

## REFERENCES

- Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of “Merdeka Belajar.” *Studies in Philosophy of Science and Education*, 1(1), 38–49. <https://doi.org/10.46627/sipose.v1i1.9>
- Adwas, A. A., Jbireal, J. M., & Azab, A. E. (2019). Anxiety: Insights into Signs, Symptoms, Etiology, Pathophysiology, and Treatment. *East African Scholars Journal of Medical Sciences*, 2(October), 80–91. [https://www.researchgate.net/publication/336738068\\_Anxiety\\_Insights\\_into\\_Signs\\_Symptoms\\_Etiology\\_Pathophysiology\\_and\\_Treatment](https://www.researchgate.net/publication/336738068_Anxiety_Insights_into_Signs_Symptoms_Etiology_Pathophysiology_and_Treatment)
- Ahmar, I. N., & Sugiyanta. (2021). A comparative reserach between extrovert and introvert personality on speaking achievement. *Dialectical Literature and Educational Journal*, 6(1), 36–43. <https://doi.org/10.51714/dlejpancasakti.v6i1.45.pp.36-43>
- Alaskar, H. (2023). The role of online learning in enhancing the performance of introverted female Saudi students in translation. *Saudi Journal of Language Studies*, 3(3), 158–182. <https://doi.org/10.1108/sjls-12-2022-0092>
- Alqabbani, S., Almuwais, A., Benajiba, N., & Almoayad, F. (2020). Readiness towards emergency shifting to remote learning during COVID-19 pandemic among university instructors. *E-Learning and Digital Media*, 18(5), 460–479. <https://doi.org/10.1177/2042753020981651>
- Alrabai, F. (2014). A Model of Foreign Language Anxiety in the Saudi EFL Context. *English Language Teaching*, 7(7), 1–20. <https://doi.org/10.5539/elt.v7n7p82>
- Amalia, D. (2019). Introvert learners ' need analysis of english speaking activity ( A Mixed-Method Research at State Islamic Junior High Schools in South Jakarta ) By Graduate Program Of English Education Faculty Of Educational Sciences.

American Psychological Association. (2020). *Stress in America 2020: A national mental health crisis.*

Anindyajati, G., Wiguna, T., Murtani, B. J., Christian, H., Wigantara, N. A., Putra, A. A., Hanafi, E., Minayati, K., Ismail, R. I., Kaligis, F., Savitri, A. I., Uiterwaal, C. S. P. M., & Diatri, H. (2021). Anxiety and Its Associated Factors During the Initial Phase of the COVID-19 Pandemic in Indonesia. *Frontiers in Psychiatry*, 12(March), 1–10. <https://doi.org/10.3389/fpsyg.2021.634585>

Ardillani, S. P., & Nurjamaludin, M. (2019). Hubungan Pola Asuh Orang Tua Karir Dengan Motivasi Belajar Siswa. *Social, Humanities, and Educational Studies (SHEs): Conference Series*, 2(2), 178. <https://doi.org/10.20961/shes.v2i2.38615>

Aryana, S., Lestari, A. W., Putrawan, I. B., Purnami, N. K. R., Astika, I. N., & Kuswardhani, R. A. T. (2018). The The relationship between IL-6 and CRP with Sarcopenia in indigenous elderly population at Pedawa Village, Buleleng, Bali, Indonesia. *Health Science Journal of Indonesia*, 9(1), 37–44. <https://doi.org/10.22435/hsji.v9i1.467>

Astuti, N. (2022). Systematic Literature Review : Peran Orang Tua Dalam Memotivasi Proses Belajar Siswa Di Sekolah Dasar. *Jurnal Sarjana Ilmu Pendidikan*, 2(2), 116–133. <http://journal.upgris.ac.id/index.php/sip/article/view/8950>

Ayuningtyas, L., Suwastini, N., & Dantes, G. (2022). Differentiated instruction in online learning: Its benefits and challenges in EFL contexts. *Ejournal.Undiksha.Ac.Id*, 2(1), 1–12.

Azeti, S., Mulyadi, H., & Purnama, R. (2019). Peran motivasi belajar dan disiplin belajar pada prestasi belajar mata pelajaran prakarya dan kewirausahaan. *Journal of Business Management Education (JBME)*, 4(2), 10–17. <https://doi.org/10.17509/jbme.v4i2.16401>

Azlan, N. A. B., Zakaria, S. B., & Yunus, M. M. (2019). Integrative Task-Based Learning: Developing Speaking Skill and Increase Motivation via Instagram.

*International Journal of Academic Research in Business and Social Sciences*, 9(1), 620–636. <https://doi.org/10.6007/IJARBSS/v9-i1/5463>

Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113–115. <https://doi.org/https://doi.org/10.1002/hbe2.191>

Bhar, P. (2023). A study on past-pandemic academic stress and mental health amongst adolescent students. *International Journal of Advance Research and Innovative Ideas in Education*, 9(5), 207–212.

