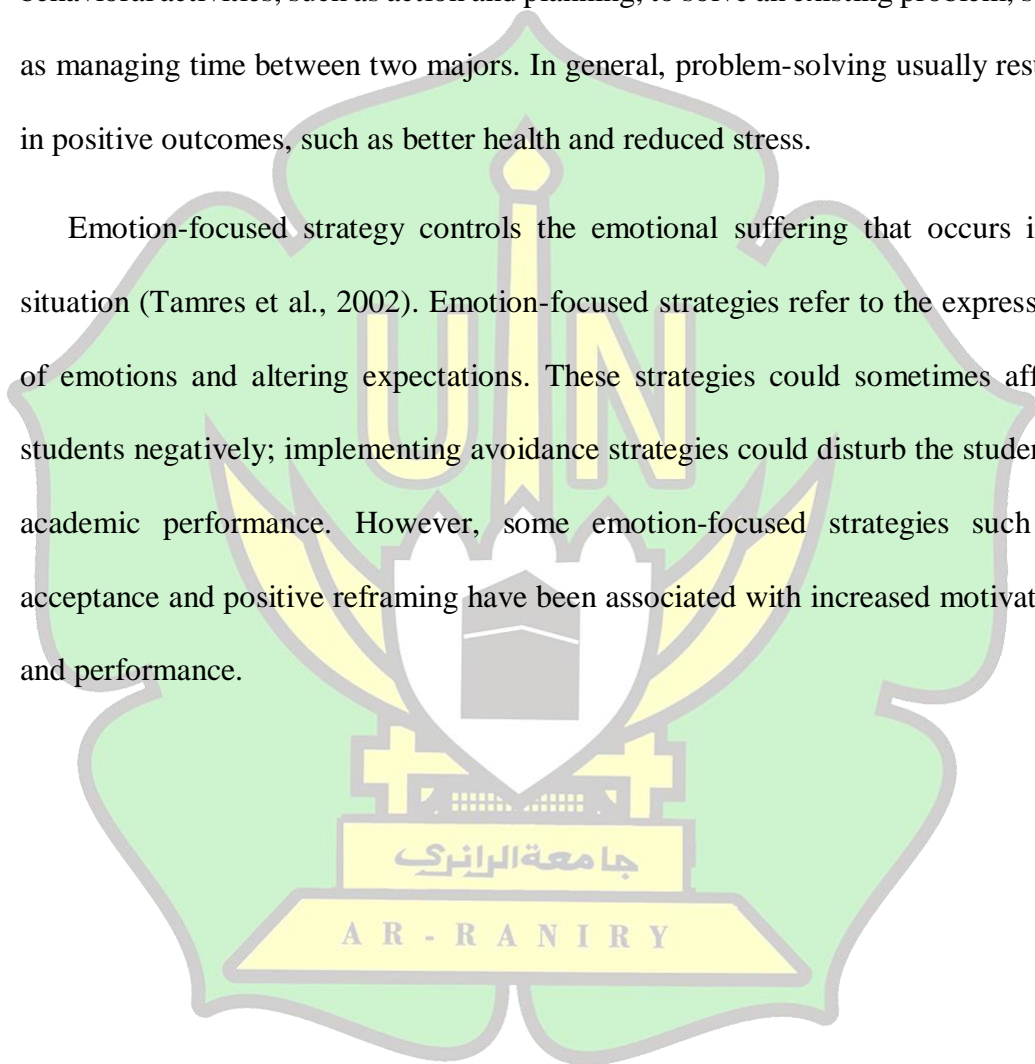
It might be problematic to have no plans for leisure time. There are several problems are; First, people become bored when they do not know how to occupy their spare time in a fun way. For instance, Hickerson and Beggs (2007, as cited in Wang et al., 2011) discovered that students who lack leisure skills or the capacity to manage leisure time are more likely to feel bored during their free time. Second, not knowing how to use spare time often leads to a harmful sedentary lifestyle. According to Mokhtari et al. (2009, as cited in Wang et al., 2011) College, students spend the majority of their leisure time in front of a screen, either on the internet or watching television. Exercising and physical activity are negatively connected for college students who spend too much time on the internet or watching television (Buckworth and Nigg 2004). Third, not preparing ahead of time might make people feel pressured since their time is not effectively managed and allotted. Students should pay attention to when they are most productive during the day and use that time to focus on the most critical assignments.

2. Coping Strategies

Another form of strategy that could be implemented by the students other than time management is called coping strategies. Coping strategies pertain to how students anticipate, perceive, manage, and react when they are pressured. According to Kausar (2010), Coping strategies are the constantly changing cognitive and behavioral efforts to manage external and internal pressure, in this instance meaning academics demands. Coping strategies are classified into two broad categories; Problem-focused strategies and Emotion-focused strategies (Broughman, Zail, Mendoza, & Miller, 2009).

According to Brown et al. (2005), Problem-focused is a strategy to attempt to reduce a tense situation. This strategy will likely lead to increased well-being since it focuses on effectively solving the problem and improving the situation (i.e., lower stress responses and better performance). Problem-focused strategies refer to behavioral activities, such as action and planning, to solve an existing problem, such as managing time between two majors. In general, problem-solving usually results in positive outcomes, such as better health and reduced stress.

Emotion-focused strategy controls the emotional suffering that occurs in a situation (Tamres et al., 2002). Emotion-focused strategies refer to the expressing of emotions and altering expectations. These strategies could sometimes affect students negatively; implementing avoidance strategies could disturb the students' academic performance. However, some emotion-focused strategies such as acceptance and positive reframing have been associated with increased motivation and performance.



E. Concluding Remarks

To this study, motivation refers to the driving force for students, not only in pursuing education but also pursue a second degree in another university. Based on the theories mentioned above, those motivations can come either intrinsically or extrinsically.

