

The Effect of Online Learning on Student Learning Interest and Motivation

Mispandi^{a*}, Agus Riswanto^b, Ilpa^c

^{abc} Pendidikan Ekonomi, Fakultas Ilmu Sosial Dan Ekonomi, Universitas Hamzanwadi

*Corresponding author: Selong, NTB, 83619, Indonesia. mispandi@hamzanwadi.ac.id

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Abstract: The purpose of this study was to determine the effect of online learning on the interest and learning motivation of Hamzanwadi University economics students. The type of research is quantitative research using simple random sampling technique, and the data collection technique is a Google form questionnaire using a Likert scale, namely strongly agree 3, agree 2, and disagree 1. The data analysis technique uses simple linear regression analysis. Then the results of the study show that online learning on learning interest is obtained $t_{count} 7.697 > t_{table} 1.989$, at a significant level of 5%. The magnitude of the influence of online learning on learning interest based on the results of the hypothesis test is 42.9% while the remaining 57.1% is influenced by other factors not examined. While the results of data analysis on online learning variables on learning motivation obtained $t_{count} 5.156 > t_{table} 1.989$, at a significant level of 5%. The magnitude of the influence of online learning on learning interest based on the results of the hypothesis test is 25.2% while the remaining 74.8% is influenced by other factors not examined.

Keywords: Online Learning, Learning Interest and Learning Motivation

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui pengaruh Pembelajaran Daring terhadap Minat Dan Motivasi Belajar Mahasiswa Pendidikan Ekonomi Universitas Hamzanwadi. Jenis penelitian yaitu penelitian kuantitatif dengan teknik simple random sampling, dan teknik pengumpulan data yaitu angket google form menggunakan skala liker yakni sangat setuju 3, setuju 2, dan tidak setuju 1. Teknik analisis data menggunakan analisis regresi linier sederhana. Maka hasil penelitian menunjukkan bahwa pembelajaran daring terhadap minat belajar diperoleh $t_{hitung} 7,697 > t_{tabel} 1,989$, pada taraf signifikansi 5%. Adapun besarnya pengaruh pembelajaran daring terhadap minat belajar berdasarkan hasil uji hipotesis 42,9% sedangkan sisanya yakni 57,1% dipengaruhi oleh faktor lain yang tidak diteliti. Sedangkan hasil analisis data variabel pembelajaran daring terhadap motivasi belajar diperoleh $t_{hitung} 5,156 > t_{tabel} 1,989$, pada taraf signifikansi 5%. Adapun besarnya pengaruh pembelajaran daring terhadap minat belajar berdasarkan hasil uji hipotesis 25,2% sedangkan sisanya yakni 74,8% dipengaruhi oleh faktor lain yang tidak diteliti.

Kata Kunci: Pembelajaran Daring, Minat Belajar dan Motivasi Belajar

INTRODUCTION

Online learning activities in Indonesia have been implemented since Indonesia experienced the Covid-19 pandemic in 2020. Online learning itself is a learning method that is carried out using the help of electronic devices such as laptops, computers or cellphones and does not take place face-to-face like offline learning methods (Fahrurrozi & Majid, 2017; Mustofa, M. I., Chodzirin, M., Sayekti, L., & Fauzan, 2019; Sur et al., 2020; Yani, S. R., & Siwi, 2020). All forms of study material are distributed online, communication is also carried out online, and tests are also carried out online. This online learning system is assisted by several applications, such as Whatsapp, Google Classroom, Google Meet, and Zoom.

In West Nusa Tenggara, especially the Hamzanwadi university campus, lecturers and students are increasingly rich with various alternative media or platforms that can be used, both simple and more sophisticated platforms. For example, what's app, google class room, google meet, and zoom meeting. WhatsApp (WA) is a favorite application that can be implemented by lecturers and students at Hamzanwadi University. Because WhatsApp (WA) is very familiar with its use among lecturers and students. WhatsApp (WA) presents several interesting features and is easy to operate.

Another application used by lecturers at Hamzanwadi University is zoom meeting. Zoom Video conferences can still connect lecturers with students in teaching and learning. The advantages of Zoom can be used for 100 participants and free 40 minutes of video conferencing, good sound quality and can record the entire teaching and learning system for students. Lecturers can teach 1 class to 3 classes at a time teaching simultaneously and can take student attendance directly. However, this zoom meeting cannot be held every day, because a lecturer also needs to consider his student's internet quota.