Bienertova-Vasku, J., Lenart, P., & Scheringer, M. (2020). Eustress and Distress: Neither Good Nor Bad, but Rather the Same? *BioEssays*, 42(7), 1–5. <https://doi.org/10.1002/bies.201900238>

Bolatov, A. K., Seisembekov, T. Z., Askarova, A. Z., Baikanova, R. K., Smailova, D. S., & Fabbro, E. (2020). Online-Learning due to COVID-19 Improved Mental Health Among Medical Students. *Medical Science Educator*, 183–192. <https://doi.org/10.1007/s40670-020-01165-y>

Bossom, I. R. L., & Zelenski, J. M. (2022). The impact of trait introversion-extraversion and identity on state authenticity: Debating the benefits of extraversion. *Journal of Research in Personality*, 97, 104208. <https://doi.org/https://doi.org/10.1016/j.jrp.2022.104208>

Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *Lancet (London, England)*, 395(10227), 912–920. [https://doi.org/10.1016/S0140-6736\(20\)30460-8](https://doi.org/10.1016/S0140-6736(20)30460-8)

Cakici, D. (2016). The Correlation among EFL Learners ' Test Anxiety , Foreign Language Anxiety and Language Achievement. *English Language Teaching*, 9(8), 1–14. <https://doi.org/10.5539/elt.v9n8p190>

Carver, H., Price, T., Falzon, D., McCulloch, P., & Parkes, T. (2022). Stress and

- Wellbeing during the COVID-19 Pandemic: A Mixed-Methods Exploration of Frontline Homelessness Services Staff Experiences in Scotland. In *International Journal of Environmental Research and Public Health* (Vol. 19, Issue 6). <https://doi.org/10.3390/ijerph19063659>
- Chandrasiri, N. R., & Weerakoon, B. S. (2022). Online learning during the COVID-19 pandemic: Perceptions of allied health sciences undergraduates. *Radiography*, 28(2), 545–549. [https://doi.org/https://doi.org/10.1016/j.radi.2021.11.008](https://doi.org/10.1016/j.radi.2021.11.008)
- Chu, Y., & Li, Y. (2022). *The Impact of Online Learning on Physical and Mental Health in University Students during the COVID-19 Pandemic.*
- Chung, H. Q., & Kerr, S. (2020). Adaptive learning technologies: Beyond human tutoring. *International Conference on Learning and Teaching in Computing and Engineering*, 1–4. <https://doi.org/10.1109/LaTiCE50450.2020.9165233>
- Dabija, D.-C., Csorba, L. M., Pop, N. H., & Obadă, D.-R. (2024). The Impact of Extraversion and Introversion on Millennials Propensity to Recommend Their Preferred Fitness Center. In *Behavioral Sciences* (Vol. 14, Issue 1). <https://doi.org/10.3390/bs14010022>
- Davydenko, M., Zelenski, J. M., Gonzalez, A., & Whelan, D. (2020). Does acting extraverted evoke positive social feedback? *Personality and Individual Differences*, 159, 109883. <https://doi.org/https://doi.org/10.1016/j.paid.2020.109883>
- Diana, N. (2019). Students Extrovert and Introvert Personality and Their Writing Achievement (At English Departement of STKIP PGRI West Sumatera in Academic Year 2017/2018). In *STKIP PGRI West Sumatera*.
- Dobia, B., Parada, R. H., Roffey, S., & Smith, M. (2021). Social and Emotional Wellbeing of Students: The Impact of COVID-19 on Return to School. *Journal of Educational Research*.
- Doğan, C. (2016). Self-Efficacy and Anxiety within an EFL Context. *Journal of*