Students who were motivated to pursue those aspirations of studying in two universities at once would have faced several tensions that resulted from environmental and management aspects or psychological and behavioral aspects. Students must then employ different learning strategies to overcome those tensions in order for them to achieve the goal set by themselves or others when pursuing two educations at two different universities.

Research done by Mastura (2019) reveals that students are highly motivated to pursue education at two different universities simultaneously. It is also revealed that most students were intrinsically motivated by themselves in their pursuit of those educations. These intrinsic motivations could've been developed in a variety of ways. Zafar (2010) suggested that students choose to undertake two university majors at the same time because of their perceived benefits of said educations and qualifications. A similar study was done by Azhari (2021) showed that lack of motivation can lead students to move from one study program to the other one.

Undergoing two university-level educations at the same time could prove to be a very hard burden for the students. University life for students is emotionally and intellectually demanding. Students are expected to face a great deal of academic and personal challenges (Saleem, Mahmood, & Naz, 2013), and most overcome

those challenges to gain the success that they set out to reach. Research by Bukhari and Afzal (2017) showed that most students deal with depression, anxiety, and stress in their university lives and must constantly be repressed or overcome throughout their studies.

In order to handle the mounting number of tensions that they face, students must utilize an appropriate strategy in their process of balancing two different university-level educations at the same time. Rifqi (2017), in his research, showed that the strategy most used by students who were studying at two different universities is behavioral learning strategies, which is a learning strategy that focuses on employing assistance to help students in their studies.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes research methodology in general, including further details on the study design, population, and sample, as well as a brief overview of the research location, instrument, data collecting process, and data analysis approach. This chapter would be clarified in great detail.

A. Research Design

This study used a descriptive qualitative method. Qualitative research is one of method that can answer the research questions in this study because it has the capability of providing a fuller understanding of students' motivations, tensions, and strategies in studying at two universities. According to Astalin (2013) a research method that offers a factual explanation, primarily narrative, of a social or cultural phenomena and people's or groups' views to influence the researcher's knowledge of it is known as qualitative research.

B. Research Location

This study was conducted at English Language Education Department, Universitas Islam Negeri Ar-Raniry Banda Aceh (Ar-Raniry State Islamic University) . It is one of education majors in UIN Ar – raniry. The University is located in Kopelma Darussalam, Banda Aceh, and is one of the largest university in Aceh.

C. Research Participants

This study's participants were ten English Language Education students at Universitas Islam Ar – Raniry batch 2017 and 2018 who were also studying at another university. The age range was between 21-24 years old. This study was conducted purposively. According to Sugiyono (2001), purposive sampling is collecting information based on particular criteria. The criteria are that the participants must be or have been a student of the English Language Education Department and must be studied at two universities simultaneously.

D. Methods of Data Collection

Before collecting data, A permission letter was requested from the dean and directed to the Department of English Language Education. After receiving approval from the Department of English Language Education, this study was conducted effectively.

To obtain the data, ten English Language Education Department students were interviewed separately. This study used semi-structured interviews because they could answer the research questions, and also, the questions may be generated based on the participant's responses and current situation. Moreover, the semi-structured interview guide offered clear interviewer directions and could reflect the actual comparable qualitative data. According to Adam (2015), semi-structured interviews combine closed and open-ended questions in a conversation with one participant at a time and some follow-up questions. A semi-structured interview is one in which the interviewer uses a prepared set of questions as a guide but retains

the opportunity to ask different questions to obtain more information (Mackey and Gass, 2005). In doing so, a list of questions was administered, and additional follow-up questions relating to the prepared questions will be asked. The participants were asked certain questions relating to the study subject, and the information was documented over the phone throughout the interview.

E. Methods of Data Analysis

The data was analyzed using Creswell's (2007) approach as a guide. The researcher performs data transcription during data analysis. According to Creswell (2008), analyzing qualitative data needs to have four stages, including data reduction, coding the data, analyzing the data, and discussing the findings.

After the interviews were done, the data was transcribed. The researcher reduced the data to the needed and essential for this study. The data was also coded to make it easier to examine. The data were analyzed by identifying patterns and making connections to each of these data. After the data was analyzed, it would be interpreted and discussed based on the theme. The results of the interviews can be used as evidence to make judgments.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter covers the data collection procedure of this research, the data analysis process, presenting findings, and discussing the theory of the findings. To show how the research was done, the data for the research was analyzed to answer the research questions.

A. Research Findings

In this part, the research findings were described from the interview data. This study was conducted on June 7th - 9th, 2022. The interview duration is about 15 to 20 minutes for ten questions and several follow-up questions. Students' demography is presented in the table below:

Table 4.1
Students' Demography

No	Participant	Gender	Age	First University and Major	Second University and Major
1.	CRAN	Female	22	Islamic University, English Language Education Department. Ar-Raniry State	Syiah Kuala University, Urban and Regional Planning Department
2.	NNA	Female	22	Islamic University, English Language Education Department. Ar-Raniry State	Syiah Kuala University, Law Education Department

3.	FA	Female	22	Ar-Raniry State Islamic University, English Language Education Department.	Syiah Kuala University, Management Economics Department.
4.	MAK	Male	24	Syiah Kuala University, Psychology Department	Ar-Raniry State Islamic University, English Language Education Department.
5.	AA	Male	23	Ar-Raniry State Islamic University, English Language Education Department.	Syiah Kuala University, Economic Development Department.
6.	DI	Female	23	Ar-Raniry State Islamic University, English Language Education Department.	Syiah Kuala University, Communication Education Department.
7.	BQ	Female	21	Ar-Raniry State Islamic University, English Language Education Department.	Syiah Kuala University, Agribusiness Management Department (D3)
8.	RRW	Male	23	Ar-Raniry State Islamic University, English Language Education Department.	Syiah Kuala University, Electrical Engineering Department.
9.	MAH	Male	23	Ar-Raniry State Islamic University, English Language Education Department.	Syiah Kuala University, Communication Education Department.
10.	M	Male	22	Ar-Raniry State Islamic University, English Language Education Department.	Syiah Kuala University, Accounting Department.