In the online learning process there are several influences and difficulties faced by students in online learning, including: 1) Slow internet network. Online and offline learning systems can run effectively if the internet network is good. On the other hand, when the internet network is bad, the online Teaching and Learning Activities (KBM) process will automatically be hampered. 2) Internet quota is limited. Parents affected by Covid-19 will definitely find it difficult to buy internet quota. Especially parents who are economically inadequate. This needs to be considered carefully by the campus and the Ministry of Education and Culture. Sorry parents too. They are already burdened because they have been laid off by the company, coupled with the burden of having to buy internet quota. 3) KBM is not effective. Online and offline learning systems are certainly not as effective as learning at school. This happens due to several factors. For example reducing teaching hours. Lecturers who usually teach 4 hours on campus are forced to only teach for two hours. The impact continued, students will have difficulty understanding a lot of material in a relatively short time.

Since the Covid-19 pandemic entered West Nusa Tenggara, the government has taken various policies, including in terms of education. To avoid transmission of the virus, since early 2020, the government has implemented online or online learning from home. Of course there are advantages and disadvantages to online or online learning for students. The advantages of online learning include; facilitating learning interactions from anywhere and anytime, has a very broad reach, learning does not require a classroom, because the learning process takes place from home or remotely, students do not need to face to face directly in front of the class, because what is used is cellphone facilities with Internet.

The disadvantages of online learning methods include: limited internet access, reduced interaction with teachers, understanding of the material, lack of supervision in learning. The higher intensity of accessing social media during online learning will have an impact on students' interest and motivation to take part in learning activities. Because,

it's not something that's not possible when students will actually be more active with their own social media accounts rather than participating in online learning activities. Lack of control from lecturers and parents. In fact, interest in learning is an important element in learning activities (Yunitasari, R., & Hanifah, 2020).

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Interest is a feeling more like and feeling interested in something or activity, without anyone asking (Jamil, S. H., & Aprilisanda, 2020). The reality on the ground shows that online learning has various problems, including: 1) Lack of signal constraints is the main factor affecting the learning interest of students of the economics education study program, because on average they complain about the same thing, such as a lack of understanding when learning takes place, learning that does not vary, students become passive, less creative, and productive, in participating in learning, so that interest in learning when online becomes problematic. 2) The large use of internet quota is a problem that cannot be underestimated (Awe, E. Y., & Benge, 2017; Firdausih, 2020).

Even though the government of the Ministry of Education and Culture and campuses provide quota assistance of 15 GB per month, it is sometimes not enough because there are many things to access. In the learning process students must have interest or preference in participating in ongoing learning activities, because having interest will encourage students to show attention, activity and participation in participating in ongoing learning (Ngabidin, 2021; Rahman, 2014). This statement means that interest is a feeling of interest, attention, more desire that someone has for something, without any encouragement from other people.

Students are expected to have a high interest in learning in order to foster concentration in learning so that it can make it easier for students to understand the material being studied (Aliyas, A., & Ma'ruf, 2022). Good interest in learning can reduce student boredom with the lesson. This shows that interest is closely related to learning. The emergence of a person's interest is caused by several important factors, namely internal and external factors. The internal factors consist of interested attention and activity while the external factors consist of the school family and the environment.

As previously explained, interest plays an important role in learning activities because interest has the benefit of being a strong motivator for learning activities to achieve learning achievements (Jamil, S. H., & Aprilisanda, 2020). The higher the interest in learning the more impact it will have on learning achievement. Thus interest in learning affects student achievement (Hilmiatussadiyah, 2020; Sirait, 2016). Interest in learning can also create and lead to concentration in learning. Students will have good

concentration if inside themselves there is interest in learning the things they want to know. This concentration that is formed makes it easier for students to understand the material being studied. The parameters of interest can be seen from high, medium, and low participation in learning.

High interest can be seen from the readiness of student learning both in doing assignments, responding, and asking questions in the ongoing learning process (Hilmiatussadiyah, 2020). Moderate interest can be seen from the feedback given by the lecturer to students, in the sense that there must be stimulation or feedback from the lecturer first, then that's where the response arises. And the last is low interest, this low interest can be seen from the unpreparedness of students in learning whether in doing assignments, responding or asking questions in the learning process. From the results of a survey conducted by researchers on 19 students of the economics study program, it showed that 6 students were in the high interest category, 10 students were in the medium interest category, and 3 students were in the low interest category.