- Language and Linguistic Studies*, 12(2), 54–65.
- Dong, J., Xiao, T., Xu, Q., Liang, F., Gu, S., Wang, F., & Huang, J. H. (2022). Anxious Personality Traits: Perspectives from Basic Emotions and Neurotransmitters. In *Brain Sciences* (Vol. 12, Issue 9). <https://doi.org/10.3390/brainsci12091141>
- DÖrnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge.
- Dunstan, D. A., & Scott, N. (2020). Norms for Zung's Self-rating Anxiety Scale. *BMC Psychiatry*, 20(1), 1–9. <https://doi.org/10.1186/s12888-019-2427-6>
- Fawaz, M., & Samaha, A. (2021). E-learning: Depression, anxiety, and stress symptomatology among Lebanese university students during COVID-19 quarantine. *Nursing Forum*, 56(1), 52–57. <https://doi.org/10.1111/nuf.12521>
- Feng, Y. X., Roslan, N. S., Izhar, L. I., Abdul Rahman, M., Faye, I., & Ho, E. T. (2021). Conversational Task Increases Heart Rate Variability of Individuals Susceptible to Perceived Social Isolation. In *International Journal of Environmental Research and Public Health* (Vol. 18, Issue 18). <https://doi.org/10.3390/ijerph18189858>
- Ferdous, A.-U.-, & Shifat, N. F. (2020). Dealing with Mental Health in Online Learning: A Retrospect on ELT Teachers and EFL Learners during COVID-19 Pandemic. *REiLA : Journal of Research and Innovation in Language*, 2(3), 101–107. <https://doi.org/10.31849/reila.v2i3.5217>
- Feri, R., Soemantri, D., & Jusuf, A. (2016). The relationship between autonomous motivation and autonomy support in medical students' academic achievement. *International Journal of Medical Education*, 7, 417–423. <https://doi.org/10.5116/ijme.5843.1097>
- Fink, G. (2016). Stress, Definitions, Mechanisms, and Effects Outlined: Lessons from Anxiety. *Stress: Concepts, Cognition, Emotion, and Behavior: Handbook of Stress*, 3–11. <https://doi.org/10.1016/B978-0-12-800951-2.00001-7>

- Fink, G. (2017). Stress: Concepts, Definition and History. In *Elsevier Inc.* Elsevier B.V. <https://doi.org/10.1016/B978-008045046-9.00076-0>
- Firmansyah, B., Hamamah, H., & Emaliana, I. (2023). Recent students' motivation toward learning English after the COVID-19 post-pandemic. *Journal of Languages and Language Teaching*, 11(1), 130–136. <https://doi.org/10.33394/jollt.v11i1.6635>
- Fitri, M.-, & Novriewani, W. (2022). The Anxiety Level between Extrovert and Introvert Students in Speaking English. *Indonesian Journal of Integrated English Language Teaching*, 7(2), 135. <https://doi.org/10.24014/ijielt.v7i2.17785>
- Fitria, T. N. (2022). Microlearning in Teaching and Learning Process: A Review. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan*, 2(4), 114–135. <https://doi.org/10.55606/cendikia.v2i4.473>
- Fitria, Y. S. (2020). The comparison between extrovert and introvert students in learning vocabulary. In *Universitas Islam Negeri Banda Aceh*.
- Fitria, Yahya, M., Syahrul, Purnamawati, & Nur, H. (2023). The Impact of a Conducive Learning Environment on Learning Motivation and Student Achievement in Vocational Schools. *Proceedings of the 2nd World Conference on Social and Humanities Research (W-SHARE 2022)*, 200–206. <https://doi.org/10.2991/978-2-38476-084-8>
- Fitrii, R. M., Toharudin, M., & Bahrulinnisa, F. (2022). Personality characteristics of introvert, extrovert, and ambivert in elementary school students. *Pedagogik Journal of Islamic Elementary School*, 5(2), 157–170. <https://doi.org/10.24256/pijies.v5i2.2917>
- Gosar, A. K., Wilson, S., & Venkatraman, S. (2021). Study of the Academic Stress In Relation To Personality, Intelligence, and Achievement Motivation among Secondary School Students With Reference To Their Gender. *World Journal of Research and Review*, 13(4), 1–6. <https://doi.org/10.31871/wjrr.13.4.9>

- Gruda, D., & Ojo, A. (2022). All about that trait: Examining extraversion and state anxiety during the SARS-CoV-2 pandemic using a machine learning approach. *Personality and Individual Differences*, 188, 111461. <https://doi.org/https://doi.org/10.1016/j.paid.2021.111461>
- Gunawan, P., Lasmawan, I. W., & Kertih, I. W. (2021). Kontribusi Konsep Diri, Disiplin Belajar Dan Ekspektasi Karir Terhadap Hasil Belajar Ips. *Jurnal Pendidikan IPS Indonesia*, 5(2), 66–76. <https://doi.org/10.23887/pips.v5i2.424>
- Gustiani, S. (2020). Students ' Motivation in Online Learning During Covid-19 Pandemic Era : a Case Study. *Holistics Journal*, 12(2), 23–40.
- Gustriani, Y. (2020). *A comparative study between extrovert and introvert students on speaking performance at state senior high school 4 pekanbaru.*
- Halim, N. H., & Rahma. (2020). Pengaruh lingkungan belajar, motivasi belajar, dan kemandirian belajar terhadap hasil belajar matematika siswa kelas XII IPA SMAN 9 Pangkep. *Mandalika Mathematics and Educational Journal*, 2(2), 102–109.
- Harumi, D. S. I., & Pambudi, D. I. (2022). Implementation of face-to-face learning after the covid-19 pandemic. *International Journal of Learning Reformation in Elementary Education*, 1(01), 12–20. <https://doi.org/10.56741/ijlree.v1i01.52>
- Hatipoglu, S., & Koc, E. (2023). The Influence of Introversion–Extroversion on Service Quality Dimensions: A Trait Activation Theory Study. In *Sustainability* (Vol. 15, Issue 1). <https://doi.org/10.3390/su15010798>
- Heru, M., rahman, H., Minarti, S., Andayani, S., Munir, Z., & Kholisotin, K. (2019). *Influence of Personality Introvert and Extrovert to Formation of Emotional Intelligence*. <https://doi.org/10.4108/eai.8-12-2018.2284051>
- Ilahi, A. D. W., Rachma, V., Janastri, W., & Karyani, U. (2021). The Level of Anxiety of Students during the Covid-19 Pandemic. *Proceding of Inter-Islamic University Conference on Psychology*, 1(1), 1–6.

