

Analysis Of The Impact Of E-Learning On The Learning Motivation Of Students Of The Faculty Of Economics And Business, Jakarta State University

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Abstract

This research aims to examine the impact of e-learning on the learning motivation of students at the Faculty of Economics, Jakarta State University. The main focus of this research is to understand how the e-learning experience influences students' academic motivation and engagement in the learning process. This study employs a descriptive qualitative approach, which involves describing and analyzing the issues identified. Data collection techniques are based on primary and secondary data. The primary data for this research were obtained through observation, interviews, and documentation, while secondary data were gathered from books, previous studies, and articles related to the research.

Keywords : E-Learning; Learning Motivation; Students of the Faculty of Economics; Jakarta State University

1. Introduction

Advancements in science and technology (S&T) have brought significant changes in various aspects of life, including the education sector. One of the implementations of S&T in education is the application of e-learning, which enables learning activities to be conducted online through various digital platforms. While offering flexibility in terms of time and location, as well as easier access to materials, e-learning also presents several challenges, such as the lack of direct interaction between instructors and students, and low student motivation. In the context of active learning, student engagement is a crucial factor that must be supported by the right teaching methods. Therefore, this study aims to identify the impact of e-learning on student motivation, specifically at the Faculty of Economics, Universitas Negeri Jakarta. This research uses a descriptive quantitative approach by collecting data through observation, interviews, and the distribution of questionnaires. As part of the pre-research, the questionnaire was distributed to 20 respondents consisting of 10 faculty members and 10 students from the Faculty of Economics, Universitas Negeri Jakarta. The collected data were used to evaluate the views of faculty and students regarding the effectiveness of e-learning in supporting active learning and its impact on student motivation. Preliminary results showed that most students felt e-learning did not significantly enhance their motivation, while faculty members tended to assess e-learning as effectively supporting student engagement in the learning process. This research is expected to provide a comprehensive picture of the impact of e-learning on student motivation and present recommendations for better management of online learning.

2. Literatur Review

2.1 Learning

Learning is an activity that changes a person's behavior towards improvement. In the learning process, teachers are responsible for facilitating this change through dialogic interactions with students, emphasizing student activity to achieve learning objectives (Darsono, 2000; Suryosubroto, 1997). Learning involves interaction between students, educators, and learning resources, as regulated in Law No. 20 of 2003 on the National Education System. Learning models serve as guides in designing curricula, materials, and learning processes, with flexibility for teachers to choose appropriate methods (Rusman, 2013; Zubaedi, 2012). One approach, differentiated learning, adapts materials to students' needs, interests, and learning styles, allowing them to develop their potential according to their abilities, and also fosters the profile of Pancasila students (Martanti et al., 2021). In lesson planning, steps like formulating objectives, selecting methods, and preparing evaluations are essential (Mulyasa, 2010). The choice of appropriate methods, tailored to the material, student conditions, and resources, is key to the success of learning in cognitive, affective, and psychomotor aspects (Sumiati and Asra, 2009).

2.2 E-Learning

E-learning is a technology-based learning model that enables remote interaction between instructors and students. According to experts, e-learning is characterized by flexibility in time and place, the use of digital media, and self-paced or direct learning methods. Its benefits include learning flexibility, full control over the learning process, and cost efficiency, such as savings on

transportation and physical facilities. However, e-learning also has drawbacks, such as reduced direct interaction, limited internet access in some areas, and challenges for students with low motivation or limited technology skills. Nonetheless, e-learning can encourage students to become more active, independent, and efficient in their learning.

2.3 Student Motivation at the Faculty of Economics

Learning motivation is the drive that encourages students to actively participate in the learning process to achieve optimal results. Motivation consists of intrinsic and extrinsic motivation. Intrinsic motivation comes from within the individual, such as the desire to succeed, the need to learn, and future hopes and dreams. In contrast, extrinsic motivation is influenced by external factors, such as engaging, useful learning, and a supportive learning environment.

Factors that influence learning motivation include aspirations, student abilities, personal conditions, the surrounding environment, dynamic elements in the learning process, and the teacher's efforts in teaching. A combination of internal and external factors can enhance student motivation and support the achievement of learning goals.

3. Material and Method

The analysis method used in this study is a qualitative approach, conducted through interviews and observations by collecting primary and secondary data. This research aims to analyze in-depth the effectiveness of digital technology transformation in the office administration learning process at Universitas Negeri Jakarta.

3.1 Design Study

This study uses a qualitative approach to explore human or social phenomena in depth, presenting a comprehensive description based on detailed perspectives from informants in natural settings (Walidin, Saifullah & Tabrani, 2015: 77). The approach aims to understand events, the reasons behind them, and how they occurred, as well as to describe the impact of actions on individuals or groups (Chariri, 2009: 9). Qualitative research focuses on in-depth exploration and involves presenting findings in a rich narrative form.

