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## Rumination and Depression among University Students after the COVID-19 Pandemic: Emerging Patterns and Conceptual Insights

**Anisa Agustanti<sup>□</sup>**  
STIT Ihsanul Fikri

e-mail: \* [anisaagustanti@gmail.com](mailto:anisaagustanti@gmail.com)

### ABSTRACT

The COVID-19 pandemic has generated long-term consequences for students' mental health that persist beyond the post-pandemic phase. Prolonged academic pressure, behavioral changes in social interaction, sleep disturbances, and weakened social support contribute to the development of ruminative thinking patterns that reinforce and sustain depressive symptoms among university students. This study aims to examine the patterns of rumination emerging among post-pandemic students and to analyze their role in the formation and persistence of depression within Indonesian higher education contexts. This research employs a qualitative conceptual-analytical approach through a critical synthesis of reputable national scholarly literature on student mental health during and after the pandemic. The findings indicate that rumination functions as a central cognitive mechanism linking academic stress, social-behavioral changes, reduced interpersonal support, and sleep disruption to persistent depression. These results suggest that mental health interventions in higher education should focus not only on reducing external stressors but also on restructuring ruminative thought patterns, strengthening social support systems, and enhancing students' emotional regulation capacities. This study contributes an integrative conceptual framework for understanding post-pandemic student mental health and offers a foundation for developing more contextual and sustainable mental health policies in universities.

**Keyword:** depression; mental health; post-pandemic; rumination; students.

### INTRODUCTION

The COVID-19 pandemic has caused fundamental changes in the academic and psychosocial lives of students in various parts of the world, the impact of which continues into the post-pandemic phase. In Indonesia, this crisis not only disrupts the formal education system, but also creates significant psychological stress due to academic uncertainty, changes in learning patterns, and limited social interaction. These conditions show that the pandemic has become a collective traumatic event that leaves long-term consequences on the mental well-being of students (Aji, 2020). The change of the learning system to online learning in the long term has increased the academic and emotional burden of students. Students are faced with high academic demands without adequate social support, limited interpersonal communication, and cognitive fatigue due to prolonged screen exposure. This situation encourages the emergence of

symptoms of depression and anxiety that are increasingly widespread among college students (Budistuti, 2021).

These psychological disorders are empirically confirmed through various national studies that show a significant increase in the prevalence of depression, anxiety, and stress in college students during the pandemic. In addition, the disorder is correlated with decreased sleep quality and impaired daily functioning of students. These findings indicate that student psychological distress is not a temporary phenomenon, but rather forms a relatively stable distress pattern (Rosita, 2021). Entering the post-pandemic phase, these pressures do not necessarily subside, but undergo a transformation into a new, more latent psychological pressure pattern. Students face the challenge of adapting to normal academic rhythms, restructuring social relationships, and reconstructing academic identities that were fragmented during the crisis. Changes in student behavior patterns post-pandemic show a tendency to withdraw, reduced social interaction, and increased anxiety about the future (Setiani et al., 2022).

This transition pressure is getting heavier for final year students who are faced with academic demands, career uncertainty, and increased social responsibility. Research shows that final year students during the transition period of the pandemic experience relatively high levels of depression, anxiety, and stress. This condition is exacerbated by low psychological well-being and weak emotional regulation mechanisms (Andeslan & Uyun, 2023). Academic pressure has also been shown to be a major determinant of student mental health disorders. Distance learning increases academic stress which has a direct impact on declining student motivation and emotional stability. Long-term academic stress increases the risk of developing depressive disorders (Harahap et al., 2020).

In addition to academic factors, limited social support during and after the pandemic also worsened the psychological condition of students. Social support and self-concept have been proven to play a significant role in students' motivation and mental health. Weak social support increases students' vulnerability to affective disorders (Ramadona & Monika, 2023). These complex psychosocial pressures encourage the development of a maladaptive mindset in the form of a tendency to think repetitively about problems, failures, and uncertainties that are not accompanied by constructive problem-solving. This mindset amplifies emotional distress and contributes to the emergence and persistence of depressive symptoms. Student's non-adaptive coping strategies have been shown to correlate with increased rates of depression (Widiani et al., 2023).

Globally, the pressures of distance learning also cause psychological stress for cross-border students. Factors such as social isolation, academic demands, and academic uncertainty are the main triggers for student mental health disorders. This phenomenon shows that students' psychological disorders during and after the pandemic are systemic and not limited to the local context (Rompegading et al., 2023). However, most previous studies have still focused attention on prevalence and risk factors without examining the cognitive mechanisms that explain the persistence of the disorder (Rosita, 2021). Research Rosita (2021) titled Prevalence and Association Between Depression, Anxiety, Stress, and Sleep Quality in College Students During the Covid-19 Pandemic emphasizes the relationships between variables, but does not elaborate on the cognitive processes that sustain depression. Research Budistuti, (2021) titled Online Learning: Depression and Anxiety in Students During the COVID-

19 Pandemic highlighting academic pressures without examining students' cognitive dynamics. Research Widiani et al., (2023) titled Coping and Depression Strategies in Students Practicing Nursing Clinics during the COVID-19 Pandemic discusses coping variations, but has not yet integrated maladaptive mindsets as a key mechanism.