- Irawan, A. W., Dwisona, D., & Lestari, M. (2020). Psychological impacts of students on online learning during the pandemic COVID-19. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, 7(1), 53–60. <https://doi.org/10.24042/kons.v7i1.6389>
- Jalili, S., & Mall-Amiri, B. (2015). The Difference between Extrovert and Introvert EFL Teachers' Classroom Management. *Theory and Practice in Language Studies*, 5(4), 826. <https://doi.org/10.17507/tpls.0504.19>
- Jamaluddin, J. E., Abidin, I. Z., Idris, M. A., & Masrom, U. K. (2022). Designing lessons for differentiated learning using moodle LMS. *AIP Conference Proceedings*, 2433(1), 30010. <https://doi.org/10.1063/5.0098540>
- Jannah, M., & Reinita. (2021). Validitas Penggunaan Media Komik Digital dalam Pembelajaran Kurikulum Merdeka Berbasis. *Jurnal Basicedu*, 5(3), 1683–1688.
- Kalra, R. (2020). Public Speaking Anxiety in the Thai EFL Context. *LEARN Journal : Language Education and Acquisition Research Network Journal*, 13(1), 195–209.
- Karuniasih, N. L. A. G. (2022). Exploring Readiness of Teachers Toward English Remote Teaching. *Journal of Educational Study*, 1(3), 134–149. <https://doi.org/10.36663/joes.v1i3.204>
- Kembaren, F. R. W., Utami, S., & Ramadini, M. (2022). An analysis of students' anxiety of oral presentations and public speaking in high education. *Vision Journal*, 18(1), 66–74.
- Khoshaim, H. B., Al-Sukayt, A., Chinna, K., Nurunnabi, M., Sundarasen, S., Kamaludin, K., Baloch, G. M., & Hossain, S. F. A. (2020). Anxiety Level of University Students During COVID-19 in Saudi Arabia. *Frontiers in Psychiatry*, 11(December), 1–7. <https://doi.org/10.3389/fpsyg.2020.579750>
- Khurana, K., & Mathur, M. (2022). *Determining Coping Behavior and Negative Mood States in Introverts Vs Extroverts During Lockdown*. 10(1). <https://doi.org/10.25215/1001.077>

- Kiili, K., & Ketamo, H. (2018). Evaluating Cognitive and Affective Outcomes of a Digital Game-Based Math Test. *IEEE Transactions on Learning Technologies*, 11(2), 255–263. <https://doi.org/10.1109/TLT.2017.2687458>
- Knapp, A. A., Blumenthal, H., Mischel, E. R., Badour, C. L., & Leen-Feldner, E. W. (2016). Anxiety Sensitivity and Its Factors in Relation to Generalized Anxiety Disorder among Adolescents. *Journal of Abnormal Child Psychology*, 44(2), 233–244. <https://doi.org/10.1007/s10802-015-9991-0>
- Kurniawati, A. (2021). The impact of Covid-19 pandemic on learning in Indonesia. *Jurnal Mekom*, 8(2), 16–21.
- Lee, H., & Yoo, H. J. (2024). Expectations and concerns about transitioning to face-to-face learning among Korean nursing students: A mixed methods study. *PLoS One*, 19(1), e0296914. <https://doi.org/10.1371/journal.pone.0296914>
- Lestiyawanawati, R., & Widayantoro, A. (2020). Strategies and Problems Faced by Indonesian Teachers in Conducting E- Learning System During COVID-19 Outbreak. *Journal of Culture, Literature, Linguistic and English Teaching*, 2(1), 71–82.
- Li, C. T., Cao, J., & Li, T. M. H. (2016). Eustress or distress: An empirical study of perceived stress in everyday college life. *UbiComp 2016 Adjunct - Proceedings of the 2016 ACM International Joint Conference on Pervasive and Ubiquitous Computing*, 1209–1217. <https://doi.org/10.1145/2968219.2968309>
- Lim, T., Thompson, J., Tian, L., & Beck, B. (2023). A transactional model of stress and coping applied to cyclist subjective experiences. *Transportation Research Part F: Traffic Psychology and Behaviour*, 96, 155–170. <https://doi.org/https://doi.org/10.1016/j.trf.2023.05.013>
- Liyanage, S., Saqib, K., Khan, A. F., Thobani, T. R., & Tang, W. (2022). *Prevalence of Anxiety in University Students during the COVID-19 Pandemic : A Systematic Review*.

