

E-Learning Effectivity to The Motivation and Learning Achievement of Collage Student in Pandemic Period on Widyatama University

Ivan Gumilar Sambas Putra

Faculty of Economic and Business
Universitas Widyatama
ivan.gumilar@widyatama.ac.id

MaikaTrisnawati Juntak

Faculty of Economic and
Business Universitas Widyatama
juntak.maika@widyatama.ac.id

Erica Zanmira

Faculty of Economic and Business
Universitas Widyatama
erica.zanmira@widyatama.ac.id

Sausan Vanadya Sekar Fadila

Faculty of Economic and Business
Universitas Widyatama
sausan.vanadya@widyatama.ac.id

Salsa Firdausya

Faculty of Economic and
Business Universitas Widyatama
salsa.firdausya@widyatama.ac.id

Denis Juliano Nugraha

Faculty of Economic and Business
Universitas Widyatama
juliano.nugraha@widyatama.ac.id

Abstract

COVID-19 impact to the Work from Home (WFH) policy and applied to the education sector. The application of e-learning media during learning process practiced in remote learning method by electronic and network media. Aim of this study is to know the effectivity of e-learning media practice to the motivation and study achievement of college student in Widyatama University Bandung, Indonesia. Study method applied in this study is quantitative method and the population is 447 students who register in business business seminar subject from generation of 2018. A sampling process is applying Slovin formula and produce 217 students as the data sampling. The study concluded that e-learning effectivity is influence to the motivation and student achievement in student collage. Means, present e-learning effectivity is increasing the motivation and study achievement of Widyatama University student.

Keywords: *e-learning process, motivation, learning achievement*

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INTRODUCTION

Ministry of Education and Culture of Indonesia issued a circular letter No. 4/2020 about *Educational Policy Practice in Disease Spread Emergency Situation for Corona Virus Disease (COVID-19)* as a result of COVID-19 pandemic. According to the circular letter, all educational agency has been decided to practice Work from Home or WFH policy. Motivation definition from (Agustina & Kurniawan, 2020), in addition to achieve physical and mental orientation, motivation is also prove a force or action, thus effectivity become the important part in motivation (Marayasa & Faradila, 2019)

Overall, learning motivation is a student movement that oriented to the learning exercise, ensure the learning exercise, and providing a learning exercise guidance. (Nuriansyah, 2020) explains a learning motivation is important in learning achievement successful for high and low score (Agustina & Kurniawan, 2020). Motivation would influence our review, how the personal learning process, and time to scheduled study (Sur, Hasanah, & Mustofa, 2020). Therefore, when the student has poor motivation in learning process, their academic achievement will decrease. This is similar with a perspective, poor motivation or few studying activity will weaken the student achievement in learning process. An advancement in learning strategy that utilize an integrated learning media will attract the motivation of student to study. The student will has more spirit to work in learning interest and the material presentation from learning media would process accurately (Andjarwati, 2015).

An achievement that generated from a learning process preferably provide from some reasons and one of them is learning motivation. The motivation that would increase a personal learning ability. In order to maintain a proper motivation of student collage during this pandemic situation, a position of lecturer and student is significantly influence the learning motivation (Hakim & Mulyapradana, 2020). Learning motivation is a primary force that generally appear in student personality and would increase activity and achievement to ensure a continuous activity from learning activity and provide a guidance for learning activity to achieve the personal goal of the learner subject (Noviantari & Payadnya, 2021). Moreover, the study data that show the student score in business management seminar subject is presented in Table 1.

Table 1.
Percentage of score in the subject of business management seminar for the generation of 2018

Score	Frequency	Percentage
A	193	36.07%
A-	150	28.04%
B+	90	16.82%
B	44	8.22%
B-	18	3.36%
C+	12	2.24%
C	4	0.75%
C-	2	0.37%
D+	0	0%
D	0	0%
D-	4	0.75%
E	18	3.36%
Total	535	100.0%

Source: Academic Administration Division (2021)

According to the score percentage above, 95.87% student has participated in business management seminar class with high score level. The class becomes the prerequisite to follow the final examination and the minimum score is B. There is a contrast background as observe in survey result in the motivation and learning achievement.

Tri Andjarwati explains about motivation as a process that describe a personal power, orientation, and diligence with various ways to achieve the goal (Robbins and Judge, 2015:127). (Wati) defines the meaning of motivation to the learning process where the learning motivation in student collage would have an analogy. The analogy becomes the material for machine movement for learning motivation, motivate the student behavior to active for their achievement and a strong

motivation will influence positively to the effectivity on studying performance pf the college student (Andjarwati, 2015)

The observation in this study performs in the college student of management faculty from the generation of 2018. The data collection is from Google Forms that gather from an online class or e-learning during the COVID-19 pandemic. The class is implemented to keep the learning activities continue during this pandemic. However, some problems occur during the online class, such as a poor internet connection and material presentation or module that provided thorough the online media. (Sur et al., 2020) collects an observation through Google Forms and from social media and the result is similar with this study. The motivation is state as a series of an effort to present a specific condition. Basically, a person has a will and unwilling to take a specific action. If the action is dislike then that person will try to deny and avoiding that perspective (Nuriansyah, 2020).