Case study is used as a method to investigate phenomena in real-life contexts (Yin, 1981a, 2009). According to Groat & Wang (2013), case studies involve investigating phenomena in natural and historical settings, focusing on cause-effect relationships, theory development, and relying on various sources of evidence. This method allows researchers to generalize findings from the studied case.

3.2 Data Analysis

Data analysis in this research involves the process of organizing, interpreting, and drawing conclusions from collected data, both qualitative and quantitative, to identify patterns, relationships, and meanings that help answer research questions or test hypotheses (Moleong, L. J, 2022). The goal is to identify useful information for decision-making in solving problems. The process of data analysis consists of four main steps:

a. Data Reduction

Where the researcher gathers data through observation, interviews, and relevant documentation.

b. Data Reduction

Summarizing and selecting important information, focusing on relevant issues, and identifying themes or patterns.

c. Data Presentation

This can be done in narrative form, graphics, or diagrams to facilitate understanding.

d. Verification or Conclusion

Where the researcher draws preliminary conclusions that will be validated by strong evidence during the subsequent data collection process. Conclusions in qualitative research often involve new findings, theories, or clearer causal relationships (Miles and Huberman, 1994).

4. Results

E-learning is the application of digital technology in higher education, both for distance learning and as a supplement to face-to-face sessions. Through internet-based platforms and Learning Management Systems (LMS), students can access materials, participate in discussions, and interact with instructors and peers without time or location constraints. E-learning provides flexibility in learning, allowing students to study at their own pace and convenience. Furthermore, e-learning allows universities to access global resources, enhance teaching quality, and simplify academic administration and evaluation. Overall, e-learning expands the reach of higher education internationally.

1) Impact of E-Learning on Students

The impact of e-learning on students at the Faculty of Economics, UNJ, includes various factors that affect motivation and learning effectiveness. E-learning provides time flexibility, allowing students to organize their study schedules according to personal needs. However, challenges such as a lack of direct interaction with lecturers and technical issues like unstable internet connections can reduce engagement. Nonetheless, if managed well, e-learning can enhance motivation by offering various learning media that support understanding. Based on interviews with three participants, the use of e-learning at the Faculty of Economics, UNJ, was more influenced by the emergency situation caused by the COVID-19 pandemic rather than prior planning. Some participants found e-learning's flexibility helpful, although challenges regarding stable internet connections were present. Overall, e-learning is still considered to ease and enhance students' learning comfort and efficiency.

Previous research by Nugroho et al. (2023) shows that e-learning provides significant time flexibility for students, although challenges such as a lack of social interaction and technical problems often hinder learning effectiveness. This research also emphasizes the importance of good management of technology-based learning to maintain student motivation and engagement. Similar findings are observed in a study by Ramadhan and Prasetyo (2022), which states that while e-learning offers flexibility and accessibility, efforts are needed to overcome technical barriers and improve interactions between students and lecturers to maintain the quality of the learning experience.

2) Policy on the Impact of E-Learning

Policies related to the impact of e-learning focus on developing technology infrastructure, enhancing the quality of learning platforms, and providing equitable access for all students. These policies aim to address challenges such as limited internet connectivity and the lack of social interaction between lecturers and students. Furthermore, the policies encourage the use of interactive and flexible learning methods by providing varied learning media to improve motivation and learning effectiveness. These policies are crucial to ensure e-learning is efficient and inclusive, supporting students' academic success in a flexible yet guided learning environment. Interview results show that although technological infrastructure, such as a stable internet connection, is very important, students' personal motivation remains the main factor affecting learning effectiveness. Participant A emphasized that the spirit of learning depends on the student's desire and responsibility, while Participants B and C pointed out that technical disruptions, such as poor internet connectivity, can reduce motivation and the quality of learning. Thus, while technological support is crucial, students' internal motivation remains a key element in the online learning process.

Previous research shows that technology infrastructure and students' personal motivation have a significant impact on the effectiveness of e-learning. A study by Wolo et al. (2021) at Universitas Islam Bandung revealed that the quality of e-learning platforms and technological accessibility could improve students' motivation, while research by Ningrum (2017) emphasized the importance of engaging learning media and a conducive learning environment. Both studies highlight that, although technology and infrastructure are important, students' personal motivation is the main factor in enhancing the effectiveness of online learning.