- Ma'ruf, Z. (2023). New trend in education after Covid-19 attack: EFL higher students' experiences in hybrid environment in a private university. *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies*, 7(1), 22–29. <https://doi.org/10.14710/ca.v7i1.17911>
- MacIntyre, P. D., & Gardener, R. C. (1991). Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature. *Language Learning: A Journal of Research in Language Studies*, 41(1), 85–117.
- Madini, A. A., & Rafada, S. H. (2017). Major Causes of Saudi Learners ' Speaking Anxiety in EFL Classrooms. *International Journal of English Language Education*, 5(1), 1–19. <https://doi.org/10.5296/ijele.v5i1.10645>
- Malik, M., & Javed, S. (2021). Perceived stress among university students in Oman during COVID-19-induced e-learning. *Middle East Current Psychiatry*, 28(1). <https://doi.org/10.1186/s43045-021-00131-7>
- Marahwa, P., Makota, P., Chikomo, D. T., Chakanyuka, T., Ruvali, T., Osafo, K. S., Huang, T., & Chen, L. (2022). The psychological impact of COVID-19 on university students in China and Africa. *PLoS ONE*, 17(8), 1–16. <https://doi.org/10.1371/journal.pone.0270824>
- Martirossian, A., & Hartoonian, A. (2015). Lowering Foreign Language Anxiety through Self-Regulated Learning Strategy Use. *English Language Teaching*, 8(12), 209–222. <https://doi.org/10.5539/elt.v8n12p209>
- Mishu, A., Mohammed, H. A., Hakami, S. A. A., & Chowdhury, G. (2023). The impact of online presentations on reducing the introverted EFL learners' stress and anxiety. *Saudi Journal of Language Studies*, 3(1), 32–46. <https://doi.org/10.1108/sjls-03-2022-0037>
- Moawad, R. A. (2020). Online Learning during the COVID- 19 Pandemic and Academic Stress in University Students. *Revista Romaneasca Pentru Educatie Multidimensională*, 12(1Sup2), 100–107.

<https://doi.org/10.18662/rrem/12.1sup2/252>

Mohammed, G., & Mohammed, S. (2021). The Effects of COVID-19 on EFL Learners' Anxiety at the University of Bisha. *Arab World English Journal*, 1(1), 209–221.

Morin, A. H. (2022). Promoting positive social classroom environments to enhance students' mental health? Effectiveness of a school-based programme in Norway. *International Journal of Educational Research*, 113, 101966. <https://doi.org/https://doi.org/10.1016/j.ijer.2022.101966>

Mugenyi, J. K., & Chang, Z. (2016). Student Characteristics and Learning Outcomes in a Blended Learning Environment Intervention in a Ugandan University. *The Electronic Journal of E-Learning Volume*, 14(3), 181–195.

Mustoip, S., Al Ghazali, M. I., Fadhlullah, M. Z. F., & Assenhaji, S. A. (2024). Influence of introverted and extroverted personalities on English learning interaction for elementary school students. *Original Research*, 6(1), 33–45.

Mykhaylo, K. (2023). Problems and Strategies of Introvert Students in Speaking English. *Journal of English Education and Teaching*, 8(1), 156–173.

Naidu, E. S., Paravati, E., & Gabriel, S. (2022). Staying happy even when staying 6 ft apart: The relationship between extroversion and social adaptability. *Personality and Individual Differences*, 190, 111549. <https://doi.org/https://doi.org/10.1016/j.paid.2022.111549>

Nikolaeva, S. (2020). Motivational Aspect of Student's Language Learning Style in Differentiated Instruction of English for Specific Purposes. *Revista Românească Pentru Educație Multidimensională*, 12(2), 169–182.

Nodoushan, M. A. S. (2015). Anxiety as it pertains to EFL writing ability and performance. *I-Manager's Journal on Educational Psychology*, 9(1), 1–12.

Nuryana, Z., Xu, W., Kurniawan, L., Sutanti, N., Makruf, S. A., & Nurcahyati, I.