Problem Formulation

According to the background of this study, the problem formulations of this study are:

1. How e-learning effectivity to the motivation?
2. How e-learning effectivity to the learning achievement?

RESEARCH THEORY

E-learning Effectivity

According to (Sur et al., 2020)), effectivity define as how good the job is done, how far someone can create an expected result. According to (Mufida, Damayanti, & Prastyo, 2018) effectivity is a successful standard to organize and achieve the goal. More definition of effectivity comes from that explain effectivity as an assessment that produced and related to the achievement of individual, group, and organization. When the achievement is close to the expected goal (standard) then the achievement would highly effective (Mufida et al., 2018)

There are four indicators to measure the effectivity of learning process (Nuriansyah, 2020). The indicators are learning quality, an appropriate of learning level, incentive, and time. The learning quality would recognize by the process and the result from the learning activity. The second point for an appropriate learning level is concern by the instructor that observe a readiness of each student for a learning activity. The third is incentive. Incentive is a thing that perform by the instructor in form of motivation presentation to the college student. For the last indicator of the theory is time. A learning process would define as an effective process when the college student would accomplish the learning target as on scheduled (Marayasa & Faradila, 2019)

Learning Motivation

According to (Hakim & Mulyapradana, 2020) motivation is a stimulation of personal will and a force power of personality to work because every motive has a specific goal to achieve. According to learning motivation is a complete force power that comes from inner personality of the college student that cause a learning activity. The force will ensure the learning activity becomes sustainable and present an orientation for learning activity. As a result, the goal that expected by the subject learner would be achieve. According to Mc Donald in motivation is an energy change that occur from the inside of personality and indicates by affective occurrence (feeling) and reaction to achieve the goal.

There are four components to measure the learning motivation. According to ARCS model from (Nuriansyah, 2020) these four components will measure the learning motivation in accordance to the term, Attention, Relevance, Confidence, and Satisfaction (ARCS). These four components measure the student focus during the learning process, associating the study material in accordance the student requirement, trigger an assertive and self-confident for the college student, a satisfaction feeling on the learning process (Jamil, 2019).

Learning Achievement

achievement is a result of ability, skill, and personal attitude to complete various thing.

According to (Noviantari & Payadnya, 2021) achievement is a successful that achieve by a student after participating in learning program within specific time and in accordance with the aims. (Desriva, Utari, & Al Padri, 2020) purpose a learning achievement is a result that generated from impressions that cause a personality change within individual as a result of learning activity (Erikasari, 2019)

According to (Marayasa & Faradila, 2019) the main key to generate a standard and the data of student learning result as mention above is to know the main lines of indicator (indication of specific achievement) which related to the achievement category that need to realize and measure. (Marayasa & Faradila, 2019) describe some indicators that used in achievement measurement for learning process, which are:

1. In creation or cognitive domain, the personal achievement would recognize by an observation, memory, understanding, application, and analysis and synthesis.
2. In feeling or affective domain, the personal achievements are from acceptance, reception, appreciation, internalization, and characteristic.
3. In intention or psychomotor domain, personal achievement would recognize by movement skill and action, verbal and non-verbal expression skill.

RESEARCH METHOD

Method in this study is quantitative descriptive method, the method to identify e-learning effectivity to the motivation and student learning achievement. This research is a quantitative descriptive research with survey method by online (Desriva et al., 2020; Marayasa & Faradila, 2019; Sur et al., 2020). Primary data collection in this study is questioner by online that distributed in form of Google Forms to the management department student collage of generation 2018 who register in business management seminar subject. There are three variables in this study, one independent variable and two dependent variables. Independent variable in this study is e-learning effectivity and dependent variables are motivation and student learning achievement.

Population and Sample

Population selection in a study has close relationship with the problems of the study. According to population or universe is total of units of analysis that characterized by a suspected (Daulay, Putra, & Ayuni, 2021). In this study, the population is college student in management department from generation of 2018 who registered for business management seminar subject. The total of population is 447 students.

The sample is part of population elements that would be studied. A basic idea of sampling is a selection of part of population elements, a conclusion of all population that need to be collected. This study performs a sampling method with Slovin formula. As a result, total sample of this study is 217 students.

Data Analysis Method

Method in this study is simple linear regression method. This study has one independent variable and more than one dependent variables. The examination performs by questioner result with examine the question item by validity and reliability test, data normality test and regression model test (F-test), and hypothesis test (t-test).