The participants answered several interview questions to find students' motivation, tensions, and strategies in studying at two different universities. Due to time constraints, the interview was done online through WhatsApp. An audio recorder recorded answers and opinions, and the result was transcribed. After that, the data were coded and analyzed to answer the research questions about students' motivation, tensions, and strategies in studying at two different universities. After

going through several processes, the researcher obtained findings organized into three points.

In detail, the data analysis was organized into three themes and coded based on what the research question needed to explain. The first themes were students' motivation to study at two universities. Second, tensions faced by students in studying at two different universities, and third, strategies used by students in studying at two different universities.

1. Students' motivation

Table 4.2
Students' Motivation both Intrinsic and Extrinsic

No	Motivation	Participant
1.	Intrinsic Motivation	CRAN, NNA, FA, MAK, BQ, M.
2.	Extrinsic Motivation	CRAN, FA, AA, DI, RRW, MAH,

Based on the table 4.2, there were six participants who chose intrinsic motivation, but two of them also choose extrinsic motivation. This showed that the students were motivated intrinsically and extrinsically.

CRAN: “Because of myself, but there is external factor as well. My parents told me to do so. Then why not as long as it supported by surroundings environment”.

FA: “From myself and external factor too, my parents also advocated me too studying at two different universities”.

The participants (CRAN) and (FA) said that the motivation came from themselves but there was an external factor that influenced them, which is their

parents. This action was motivated by a combination of external and internal factors. This was one of external motivation categories, namely Integrated motivation.

AA: “..... because of myself, just like what i said before, I don’t want work at education field. I want to work at the ministry of foreign affairs. Then for the external factor, i saw other people from different major get extensive knowledge such as economics and business while learning English, so i saw greater job opportunity. So, a greater job opportunity can be an external factor”

RRW: “From my own self, because my goal in the future is continue my master degree (S2). So, I convince this will help me to reach my goal.”

The answer above showed that the participants (AA) and (RRW) studying at two different universities because specific goal they want to achieve. The action was motivated by themselves but it controlled by the goals. It refers to Identified regulation. This type of extrinsic motivation is more uncontrolled because the behavior is more line with individual aims.

DI: “From external factor, because I simply carried out my parents' wishes.”

DI stated that the reason she studied at two different universities because her parents. She is not motivated by herself. This refers to introjected regulation which the action was governed by an internal consequences or pressures aimed at avoiding punishment (e.g. guilty). Introjected regulation is one type of extrinsic motivation.

MAH: “Firstly, thing that motivated me to studying at two universities were PBI students who studying at two different

universities too. And then i acquired a desire to studying at two universities. And I think it will make it easier to me in the future, and will help me a lot.”

The answer from participant (MAH) showed that he was motivated by people around him and he convince that by studying at two universities will help him and make his life easier in the future. It refers to external regulation, one of extrinsic motivation which the action taken in response to an external incentive.

NNA: “To convince myself to studying at two different universities at the same time is factor from my own self”

MAK: “Self-motivated, because of myself.”

BQ: “The motivation comes from internal, from myself,.....At first my parents discouraged me to studying at two universities because they believe it would exhaust me and give me problems later”

M: “For me, it came from myself, because it was my own desire to study at two universities”

Four of ten participants stated that they were motivated intrinsically. When the participants were intrinsically motivated, they engage in every activity because they enjoy it and give them personal pleasure.

Table 4.3

Students' motivation based on theory in academic context

No	Motivation	Participant
1.	Self-efficacy Theory	BQ
2.	Attribution Theory	CRAN, NNA, MAK, DI, RRW, MAH, M
3.	Self-worth Theory	AA
4.	Achievement Goal Theory	FA, MAK, AA, RRW

Based on the table 4.3, one of the research participants put forward statement about Self-efficacy theory. Namely BQ. Here is the result of the interview conducted with BQ:

BQ: “I felt after one year, I haven’t experienced what it’s like to live as a student while i see my friends are quite busy with their college assignments. So, I was interested in the activities of my friends and decided to go to two universities in order to get busy.”

In conclusion, BQ said that she interested to make herself busy in pursuing double degree. Its related to the definition of Self-efficacy theory that refers to an individual’s judgement and confidence in themselves to pursue higher education based on their personal belief that they were able to challenge themselves further through it.

While the other participants, namely CRAN, NNA, MAK, DI, RRW, MAH and M, mentioned about skills and various motive that influenced them to studying at two different universities. It refers to Attribution theory. The examples of the response are as follow:

CRAN: “Actually to increase knowledge. Because English is a skill that will be needed in the future. For example, in looking for a job.”

NNA: “Because i was accepted in two universities..... I don’t want to give up on one university, so I choose both of it. Both majors are important to ensure future life,”

MAK: “ I need to learn about English language skill because most of journals and books that used in psychology are in English. Automatically it will make easier to me to understand the theory.”

DI: “Because my parents asked to. By chance my parents work at academic field and they force me to studying at two universities. And then finally i feel studying is fun and i got a lot of experience while studying at two different universities”

RRW: “I believe that studying at two universities can provide more knowledge, especially basic knowledge as well as other knowledge.... so, this will be an asset and benefit for me in the future especially when looking for a job”

MAH: “My motivation to studying two universities is to assure a great future for myself.”

M: “.....and also, i believe that simply studying the language is insufficient, thus i want to add skills to myself.”