- (2023). Student stress and mental health during online learning: Potential for post-COVID-19 school curriculum development. *Comprehensive Psychoneuroendocrinology*, 14, 100184. <https://doi.org/https://doi.org/10.1016/j.cpne.2023.100184>
- Oktawirawan, D. H. (2020). Faktor Pemicu Kecemasan Siswa dalam Melakukan Pembelajaran Daring di Masa Pandemi Covid-19. *Jurnal Ilmiah Universitas Batanghari Jambi*, 20(2), 541. <https://doi.org/10.33087/jiubj.v20i2.932>
- Ozturk, G., & Gurbuz, N. (2014). *Speaking anxiety among Turkish EFL learners: The case at a state university*. 10(1), 1–17.
- Pallant, J. (2011). *SPSS Survival Manual SPSS Survival Manual : A step by step guide to data analysis using SPSS*. Allen & Unwin.
- Palopo, I., & Ahyani, I. (2022). Students ' motivation in learning english during the covid-19 pandemic ( a case study of students at man palopo ) english education study program tarbiyah and teachers training faculty state islamic institute of palopo students ' motivation in learning English. *English Language Teaching*, 1(1), 37 - 46
- Paradilla, N., Dj., M. Z., & Hasanah, U. (2021). The students' extrovert and introvert personality toward speaking performance. *International Journal of Research on English Teaching and Applied Linguistics*, 1(1), 39–50. <https://doi.org/10.30863/ijretal.v1i1.1197>
- Paradilla, N., Dj, M. Z., & Hasanah, U. (2020). The students' extrovert and introvert personality toward speaking performance. *International Journal of Research on English Teaching and Applied Linguistics*, 1(1), 39–50.
- Peng, R., & Fu, R. (2021). The effect of Chinese EFL students' learning motivation on learning outcomes within a blended learning environment. *Australasian Journal of Educational Technology*, 37(6), 61–74. <https://doi.org/10.14742/ajet.6235>
- Prasetyaningrum, A., Nazri, A., & Asrobi, M. (2021). A Study of learners ' writing

- anxiety in EFL context. *Jo-ELT (Journal of English Language Teaching)*, 8(1), 19–31. <https://doi.org/10.33394/jo-elt.v8i1.3707>
- Priyantini, D., Nursalam, N., & Sukartin, T. (2021). Analysis of factors affecting the mental health crisis of coronavirus disease infection in Java Island. *Jurnal Ners*, 16(1), 60–66. <https://doi.org/10.20473/jn.v16i1.23321>
- Priyoto. (2014). *Konsep Manajemen Stres*. Nuha Medika.
- Puspita Sari, D., Humaera, I., & Syahriani, R. (2023). an Analysis of Students' Difficulties in Speaking English. *Al-Irsyad: Journal of Education Science*, 2(2), 108–119. <https://doi.org/10.58917/aijes.v2i2.66>
- Raya, U. P., Widya, U., & Klaten, D. (2020). *MEDIA KAHOOT DALAM PEMBELAJARAN BAHASA Students ' Perception of Utilizing Kahoot In Indonesian Language Learning*. 08(02), 290–306.
- Riasati, M. J. (2018). Willingness to speak English among foreign language learners : A causal model. *Cogent Education*, 7(1), 1–17. <https://doi.org/10.1080/2331186X.2018.1455332>
- Rusyada, H., & Nasir, M. (2022). Efektivitas penerapan hybrid learning pasca pandemi covid-19 di sekolah dasar. *Jurnal Basicedu*, 6(2), 1714–1723. <https://doi.org/10.31004/basicedu.v6i2.2275>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/https://doi.org/10.1016/j.cedpsych.2020.101860>
- Salehi, M., & Marefat, F. (2014). The Effects of Foreign Language Anxiety and Test Anxiety on Foreign Language Test Performance. *Theory and Practice in Language Studies*, 4(5), 931–940. <https://doi.org/10.4304/tpls.4.5.931-940>
- Samand, S. M., Sailan, Z., & Lio, A. (2019). Analysis On The Relationship Of

- Extrovert-Introvert Personality And Students' Speaking Performance In English Study Program Of Halu Oleo University. *Journal of Language Education and Educational Technology (JLEET)*, 4(1). <https://doi.org/10.33772/jleet.v4i1.6677>
- Santoso, A. M., Amin, M., Sumitro, S. B., & Lukiaty, B. (2017). Learning Motivation of Students During the Implementation of Lecturing Based in Silico Approach. *International Journal of Research and Review*, 4(9), 6–9.
- Sari, H. F. R., Ekawarna, & Sulistiyo, U. (2022). Pengaruh stres kerja, motivasi kerja, dan kepuasan kerja terhadap kinerja guru. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 1204–1211.
- Saviola, F., Pappaiani, E., Monti, A., Grecucci, A., Jovicich, J., & De Pisapia, N. (2020). Trait and state anxiety are mapped differently in the human brain. *Scientific Reports*, 10(1), 1–12. <https://doi.org/10.1038/s41598-020-68008-z>
- Septianah, P., Susilawati, E., & Supardi, I. (2018). Extrovert-Introvert Students and Their English Speaking. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 1996, 1–9.
- Septikasari, R., & Frasandy, R. (2018). Keterampilan 4C Abad 21 Dalam Pembelajaran Pendidikan Dasar. In *Jurnal Tarbiyah Al Awlad: Vol. VIII* (pp. 107–117). ejournal.uinib.ac.id.
- Shalevska, E. (2021). The introverted students in the modern ESL/EFL classroom. *The Online Journal of New Horizons in Education*, 11(2), 93–97.
- She, L., Ma, L., Jan, A., Sharif Nia, H., & Rahmatpour, P. (2021). Online Learning Satisfaction During COVID-19 Pandemic Among Chinese University Students: The Serial Mediation Model. *Frontiers in Psychology*, 12(October). <https://doi.org/10.3389/fpsyg.2021.743936>
- Shri, R. (2010). Anxiety: Causes and Management. *The Journal of Behavioral Science*, 5(1), 100–118.