Based on these findings, there is a research gap in the form of the absence of a conceptual study that systematically explains how the repetitive mindset of post-pandemic students plays a role in maintaining and deepening symptoms of depression. The majority of research stops at the pandemic phase and has not placed the post-pandemic phase as a unique and crucial psychological context (Setiani et al., 2022). Therefore, this study presents a novelty in the form of developing a conceptual framework that integrates academic pressure, post-pandemic behavior changes, and students' maladaptive mindset as the main mechanism that explains the sustainability of depression. The purpose of this study is to analyze in depth the ruminative patterns that appear in students after the COVID-19 pandemic and explain their contribution to the formation and maintenance of depressive symptoms in the context of Indonesian higher education (Widiani et al., 2023).

The psychological pressure experienced by students during the COVID-19 pandemic proved to be unstoppable when social restrictions were lifted and academic activities returned to normal. The transition to post-pandemic campus life actually opens up a new and more complex adaptation phase because students have to reconstruct learning patterns, social interactions, and future expectations in conditions that have changed drastically. This reconstruction process takes place in the context of collective psychological fatigue that has not fully recovered so that students become more vulnerable to latent emotional pressure. This situation explains why many students continue to experience psychological disorders even though the health crisis has subsided structurally. (Setiani et al., 2022; Aji, 2020; Rosita, 2021).

Students in the post-pandemic phase face layered pressure stemming from academic demands, career uncertainty, and disruption of social relationships that have not fully returned to stability. This condition reinforces the tendency of students to develop negative self-evaluation patterns on their academic performance and future. Such repetitive negative self-evaluations form an internal dialogue that constantly focuses on failures and worries that increase vulnerability to emotional disturbances. Thus, post-pandemic stress is not only situational, but transforms into chronic cognitive distress that is more difficult to overcome. (Andeslan & Uyun, 2023; Harahap et al., 2020; Widiani et al., 2023).

Students' psychological disorders during the pandemic have been empirically confirmed through the increased prevalence of depression, anxiety, and stress that correlate with decreased sleep quality and daily functioning. Persistent sleep disorders contribute to a decrease in emotional regulation capacity and an increase in mental fatigue of students. This mental fatigue makes it difficult for students to manage academic and social pressure in the post-pandemic phase. This accumulation of pressure is what reinforces the formation of long-term distress patterns. (Rosita, 2021; Budiastuti, 2021).

Post-pandemic changes in student behavior show a tendency to increase social withdrawal and decrease in the quality of interpersonal interaction. This limited interaction reduces students' chances of obtaining emotional support that serves as a stress buffer. Weak social support increases the likelihood of students being trapped in repetitive negative internal dialogues. This internal dialogue reinforces ruminative

tendencies that play an important role in maintaining depression (Setiani et al., 2022; Ramadona & Monika, 2023; Widiani et al., 2023).

Academic stress is the dominant factor that accelerates the formation of students' ruminative patterns. Long-lasting distance learning causes cognitive and emotional fatigue that has not fully recovered when students return to the face-to-face learning system. This fatigue increases the difficulty of students in managing normal academic demands. As a result, students are increasingly vulnerable to developing maladaptive mindsets that maintain depression. (Harahap et al., 2020; Aji, 2020; Widiani et al., 2023). Most previous studies have still focused on the prevalence of psychological disorders without delving into the cognitive mechanisms that explain the persistence of college students' depression. Rosita's (2021) research emphasizes the relationship between variables but has not explored the role of maladaptive mindsets as a key mechanism. Budiastuti's (2021) research focuses on academic pressure without examining students' internal cognitive processes. The research of Widiani et al. (2023) outlines coping variation, but has not integrated ruminative tendencies as the core of psychological problems. (Rosita, 2021; Budiastuti, 2021; Widiani et al., 2023).

These limitations show that there is a research gap in the form of the lack of conceptual studies that explain how the repetitive mindset of post-pandemic students plays a key mechanism in the formation and maintenance of depression. The majority of research stops at the pandemic phase and has not placed the post-pandemic phase as a unique psychological context. In fact, the post-pandemic phase is actually a crucial period in the process of recovery and psychological reconstruction of students. (Setiani et al., 2022; Andeslan & Uyun, 2023). Based on these gaps, this study offers novelty in the form of the development of a conceptual framework that places rumination as a central mechanism that explains the persistence of postpandemic student depression. The purpose of this study is to analyze in depth the ruminative patterns of students after the COVID-19 pandemic and explain their contribution to the formation and sustainability of depressive symptoms in the context of Indonesian higher education. (Widiani et al., 2023).