Meanwhile, Participant (AA) has different reason to studying at two different universities, here is the result of the interview conducted with AA:

AA: “.... Actually i don’t have any intention in studying at PBI....., but then I wasn’t accepted in university that i wanted.... So i choose major in UIN Ar-raniry. Because I don’t want to waste my time. And I was accepted in PBI UIN Ar-raniry. In fact, I avoid GAP year. I can’t....,”

The result from AA showed that he wanted to protect and maintain his self-worth. He avoided GAP year because he believed that GAP year would lower his enthusiasm in studying. AA also stated that he has goal to work at specific field. This related to achievement goal theory, where the motivation can be seen as an attempt to achieve desirable goal. This theory also compatible with several participant, namely FA, MAK and RRW. And the result of the interview with these participants as follows:

FA: "...I would like to work at embassy."

MAK: "... the main reason I study at two different universities is because I want to study abroad."

RRW: "and this is may help when I want to continuing my master degree."

In choosing majors at two different universities, all participants claimed that the majors were interrelated. English major supports their other majors and vice versa.

This statement would be explained by DI as follow:

DI: ".... when i speak in public, i talk to many people, so i have been a tourist guide from Thailand and France, so guests from abroad are helped by the English skills that i got at PBI and the communication skills that i got at Iikom. So, both help each other and relate to each other"

Based on the research findings to explain the first research question, the researcher analyzed the participants' responses and adjusted them to comply with the themes identified during the interviews. The researcher found that students were motivated both intrinsically and extrinsically. Six out of ten participants admitted that they were intrinsically motivated, and six out of ten admitted that they were extrinsically motivated since they have goals and ambitions to achieve. Furthermore, these findings mention that the majors that they chose were interrelated.

2. Students' Tensions

The second analysis focused on tension that students faced in studying at two different universities. Based on the research findings, the researcher has adjusted the participants' answers according to the themes obtained from the research interviews. The finding is illustrated in table below:

Table 4.4

Tensions faced by students in studying at two different universities.

No	Tension	Participant	Number of participants
1.	Course time conflict	CRAN, NNA, FA, AA, DI, BQ, RRW, M	8
2.	Lack of educational information obtained.	FA, MAK.	2
3.	Stress and exhausted	CRAN, NNA, FA, AA, DI, RRW, MAH.	7
4.	Difficulties in academic administration stuff,	MAH, RRW, MAK.	3

There were four tensions that students faced during studying at two different universities. The first one was course time conflict, eight of ten participants stated that this is a very common problem that they faced. This tension leads them to drop the course(s) in UIN and take it in the next semester because filling in KRS in USK is earlier rather than UIN. And also, two of eight participants in table 4.4 said that KRS in USK is already in package, so they cannot arrange it anymore. Below were the part of transcripts that became the evidence:

CRAN: “More problems in managing time. Lesson planning is tiring, furthermore the lesson plan in USK is set first. In the early semester there is a lot classes that were clashing, so I must sacrifice one,”

NNA: “..... It clashes because in USK we filled out the lesson plan first then it was UIN, so sometimes it get left behind, and I took it later with my underclassmen.”

FA: “..... Commonly it was the class clashing. USK set the lesson plan first than UIN, because the first semester was set by the department there are courses I can’t take because it clashes and dropped and take in the next semester.”

BQ: “.... The problem with lesson plan is because it was set at different time, the scheduling is also a problem because one side is not that flexible with its schedule.”

RRW: “The main problem is the clashing schedules. Handling it is also complicated to fit both the USK and UIN courses”

M: “...most common problem is the clashing course schedule that forced me to choose between two courses that I must prioritize between the two majors.”

AA: “Scheduling problem is common because the courses in USK is set in packages and can’t be changed so it sometimes clashed with UIN”

DI: “Of course the schedule clashed, which makes me thankful that in UIN we could set our own schedule, while in USK it comes in packages, so the time left after the packaged schedule I used for my schedule in UIN”

Second, based on the result of interview with FA and MAK, they said that students did not obtain adequate educational information. This was related to the students' lack of social connections. Here are their statements for the explanation above:

FA: “In UIN there is a lack of information, especially regarding the lesson plan, it makes me go the department multiple times”

MAK: “Another problem is the social life in campus, personally for me in English Department, there are interactions or special social relationship which causes lack of information”

Third, due to the tight schedule and many assignments, they feel stress and exhausted. However, they understand that this is a risk of studying at two universities at the same time. The answer would be explained by participants as follows:

CRAN: “Tiredness and stress is a big problem, we faced full-week of class and Sunday is for assignments. There are also too much assignments.”

NNA: “I think that 24-hours is not enough to finish my assignments and class, I haven't event count other activities and stressed caused by those assignments.”

FA: “Mostly it's about tiredness because of lack of time, full week schedule and sometimes the lecturer asked for class on Sunday. The stress is even doubled by the assignments”

MAK: “Depends on our motivations on the 2 universities, there will be phases of tiredness, want to give up or can't go on”

AA: “Of course there is stress, but it's depending on the self-motivation so that the stress could still be handled and not to heavy”

DI: “During offline class I do feel tired, but during online class due to covid, I felt more stress because the assignment increased and difficult”

RRW: “about time, it’s non-stop, there are time to relax. Being tired and stressed is the risk. Admittedly, I’m a lazy student so I needed a strong support, especially if I was stressed by the pressure and thinking of given up. I still hold on because I’m almost finished”

MAH: “Mainly it’s time for studying, causing less rest. Sometimes the lecturers gave too much assignment. But again, it also depends on the person personality”

And the last is difficulties in academic administration stuff, MAK and RRW said that they have struggle in concerning academic stuff in USK, they mentioned that it hard to solve academic problem in USK and UIN has better system so they can easily handle any obstacles in concerning administration in UIN. On the other hand, MAH said opposite view from MAK and RRW. In his experience, he has more struggle in concerning academic stuff in UIN.