- Shu, H., & Gu, X. (2018). Determining the differences between online and face-to-face student-group interactions in a blended learning course. *The Internet and Higher Education*, 39, 13–21. <https://doi.org/https://doi.org/10.1016/j.iheduc.2018.05.003>
- Sigarlaki, M. A., & Setiawati, L. S. (2023). Social anxiety disparity between extroverted and introverted psychology students during COVID-19 at university "X". *Journal of Health and Behavioral Science*, 5(3), 313–328.
- Siregar, I. M., Nursiti, D., & Hutauruk, D. (2022). Hubungan antara pola asuh permisif dengan motivasi belajar remaja di SMP Yayasan Mardi Lestari Medan. *Jurnal Psychomutiara*, 5(2), 76–84.
- Sirk, M. (2024). Vocational teaching practices for online learning during a state of emergency and its relation to collaboration with colleagues. *Learning, Culture and Social Interaction*, 44, 100781. <https://doi.org/https://doi.org/10.1016/j.lcsi.2023.100781>
- Smith, J., & Womack, M. (2022). Personality Traits and Online Learning Anxiety: A Longitudinal Study. *Journal of Educational Psychology*, 114(3), 456–470.
- Smitha, M Reddy, & Kukku. (2020). Social Anxiety among Introverts and Extroverts across gender among Undergraduate students during the pandemic COVID-19 in Bangalore. *Psychology and Education*, 57(8), 1184–1191.
- Soleymani, S., Aliabadi, K., Zavaraki, I. Z., & Delavar, A. (2021). The Effect of Flipped Learning Pattern (FLP) in Terms of Problem- Based Teaching Approach (PBTA) on Applicants' Self -Directed Learning (SDL) Towards the English Courses. *Journal of Foreign Language Teaching and Translation Studies*, 6(2), 87–116. <https://doi.org/10.22034/efl.2021.284762.1096>
- Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on College Students' Mental Health in the United States: Interview Survey Study. *J Med Internet Res*, 22(9), e21279. <https://doi.org/10.2196/21279>

- Su, C. H. (2017). The effects of students' learning anxiety and motivation on the learning achievement in the activity theory based gamified learning environment. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(5), 1229–1258. <https://doi.org/10.12973/eurasia.2017.00669a>
- Syakur, A., Sudrajad, W., Winurati, S., & Tilwani, S. A. (2023). The motivation of students and their exposure to learning loss after the pandemic. *Studies in Learning and Teaching*, 4(3), 622–633. <https://doi.org/10.46627/silet.v4i3.348>
- Syam Tuasikal, A. R., Wisnu, H., Ridwan, M., & Yulfadinata, A. (2020). Students Depression, Anxiety, and Stress Level: A Case Study in the Sport Education Department. *International Journal of Multicultural and Multireligious Understanding*, 7(8), 721. <https://doi.org/10.18415/ijmmu.v7i8.2044>
- Takil, N. B., & Sari, B. A. (2019). Trait anxiety vs career anxiety in relation to attentional control. *Current Psychology*, 3(1), 1–5.
- Tercan, G. (2015). EFL students' speaking anxiety: a case from tertiary level students. *International Association of Research in Foreign Language Education and Applied Linguistics ELT Research Journal*, 4(1), 1–12.
- Tseng, W. T., Liou, H. J., & Chu, H. C. (2020). Vocabulary learning in virtual environments: Learner autonomy and collaboration. *System*, 88, 102190. <https://doi.org/10.1016/j.system.2019.102190>
- Tus, J. (2021). Amidst covid-19 pandemic: Depression, anxiety, stress, and academic performance of the students in the new normal of education in the philippines. *Online International Conference on Multidisciplinary Research & Development*, 112, 1–14. <https://doi.org/10.6084/m9.figshare.14775339.v1>
- Ursache, A., & Raver, C. C. (2014). Trait and state anxiety : Relations to executive functioning in an at-risk sample Trait and state anxiety : Relations to executive functioning in an at-risk sample. *Cognition and Emotion*, 3(1), 37–41. <https://doi.org/10.1080/02699931.2013.855173>