3) Benefits After Using E-Learning

The benefits of e-learning for students include ease of accessing learning materials flexibly, allowing them to study according to their preferred schedule and location. E-learning also provides opportunities to interact with lecturers and peers through forums or other communication platforms, which supports collaboration and discussion. Additionally, with features like quizzes and online assignments, e-learning enhances the learning experience to be more interactive and structured. However, technical factors such as a stable internet connection remain crucial to support smooth online learning. Interview results show that while e-learning offers time efficiency and flexibility, challenges such as a lack of motivation and focus remain, such as inactive cameras and limited direct interaction. Some students still prefer face-to-face learning because it enables direct interaction with lecturers. Nevertheless, both methods have their advantages, with e-learning offering easy access and flexibility, while face-to-face learning supports direct interaction, deepening material comprehension. Previous research shows that e-learning provides flexibility in accessing materials, allowing students to study at their preferred time and location. Interactive features like quizzes and online assignments enrich the learning experience. However, challenges related to stable internet connections, lack of motivation, and direct interaction in online classes still exist. Face-to-face learning is still preferred because it supports direct interaction with

lecturers, but both methods have their respective advantages in supporting material comprehension (Sudarmaji, 2023).

5. Discussion

Based on the analysis conducted from the data collected, the following conclusions are drawn:

1) Impact of E-Learning

E-learning at the Faculty of Economics, UNJ, has a positive impact in terms of time flexibility and ease of access to materials, allowing students to learn according to their personal needs and improving the efficiency of the learning process. However, e-learning also presents challenges, such as the lack of direct interaction with professors and peers, as well as technical issues like unstable internet connections, which can reduce student motivation and engagement. The implementation of e-learning at UNJ was more driven by the emergency situation of the COVID-19 pandemic than by thorough planning, although students still appreciated the flexibility offered. Previous studies have also shown that e-learning is very beneficial in providing learning freedom, but its effectiveness depends on good management to minimize technical obstacles and enhance interaction. Therefore, a more planned strategy is required to optimize the advantages of e-learning while addressing existing barriers, so that a more quality learning experience can be created and student motivation and engagement can be supported.

2) Policy on the Impact of E-Learning

The e-learning policy should focus on the development of technology infrastructure, the improvement of the quality of learning platforms, and the provision of equal access to ensure efficiency and inclusivity. Technological support such as stable internet connections and engaging learning media are crucial to overcome technical barriers and enhance student motivation. However, research and interviews show that students' personal motivation remains the key factor determining the effectiveness of online learning. Without a strong learning spirit and individual responsibility, technological support alone is not enough to ensure the success of learning. Therefore, efforts to improve e-learning quality need to be balanced with strategies that foster students' internal motivation, so that online learning can run optimally and support overall academic success.

3) Benefits After Using E-Learning

E-learning provides significant benefits for students with its time flexibility, ease of access to materials, and interactive features such as quizzes and online assignments that enrich the learning experience. This method allows students to learn according to their desired schedule and location, while also supporting collaboration through forums or communication platforms. However, challenges such as unstable internet connections, lack of motivation, and minimal direct interaction remain obstacles in online learning. On the other hand, face-to-face learning is preferred because it provides the opportunity for direct interaction that deepens material understanding. Both methods have their respective advantages, so proper management is necessary to optimize the benefits and address the shortcomings of each learning method.

6. Conclusions, Implications, and Recommendations

Conclusion

1) Impact of E-Learning

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Implications

As an innovation in the educational world, e-learning provides various benefits alongside challenges that need to be addressed to achieve maximum effectiveness. Based on the research

findings and field observations, the implications of e-learning implementation can be explained as follows:

- 1) E-learning requires planned management to improve flexibility and accessibility, address technical issues such as unstable internet connections, and encourage more active interaction between students and professors. Additionally, it is important to develop strategies that support student motivation so that e-learning can create a quality and sustainable learning experience.
- 2) E-learning highlights that good development of technology infrastructure, such as stable internet connections and high-quality learning platforms, is essential to support the effectiveness of learning. However, students' personal motivation remains the primary factor in determining e-learning success. Therefore, learning policies should focus not only on improving technology but also on developing students' internal motivation through interactive and engaging teaching methods to create a more effective and inclusive learning experience.
- 3) E-learning shows that, while offering time flexibility and easy access, challenges such as unstable internet connections, lack of motivation, and minimal direct interaction still need to be addressed. Therefore, it is important to manage e-learning well, optimize the use of interactive features, and enhance collaboration among students while considering a balance with face-to-face learning to deepen material understanding. Effective management can maximize the benefits of both learning methods.

Recommendations

Based on the discussions and conclusions presented, the following recommendations are made:

- 1) For deeper analysis, future researchers should consider extending the research duration so that they can collect data and conduct interviews more freely. Additionally, using more flexible scheduling methods, such as online interviews or asynchronous interviews, can facilitate alignment with students' varying schedules.
- 2) To obtain more comprehensive results, it is recommended that future studies involve other study programs or faculties at Universitas Negeri Jakarta. By expanding the scope of the research, the results will be more representative and relevant, and they can better reflect the conditions and challenges in implementing distance learning at various educational institutions.

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