MAH: “Talking about problem is mostly about the bureaucracy and administration in UIN is much more difficult and complicated than in USK”

Due to some problems above, six of ten participants stated that those problem affected their academic achievement. They said that they received significantly worse grade while studying at two different universities especially in UIN because they more prioritize USK than UIN. These are their statement for explanation above:

NNA: “Personally the effect is I can’t give my 100% effort on my assignments because of the different deadline. Personally, I always done my assignments, whatever the grade will be, at least put an effort first. Like yesterday I missed out a class that is quite important

so I can't propose a final assignment because there are classes I haven't taken, because it clashes with the other universities."

FA: "There is, most of the low grade is in UIN, so I'm a little behind in UIN, there are a lot of class I haven't t took because of my low grade."

MAK: "Of course it's a risk, Alhamdulillah for me it doesn't happen too much. It mostly happened when the schedule is busy like during the first and second semester"

BQ: "I felt like it does, because when pursuing a double degree, our focused is split between 2 majors, so there must be one major where we are more focused. From my own experience, I'm currently doing my final assignments in one university while the other is quite lagging behind compared to my friends in that university, so I feel that this happened often"

RRW: "It does affect it, but it also depends on yourself. For me, when the schedule is clashing and it's complicated which lead to me missing class, therefore could cause my grade to drop"

M: "The clashing class problems often made us absent from class or late to class, which could affect your grade even though it's not too significant"

Based on the research findings to explain the second research question, the researcher analyzed the responses of the participants and adjusted them in complying with the themes identified during the interviews. The researcher concluded that there are four tensions that students faced in studying at two different universities, in particularly course time conflict which refers to time management, lack of educational information refers to involvement, stress and exhausted refers

to reaction towards activities, and difficulties in academic administration staff refers to working atmosphere.

3. Students' strategies

To deal with the tensions, students needed to have strategies. Based on the result of the interview, there are some strategies that they used to overcome the problems they faced.

a. Managing time

Ten out of ten participants mentioned that managing time is necessary during studying at two different universities. This is a solution for time problems especially for time course conflict. By managing time well, it can make their life organized and their time will not be wasted. It means if they can effectively manage their time, it can lead to better time management and, as a result, better individual outcomes.

MAH: "Time management is the key, tried making a schedule of your class for the week for each university. For example, from 8 to 4 on Monday, noted where you get class, where is the class. Just keep it structured. Then make a weekly list, so everything is on the to-do list, so managing time between the two universities is fine."

b. Taking a break (Go sightseeing, exercise, meditate, etc.)

Based on the result of the interview, seven of ten participants stated that the best way to overcome stress and exhausted is take a break. CRAN, MAK, RRW and BQ stated that they were like being at home and take a rest to make themselves relax.

CRAN: "If I get tired, I mostly choose to rest at home during my free time, just don't think about my burden."

MAK: “when I get too exhausted, I rest, not everything needs to be forced, take a short break”

RRW: “For problem like tiredness, I mostly just take a break. The best way for me to overcome stress is by sleeping and rest. Sleeping when your stress, when you wake up, you’ll feel more refreshed”

BQ: “It’s important to find ways to relax so that the stress is not overwhelming. I sometimes rest when the stress is too much to avoid tiredness in both mental and physical.”

Whereas, FA, DI, and MAH mentioned that they often go strolling-around, hang out, exercise and meditate. By doing these activities could maintain their mood to studying.

FA: “For tiredness and stress, I mostly try doing things that make me happy, like sports or strolling around. Mostly just to find relaxation.”

DI: “for internal problems like stress or tiredness, usually I gave myself a break from both universities, to rest or just stroll around”

MAH: “If I get tired, I rest, meditate or sometimes, just hang out at a café”

c. Asking for support

Two of ten participants admitted that studying in two different universities bring more stress and make them want to give up. To deal with this problem, they were frequently asking for support and communicate with their parents about the problem they faced. They need reassurance to keep studying in two different universities.

RRW: “Sometimes when I felt like giving up, I asked for support or just talk to my parent, letting know them about my problems and

situations, just so they know about my situations. I've always communicated those things to my parents”

MAK: “When it feels like you're close to giving up, talk or asked for opinion from parents, to strengthen my motivations”

d. Communicating and seeking help from friends

During studying in two different universities, students must keep their connection with other students. four of ten participants mentioned that they generally seek for help and also information regarding assignments and academic stuff from friend.

M: “I mostly depends on my friends, I asked my friends who are capable to help with my assignments, helping me during discussion, taking notes in clashing class and examining my assignments, therefore relieving me of my burden”

FA: “... regarding problem of missing information, the best way is to communicate with friends, like asking for info”

NNA: “I build a good relation between my friends in both universities, because sometimes because I studied at two universities I could missed out on information because I seldom converge with other students, by building and maintaining good relation we could easily asked for any missing assignment that I might have”

DI: “...for the educational problem strategy, mostly I discussed it with my friends, asking around about the universities and all...”

e. Communicating with the authorities

The way of solving academic administration problems is communicating with the authorities about the problem. It is necessary because good communication can lead to comfort among two sides. The authorities must know what is the issues that students faced so they could adjust the solution. As stated by AA:

AA: “For those problem. Well, one of the strategies used is by asking for help to those in-charge. Sometimes students might be reluctant to ask for help regarding their universities problem to the department, like academics. Even though those problem could be easily solved as long as we asked the right person for help.”

f. Creating a to-do list

Creating a to-do list is the best strategy for studying at two universities. This can lead to great time management. Using a list to organize the tasks will help students keep track of everything, and A well-organized to-do list makes life easier and simpler.

MAH: “.....I made weekly to-do list, so everything I need to do is on the to-do list, so I could handle the time management just fine.”