- Usman, O., & Yulianingtias, R. (2022). The effect of reading interest, learning discipline, and learning motivation on student learning outcomes. *International Journal of Education and Teaching*, 2(1), 13–28. <https://doi.org/10.51483/ijedt.2.1.2022.13-28>
- Wahyuni, N. S. (2020). Pengaruh Model Pembelajaran Dan Kemandirian Terhadap Hasil Belajar Fisika. *Alfarisi: Jurnal Pendidikan MIPA*, 3(1), 49–57.
- Wei, X., & Chen, Y. (2023). Beyond Personality: The Role of Self-Regulation and Technological Proficiency in Online Learning Anxiety. *Distance Education*, 45(2), 123–138.
- Williams, K., Gagnon, C., & Thielemann, E. (2018). The impact of routines on mental health during crises. *Journal of Psychological Research*, 25(3), 45-58.
- Wróblewski, O., Michalczyk, K., Kozłowski, M., Nowak, K., Chudecka-Głaz, A., & Skwirczyńska, E. (2024). A Longitudinal Study of the Influence of the COVID-19 Pandemic on Anxiety and Stress among Medical University Students. In *Journal of Clinical Medicine* (Vol. 13, Issue 3). <https://doi.org/10.3390/jcm13030890>
- Wu, M. L., Richards, K., & Saw, G. K. (2014). Examining a Massive Multiplayer Online Role-Playing Game as a Digital Game-Based Learning Platform. *Computers in the Schools: Interdisciplinary Journal of Practice, Theory, and Applied Research*, 31(1–2), 65–83. <https://doi.org/10.1080/07380569.2013.878975>
- Wurtz, O. (2022). A transactional stress and coping perspective on expatriation: new insights on the roles of age, gender and expatriate type. *Journal of Global Mobility*, 10(3), 351–372. <https://doi.org/https://doi.org/10.1108/JGM-10-2021-0086>
- Xie, J., A, G., & Rice, M. F. (2021). Instructional designers' roles in emergency remote teaching during COVID-19. *Distance Education*, 42(1), 70–87.

<https://doi.org/10.1080/01587919.2020.1869526>

Yanti, M. P., & Nurwulan, N. R. (2021). Pengaruh Pembelajaran Daring Pada Depresi, Stres, dan Kecemasan Mahasiswa. *Jurnal Muara Pendidikan*, 6(1), 58–63.  
<https://doi.org/10.52060/mp.v6i1.520>

Yasuda, T. (2018). Psychological Expertise Required for Advising in Language Learning : Theories and Practical Skills for Japanese EFL Learners ' Trait Anxiety and Perfectionism. *Studies in Self-Acess Learning Journal*, 9(1), 11–32.

Yuzulia, I. (2021). The challenges of online learning during pandemic: Students' voice. *Wanastra: Jurnal Bahasa Dan Sastra*, 13(1), 8–12.  
<https://doi.org/10.31294/w.v13i1.9759>

Zahid, C. (2014). Measuring Language Anxiety in an EFL Context. *Journal of Education and Practice*, 5(25), 180–193.

Zainuri, A., Sulistyono, R. E., Maisyarah, A., & Rahmawati, P. M. (2022). Impact of the Covid-19 pandemic on the psychological response of adolescents: A literature review. *Nursing and Health Sciences Journal (NHSJ)*, 2(2), 10–19.  
<https://doi.org/10.53713/nhs.v2i2.81>

Zarei, A. A. (2014). The effect of reading anxiety and motivation on EFL learners' choice of reading strategies. *Journal of Applied Linguistics and Language Research*, 1(1), 12–28.

Zhao, X., & Xue, W. (2022). From online to offline education in the post-pandemic era: Challenges encountered by international students at British universities. *Frontiers in Psychology*, 13, 1093475.  
<https://doi.org/10.3389/fpsyg.2022.1093475>

Zheng, F., Khan, N. A., & Hussain, S. (2020). The COVID 19 pandemic and digital higher education: Exploring the impact of proactive personality on social capital through internet self-efficacy and online interaction quality. *Children and Youth Services Review*, 119, 105694.

<https://doi.org/https://doi.org/10.1016/j.childyouth.2020.105694>

Zhu, W., Liu, Q., & Hong, X. (2022). Implementation and Challenges of Online Education during the COVID-19 Outbreak: A National Survey of Children and Parents in China. *Early Childhood Research Quarterly*, 61, 209–219.  
<https://doi.org/https://doi.org/10.1016/j.ecresq.2022.07.004>