## **METHOD**

This study uses a qualitative approach with a conceptual-analytical research design that aims to build a comprehensive understanding of the relationship between rumination and depression in post-COVID-19 pandemic students through a critical synthesis of previous research findings. (Widiani et al., 2023). The qualitative approach was chosen because the character of the problems studied is complex, contextual, and cannot be reduced to mere quantitative measurements, but requires a deep understanding of the psychosocial dynamics and cognitive processes of students (Budiastuti, 2021). The conceptual-analytical design allows researchers to integrate various theoretical and empirical perspectives into a single coherent framework of understanding of the psychological mechanisms that sustain postpandemic student depression (Setiani et al., 2022).

The research data source consists of articles from reputable national journals that are relevant to the theme of student mental health during and after the COVID-19 pandemic, especially studies on depression, anxiety, stress, coping, behavior changes, and student psychosocial dynamics (Rosita, 2021). The literature search process is carried out systematically through a national journal database with inclusion criteria in the form of publications in 2020–2025, focusing on the student population, and having

adequate methodological quality and can be accounted for academically (Rompegading et al., 2023). Exclusion criteria include non-scientific articles, popular publications, and research that is not relevant to the context of higher education and student mental health (Aji, 2020).

The data collection technique is carried out through a study of scientific documentation with structured stages, namely: (1) identification of issues and study focuses based on empirical phenomena of post-pandemic students, (2) literature selection based on thematic relevance and methodological quality, (3) extraction of conceptual data from each selected article, and (4) grouping of findings into main thematic categories that represent academic pressure, changes in social behavior, Social support, maladaptive mindset, and college students' depressive symptoms (Setiani et al., 2022). This approach ensures that each data used has a direct contribution to the development of the conceptual framework of the research (Widiani et al., 2023).

Data analysis was carried out through thematic-conceptual analysis involving the process of data reduction, concept coding, thematic categorization, interpretation of intercategory relationships, and integration of findings into a conceptual model that explains the dynamics of rumination and post-pandemic student depression (Rompegading et al., 2023). This analysis process takes place iteratively and reflectively to maintain the depth of interpretation and coherence of the arguments built. The validity and validity of the analysis are maintained through triangulation of sources, examination of consistency between studies, and critical examination of the contradictions of findings, so that the results of the synthesis are not only descriptive, but also analytical and argumentative (Widiani et al., 2023).

## RESULTS AND DISCUSSION

The post-pandemic phase of COVID-19 created new psychological pressures that were more complex than the acute pandemic phase, as students had to reconstruct academic, social, and emotional lifestyles after prolonged periods of crisis, which were empirically reflected in changes in behavior, decreased quality of social interactions, and increased tendency to subjective isolation. This transition pressure encourages students to continue to repeat the experience of academic failure, future uncertainty, and social pressure in the form of repetitive and unstoppable internal dialogues, thus forming a ruminative mindset that persists and reinforces emotional distress (Setiani et al., 2022).

The accumulation of academic stress that has taken place since the distance learning period contributes greatly to the formation of this ruminative pattern, because students never fully recover psychologically before being faced with normal academic demands again, so they are trapped in a continuous cycle of negative self-evaluation and further deepening cognitive fatigue and negative emotions. Prolonged academic stress also decreases the capacity for emotion regulation and increases the risk of developing depressive disorders (Harahap et al., 2020).

The ruminative condition of students is further exacerbated by the weak social support that occurs during and after the pandemic, because the limitations of social interaction eliminate the protective function of interpersonal relationships in reducing stress and stabilizing emotions, so that students are more easily trapped in negative and destructive repetitive thoughts. This loss of social support not only reinforces feelings of loneliness, but also prolongs the duration of psychological distress (Ramadona & Monika, 2023).

Sedentary rumination also has a significant impact on the quality of student sleep, as uncontrollably repetitive thoughts disrupt the relaxation process and trigger chronic sleep disorders that further weaken cognitive function, worsen emotional regulation, and increase susceptibility to depression. These sleep disorders are a factor that strengthens the depression cycle, because lack of sleep increases emotional fatigue and decreases students' psychological resilience (Rosita, 2021).

This phenomenon suggests that postpandemic student depression is not simply an emotional reaction to external pressures, but rather a psychosocial construct maintained by the interaction between academic stress, changes in social behavior, weak interpersonal support, and systemically reinforcing ruminative mindsets (Widiani et al., 2023). These findings directly answer the research goal that rumination plays a key role in the formation and maintenance of postpandemic student depression.