DI: “One of the most important thing to do is making a to-do list, because 24-hour is not that long of a time, so it must be managed well”

NNA: “Assignment should be done as early as possible, as well as making a to-do list, which would then be put somewhere visible to minimize sloppiness and the assignment is always visible to you.”

g. Avoiding deadlines

One of the best ways to complete tasks on time is to avoid deadlines. By avoiding the deadlines, students will prevent rushed tasks, will not generate the best outcomes and will be mentally and physically exhausted. As stated by NA and AA:

NA: “...convinces myself to not be a deadliner, personally I’m not comfortable to do my task at the end, because it’ll cause me to be sloppy, so I must do it right away. I also convince myself to commit to at least finish one assignment per day”

AA: “... I apply it by doing my assignment as early as possible so I’m not stressed out by the deadline”

To explain the third research question, the researcher analyzed the participants' responses and adjusted them based on the themes identified during the interviews. The researcher found that students have several strategies to overcome the tensions they faced. All of the strategies above can be divided into three categories: time management, problem-focused coping, and emotion-focused coping strategy.

B. Discussion

The purpose of this study is to examine students’ motivation, tensions, and strategies in studying at two different universities at the same time (a summary of the findings can be seen in appendix F). Based on the interview results, the researcher found the answer to the first research question: "What are the

motivations of students for studying at two different universities?”. According to the interview result, the researcher found that students were intrinsically and extrinsically motivated. Six participants (CRAN, NNA, FA, MAK, BQ, M) were motivated intrinsically (e.g., personal pressures). According to Ryan and Deci (2000), intrinsic motivation is the implementation of an action based on satisfaction from that said rather than some external consequences, pressures, or rewards. It can be concluded that these participants were motivated since they enjoyed themselves while studying at two different universities.

On the other hand, six participants (CRAN, FA, AA, DI, RRW, MAH) were motivated extrinsically (e.g., specific goal). The researcher classified the categories of extrinsic motivation by Legault (2016). Based on the research findings, two out of six participants (CRAN and FA) stated statements related to Integrated regulation. These participants said they were motivated by the combination of external and internal factors. (e.g., personal satisfaction and parent’s suggestion). Two out of six participants (RRW and AA) said they had specific goals. This is related to Identified regulation, in which the action is more aligned with the personal goals. One of six participants (DI) also related to introjected regulation in which internal consequences governed the action. She said she did not intend to study at two different universities, but her parents asked. So, she is motivated extrinsically to avoid guilty for her parents. Moreover, one of the six participants (MAH) stated that he was influenced by his friends who were studying at two different universities. Furthermore, he was convinced it could make his future life better and more manageable.

According to the interview result, the researcher also found students' motivation based on theory in the academic context. One participant (BQ) said she was interested in making herself busy pursuing a double degree. This statement is in line with Kolbe's (2009) Self-efficacy theory. Seven participants (CRAN, NNA, MAK, DI, RRW, MAH, M) mentioned the skills and motives that influenced them to study at two universities (e.g., improve their English skill, guarantee their future life). Their statement refers to the Attribution theory. This theory is used to explain the causes of individuals in acting and various causes that underlie a specific action (Robbin & Judge, 2008). One participant (AA) mentioned about Self-worth theory. This theory is in line with Jin (2010), in which action is to protect, maintain, and enhance their self-worth. He said he avoided GAP year because it could lower his enthusiasm for studying. Moreover, the last is the Achievement Goal theory by Seifert (2004). This theory is in line with the interview with four participants (FA, MAK, AA, RRW). They said that they have a desirable goal (e.g., ambition to work at particular field and study abroad), which is related to this theory, which students' motivation can be seen as an attempt to achieve their goal. This viewpoint is confirmed by Mastura's (2019) study, which indicated that students are highly motivated to pursue education at two different universities simultaneously. And Zafar's (2010) study revealed that students choose to study at two different universities at the same time because of their perceived benefits of said educations and qualifications.

The second research question is, “What are the tensions faced by students who studied at two different universities?”. The researcher found four tensions that

students faced. The first tension is a course time conflict. This tension was a risk for the student pursuing a double degree. It is related to time management, and students must allocate time for courses in the best way between two universities. They should drop the other course(s) if they cannot. The second tension is the lack of academic information. This happened because students do not have enough time to socialize with other students between the two universities. This tension refers to students' involvement in the classroom. The third is stress and exhausted. Stress and exhaustion happen because students do not have enough time to rest due to many assignments that have been given and the intensity of activity at both universities. This is consistent with Bukhori & Afzal's (2017) study that most students deal with depression, anxiety, and stress in their university lives. The last tension is difficulties in academic administration. Both universities have advantages and disadvantages when it comes to administrative management. As a result, the key to overcoming this is to communicate with the authorities. This research finding also proves a statement by Saleem, Mahmood, & Naz (2013) study, that undergoing two university-level at the same time could prove to be a challenging burden for the students. University life for students is emotionally and intellectually demanding. Students are expected to face a great deal of academic and personal challenges.

Moreover, the third research question is “What are the strategies used by students who studied at two different universities?”. According to the interview result, there are several strategies that students used, such as managing time, take a break (go sightseeing, exercise, meditate, etc), ask for support, communicate and seek help from friends, communicate with the authorities, create a to do list and

avoid deadlines. Based on the previous chapter, these strategies can be divided into 3 categories.

1. Time management strategy

Time management defined as a strategy of monitoring and regulating time. Based on the answer of participants, managing time and avoiding deadlines are related to time management strategy. A similar study was done on students with part-time jobs and their time management strategies by Muluk (2017).