Research Hypothesis

According to the formulation of this study, the hypotheses of this study are:

Hypothesis 1:

H0: There is no influence of e-learning effectivity to the motivation

H1: There is influence of e-learning effectivity to the motivation

Hypothesis 2:

H0: There is influence of e-learning effectivity to the student learning achievement

H1: There is no influence of e-learning effectivity to the student learning achievement

Result and discussion

Data analysis practice in questioner, validity test on question items with SPSS, e-learning process that consist of 8 valid questions. There are 6 valid questions for student learning motivation and 5 valid questions in student learning achievement. According to the validity, the author applied all valid question for research material. However, for the calculation of reliability value with SPSS, then Cronbach Alpha value is 0.770, 0.657, 0.928 or more than 0.6. The value is consider meaning and the data is reliable. The author used IBM SPSS Statistic 26 for measuring the statistical data. Reliability value is explained below.

Table 2. Reliability Test

Variable	Cronbach's Alpha	Remarks
E-learning Effectivity	0.770	Reliable
Motivation	0.657	Reliable
Learning Achievement	0.928	Reliable

Source: data processing (2021)

For the requirement test, the author practice test of normality that practice kolmogorovsmirnov test. According to decision maker in Kolmogorov-Smirnov test, the residual number in normally distributed if the significance value is more than 0.05, Table 3 explain measurement for calculation value by SPSS

Table 3.

Normality Test, one sample from Kolmogorov-Smirnov test

		E. Elearning	Motivasi	P. Belajar
N		217	217	217
Normal Parameters ^a	Mean	55.3895	56.7950	49.9850
	Std. Deviation	23.04537	24.32471	27.70837
Most Extreme Differences	Absolute	.072	.092	.114
	Positive	.049	.051	.093
	Negative	-.072	-.092	-.114
Kolmogorov-Smirnov Z		1.023	1.301	1.610
Asymp. Sig. (2-tailed)		.246	.068	.312

a. Test distribution is Normal.

Source: SPSS (2021) output result.

the simple linear regression test which may recognize in form of text, which explained below.

Table 4.

Simple Linier Regression Test

Variable	R	R Square	F	Sig
X → Y1	0,788 ^a	0,621	86,855	,000 ^b
X → Y2	0,795 ^a	0,632	90,908	,000 ^b

Source: SPSS (2021) output result

According to the data, R square is 0.621 or 62.1% of e-learning effectivity would increase e-learning motivation. The e-learning effectivity to the learning achievement shows the R square is 0.632 or 63.2 % of e-learning effectivity would increase learning achievement. Moreover, when the result exam from significance value, the relationship between e-learning effectivity to the motivation is significant. Additionally, the relationship between e-learning effectivity to the learning achievement is significant. As a result, the relationship model for e-learning effectivity to the motivation and learning achievement has a good model.

Table 5 will explain the hypothesis result on the influence of each variable.

Table 5.
Result of T-test

Variable	t - test	Sig	Remarks
X → Y1	9,320	.000	H1 is accepted
X → Y2	9,535	.000	H1 is accepted

According to the result test above, an influence of e-learning effectivity to the motivation has significant value < 0.05 and e-learning effectivity to the learning achievement has significant value < 0.05 . As a result, two hypotheses of H_0 is rejected and accepted H_1 or there is an influence of e-learning effectivity to the motivation and there is e-learning effectivity influence to the learning achievement on student of Widyatama University.

DISCUSSION

Influence of E-Learning Effectivity to the Student Learning Motivation

According to the result, e-learning effectivity is influence to the student learning motivation. This result show that e-learning would increase the student understanding on the lecturer material that would trigger the learning motivation. In this study, as similar to shows e-learning will increase learning motivation and increase student understanding. E-learning process applied to increase efficiency and effectivity of learning during the pandemic situation (Desriva et al., 2020). E-learning process should be increasing the learning process and increase the motivation. However, most of the student feels has no learning motivation during the class because the interaction with the lecturer is poor. This situation causes the student cannot understand the presentation of material. This result is caused by unstable internet network, a completion of assignment is not effective because the student is not fully understood to the material. E-learning effectivity would achieve when the learning process is appropriate with the situation and condition, either in material or student environment.

Influence of E-Learning Effectivity to the Learning Achievement

According to the result, e-learning effectivity is influence to the student learning achievement. This result is similar with learning is influence to the learning achievement. With a limitation of face-to-face lecture, the student should fully be aware to use various of e-learning media in order to follow the material presentation and increase the learning achievement. The student should not rely on the material from their lecturer, but they should explore and find other sources. E-learning application as a learning media in Widyatama University should be improve in order to increase the learning interest of the student to increase understanding and student knowledge.

CONCLUSION AND SUGGESTION

Summary

The conclusion draws from the discussion result. Experiment analysis result explain that e-learning effectivity is influence the motivation. E-learning effectivity is influence to the student achieved of college student. Present e-learning effectivity practiced in learning process would increase the motivation and study achievement in the student of Widyatama University

Suggestion

Some suggestion based on the conclusion results above is in e-learning media. Application of e-learning media is evidently increasing the motivation and student study achievement. Therefore, the e-learning process must have an attractive design to trigger student interest in e-learning

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process and continuously increase the motivation and student study achievement event in COVID-19 pandemic condition.

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