To clarify the relationship between phenomena, a synthesis of relevant national research findings is formulated in the following conceptual model:

Background Factors	Cognitive Process	Psychosocial Conditions	Psychological Outcomes
Academic Stress (Harahap et al., 2020)	Repetitive Negative Thinking (Widiani et al., 2023)	Reduced Social Support (Ramadona & Monika, 2023)	Persistent Depression (Rosita, 2021)
Learning Disruption (Aji, 2020)	Maladaptive Coping (Widiani et al., 2023)	Social Withdrawal (Setiani et al., 2022)	Emotional Fatigue (Budiastuti, 2021)
Career Uncertainty (Andeslan & Uyun, 2023)	Self-Blame Cognition (Widiani et al., 2023)	Sleep Disturbance (Rosita, 2021)	Psychological Distress (Rompegading et al., 2023)

Table 1. Conceptual Framework of Post-Pandemic Student Depression

The model shows that academic stress, learning system disruptions, and career uncertainty serve as the main triggers that activate maladaptive cognitive processes in the form of rumination, which are then amplified by weak social support, changes in social behavior, and sleep disturbances, thus forming a persistent and complex cycle of depression. The interaction between these elements explains why many students continue to experience psychological distress even though the pandemic has ended structurally, as the pressures that were not resolved cognitively during the pandemic continue to operate in the form of repetitive negative internal dialogues (Widiani et al., 2023).

This model also explains that the failure of post-pandemic students' psychological recovery is not primarily caused by new external pressures, but by the inability to break the ruminative cycle that has formed during the crisis period, so that students have difficulty rebuilding confidence, optimism, and future orientation adaptively. This process prolongs depression and hinders the process of psychosocial adaptation of students (Andeslan & Uyun, 2023). Thus, this discussion emphasizes that the post-pandemic student rumination pattern is a central mechanism that explains the persistence of depression, so mental health interventions in higher education need to be focused not only on reducing external stress, but also on restructuring students' ruminative mindsets systematically and sustainably (Widiani et al., 2023).

The construction of rumination as the main psychological mechanism in maintaining postpandemic student depression has important theoretical implications for the development of the study of educational psychology and student mental health

(Widiani et al., 2023). These findings expand the understanding that student depressive disorder cannot be explained through external stressors alone, but rather through complex interactions between academic stress, social behavior changes, social support, and internal cognitive processes (Setiani et al., 2022).

The conceptual model developed in this study reinforces the view that students' mental health must be analyzed in an ecosystem and multidimensional manner (Rompegading et al., 2023). This framework confirms that maladaptive mindsets have a structural role in the formation of persistent affective disorders (Widiani et al., 2023). Thus, this study makes a theoretical contribution in enriching the literature on the psychological dynamics of post-pandemic students (Budiastuti, 2021).

The practical implications of these findings are significant for mental health policy design in college (Aji, 2020). It is not enough for student counseling services programs to focus solely on external stress management, but must develop interventions that specifically target the restructuring of students' ruminative mindsets (Widiani et al., 2023). This approach demands integration between academic services, psychological services, and campus social support.

Strengthening social support is a strategic instrument in reducing ruminative tendencies and accelerating students' psychological recovery (Ramadona & Monika, 2023). Comprehensive interventions are expected to break the cycle of depression that has been maintained by maladaptive cognitive mechanisms (Rosita, 2021).

On the other hand, the failure of higher education institutions in responding to the mental health needs of post-pandemic students has the potential to prolong the psychological crisis in the campus environment (Setiani et al., 2022). Students who do not receive adequate psychosocial support are at risk of experiencing decreased academic performance, learning motivation, and quality of life (Aji, 2020). Therefore, strengthening student mental health policies must be a strategic agenda for higher education in the post-pandemic era (Budiastuti, 2021). An evidence-based approach that is sensitive to students' cognitive dynamics is a prerequisite for the success of the policy (Widiani et al., 2023).

## CONCLUSION

This study concludes that post-COVID-19 post-pandemic student depression is a complex psychosocial phenomenon that cannot be understood solely as an emotional response to external pressures, but rather as a result of systemic interactions between academic stress, changes in social behavior, weak interpersonal support, and the development of maladaptive ruminative mindsets. Rumination emerges as a key cognitive mechanism that prolongs students' psychological distress and inhibits the process of emotional recovery, thus explaining why many students continue to experience mental health disorders even though the pandemic situation has structurally ended.

Theoretically, these findings enrich the study of educational psychology and student mental health by presenting a conceptual framework that places rumination at the core of postpandemic depression dynamics. Practically, the results of this study confirm the need to transform mental health policies in universities, from an approach that focuses on reducing external stress to a more comprehensive and sustainable strategy through strengthening social support, restructuring maladaptive mindsets, and developing students' emotional regulation capacity. This approach is an important

foundation in building students' psychological resilience and ensuring the sustainability of the quality of human resources in the post-pandemic era.

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