2. Problem-focused coping strategy

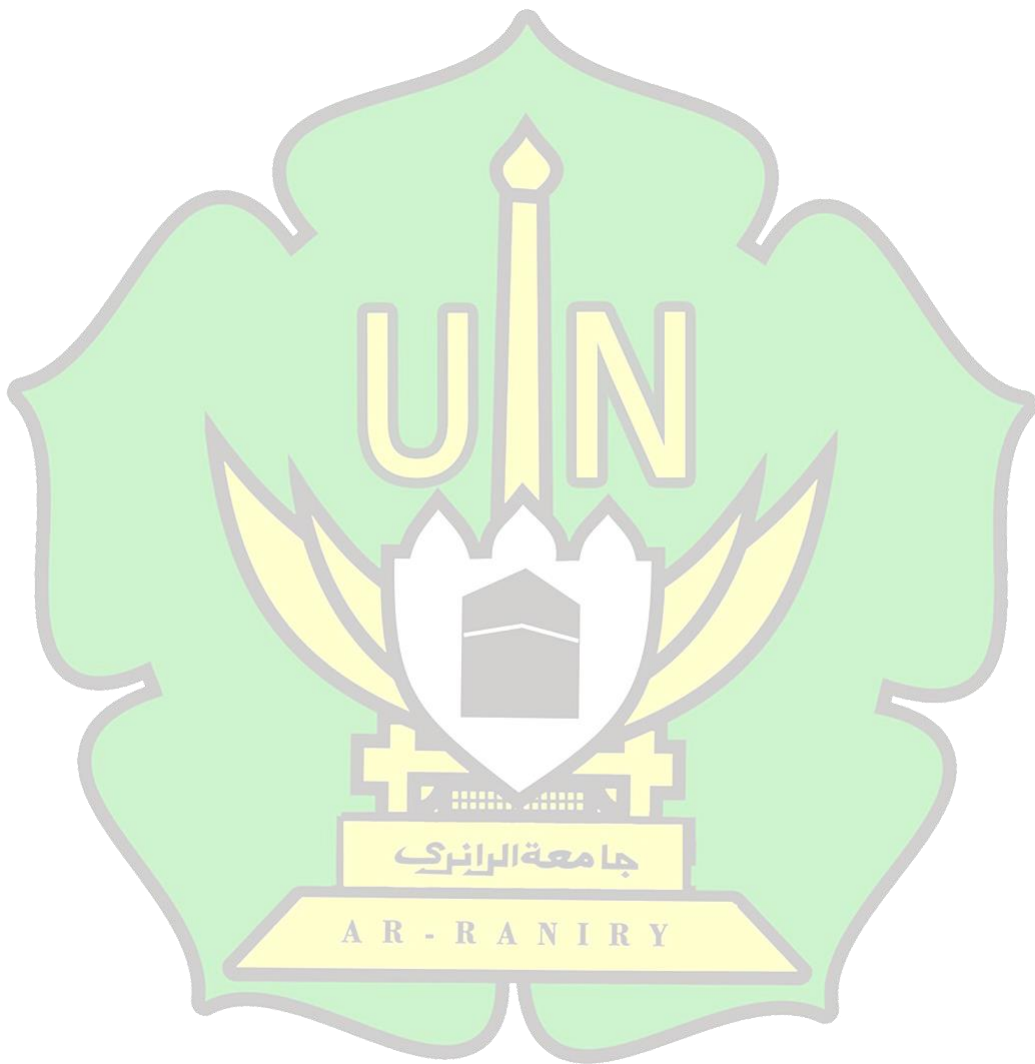
This strategy refers to behavioral action in order to solve an existing problem. According to the result of the interview, communicating and seeking help from friends, communicating with the authorities, and creating a to-do list are included in the problem-focused coping strategy. Three strategies mentioned above by participants are the solution for outside problems, for instead difficulties in academic management stuff, lack of educational information, etc.

3. Emotion-focused coping strategy

Taking a break (go sightseeing, hang out, meditate, etc.) and asking for support are the way to solve the inside problem such as stress and exhaustion. These strategies include to emotion-focused copingstrategy.

Tamres et al. (2002) stated that an emotion-focused coping

strategy is a strategy to control the emotional suffering that occurs in a situation.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presented the conclusion and recommendation based on the findings and discussion. In this section, the findings and discussion would be summarized. Meanwhile, the recommendation would be beneficial for the future researcher.

A. Conclusion

Based on the findings and discussion in the previous chapter, this study covers three categories: Students' motivation in pursuing double degrees, tensions they faced, and strategies they used to overcome them.

1. In term of motivation, students were motivated intrinsically and extrinsically. There are 4 categories of the extrinsic motivation based on the reason of the action, such as; external regulation, introjected regulation, identified regulation, and integrated regulation. And also, there are 4 motivation theories based on academic context, namely; self-efficacy theory, attribution theory, self-worth theory and academic goal theory.
2. The tensions that students faced were course time conflict, lack of educational information, stress and exhaustion, and difficulties in academic administration. The researcher is convinced that there are more tensions in studying at two different universities, yet the results of the finding are based on participants' responses and can be extended in future research.

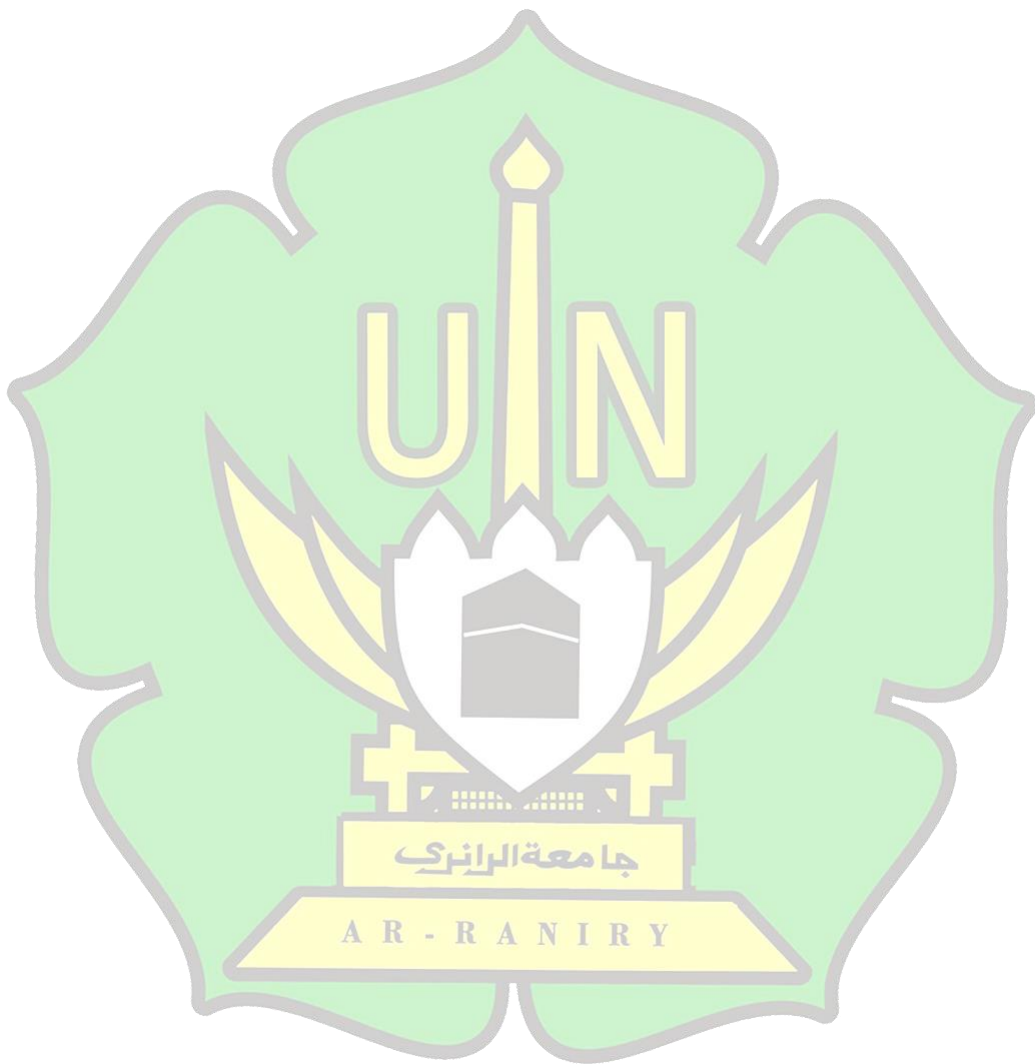
3. The strategies that students used to overcome the tensions in studying at two different universities are managing time, taking a break (going sightseeing, exercising, meditating, etc.), asking for support, communicating and seeking help from friends, communicating with the authorities, creating a to-do list and avoiding deadlines. The above can be divided into three categories; time management strategy, problem-focused coping strategy, and emotion-focused coping strategy.

B. Recommendation

Based on the research findings, the researcher expected this study would benefit the future researcher and students. It is admitted that this study has many imperfections. For future researchers who want to investigate similar studies, it is highly suggested that future studies employ the mixed-method and broaden the participant sample. The researcher expected these findings could be a reference for the subsequent study. Furthermore, for students interested in studying at two universities, it increases students' motivation and maintains a commitment to studying. There will be many challenges to overcome, make a strategy that works. Moreover, do not forget to consider the risks and consequences of studying at two different universities.

Based on the result of this research, it can be concluded that studying at two different universities is not recommend because it is tiring and demanding high focus on each major; because if not, most students would end up just dropping one

of the majors and focusing their study on just one university and major. Studying at two universities is also economically challenging for most students and could added more pressure on the student.



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TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-2221/Un.08/FTK/KP.07.6/2/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Blaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Blaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 04 Januari 2022

MEMUTUSKAN

- Menetapkan
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-2221/Un.08/FTK/KP.07.6/2/2022 tanggal 14 Februari 2022
- KEDUA : Menunjuk Saudara:
- | | |
|-----------------------------|----------------------------|
| 1. Dr. Jarjani, M.Sc., M.A. | Sebagai Pembimbing Pertama |
| 2. Drs. Lukmanul Hakim MA | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Venna Rizka
- NIM : 170203154
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Studying at Two Different Universities: EFL Students' Motivation, Tensions and Strategies
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.421925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 03 Juni 2022
Dekan,


Muslim Ruzali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk diketahui dan dilaksanakan;
4. Mahasiswa yang bersangkutan.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6506/Un.08/FTK.1/TL.00/06/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu`alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **VONNA RIZKA / 170203154**
Semester/Jurusan : **X / Pendidikan Bahasa Inggris**
Alamat sekarang : **Lambaro, Aceh besar.**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Studying at Two Different Universities: EFL Students' Motivation, Tensions and Strategies*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 Juni 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. M. Chalis, M.Ag.

Berlaku sampai : 06 Juli 2022

جامعة الرانيري

AR - RANIRY



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
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SURAT KETERANGAN

Nomor: B-2/Un.08/PBI/TL.00/06/2022

Schubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-6506/Un.08/FTK.I/TL.00/06/2022 tanggal 06 Juni 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Vonna Rizka
NIM : 170203154
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Studying at Two Different Universities: EFL Students' Motivation, Tenslons and Strategies.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Juni 2022
Ketua Prodi Pendidikan Bahasa Inggris,


Zulfikar

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Student Interview Question Sheet

Introductory questions will be asked regarding the participants personal identity and academic identity (Age, Gender, University, Major, etc).

Main Questions

1. What is your motivation to study at 2 different universities?
2. Does the motivation come from yourself or external factor?
3. Is there a connection between the 2 majors you chose?
4. What issues do you frequently encounter while studying two different universities at the same time?
5. In your opinion, what is the different issue between studying at one university and studying at two universities?
6. Is this issue affecting your academic achievement?
7. What strategy did you employ to solve these issues?
8. In your opinion, is it important to choose proper strategy while studying at 2 different universities?
9. Do you apply the same strategy to solve the issue between two different universities?
10. What suggestions do you have for students who want to study at two different universities?

“Each question might be followed by additional questions based on the answer given”