Learning motivation is important for students because it can direct students in the learning process and give strength in trying. One way to increase student motivation is to use a variety of learning methods (Santoso, 2021; Zhafira, N. H., Ertika, Y., 2020). The use of various learning methods on learning motivation has indicators in it, namely a feeling of being interested and also happy to learn, active participation, a tendency to pay attention and high concentration, positive feelings and an increasing willingness to learn, comfort when studying, and having the capacity to make decisions related to the learning process they are going through (Cahyani, A., Listiana, I. D., Puteri, S., Larasati, D., 2020; Putriana, C., Studi, P., Matematika, T., Tarbiyah, F., Ngembalrejo, J. C., & Tengah, 2021; Widiasih, R., Widodo, J., & Kartini, 2018).

One way to motivate student learning is to carry out creative learning using instructional media, the media in the learning process is an intermediary or introductory source of messages with message recipients stimulating thoughts, feelings, attention, and will so that they are motivated and involved in learning (Arifin, M., & Abduh, 2021; Kristina, M., Sari, R. N., & Nagara, 2020).

Based on the reality on the ground, it shows that students often feel bored quickly because learning is monotonous, too many activities outside the home are prohibited during this pandemic, and also places where students study with their friends are closed and restricted. There are 2 dimensions in learning motivation, namely intrinsic and extrinsic dimensions. The intrinsic dimension is like an inner desire to succeed in learning in order to achieve a hope, but during the pandemic many student friends only took part in learning as a formality, only limited to fulfilling course requirements due to lack of motivation so that learning outcomes were not optimal, meanwhile extrinsic dimensions such as the existence of interesting activities in learning, a conducive environment and an appreciation in learning, in this extrinsic dimension many students complain about learning that does not vary and is monotonous so that the attractiveness and motivation to take part in learning is lacking (Arifin, M., & Abduh, 2021; Puspitha, F. C., Sari, M.

I., Oktaria, D., Kedokteran, F., Lampung, U., Kedokteran, B. P., Kedokteran, F., & Lampung, 2018; Selvia, 2021).

The campus has actually circulated information regarding the offline learning schedule for each class with conditions that must comply with health protocols, but there are still several lecturers whose learning from the beginning to UAS uses online. This is one of the complaints from students about the lack of variety in learning so that students' interest and motivation are lacking in participating in learning. One way to increase student interest and motivation is to use a variety of learning methods. The use of various learning methods does not make students bored in learning.

There are several factors that influence the high and low learning motivation of students of the economics study program, one of which is social support from the surrounding environment, especially from the family environment. Parental support is very much needed in supporting children to be able to get good learning achievements and according to their expectations (Kurnianto, B., & Rahmawati, 2020; Kurniawan, 2020). So that what is his dream can be realized.

Students who have high learning motivation can be seen from their high enthusiasm and enthusiasm for learning. Students who have moderate motivation can be seen from the presence or absence of encouragement from lecturers, friends and the environment. And low learning motivation can be seen from not participating in learning. From the results of a survey that the researchers conducted on 19 students of the economics study program, it showed that 4 students were in the high motivation category, 12 students were in the moderate motivation category, and 3 students were in the low motivation category.

Students who have high learning motivation can be seen from their high enthusiasm and enthusiasm for learning. Students who have moderate motivation can be seen from the presence or absence of encouragement from lecturers, friends and the environment. And low learning motivation can be seen from not participating in learning. From the results of a survey that the researchers conducted on 19 students of the economics study program, it showed that 4 students were in the high motivation category, 12 students were in the moderate motivation category, and 3 students were in the low motivation category.

METHOD

In this study, researchers used Quantitative research is systematic scientific research that involves collecting data in order to find out phenomena and the degree of relationship (Sodik, 2015). The population in this study was students of Economics Education, Faculty of Social Sciences and Economics, University of Hamzanwadi, which consisted of three semesters, namely semesters 2, 4, and 6. The sample in this study consisted of 81 people representing each semester who were taken by random sampling with the consideration that the average student of the economics study program is different each semester.

Meanwhile, the data collection instrument used in this study was a questionnaire. The procedure for giving a questionnaire to the research sample was carried out using a

Google form using a Likert scale, namely strongly agree (3), agree (2), and disagree (1). Furthermore, the data analysis technique used is simple linear regression analysis (Sugiyono, 2019). The calculation process in the analysis of research data is assisted by using the SPSS 26 program.

RESULTS AND DISCUSSION

Results of Simple Linear Regression Analysis

First Hypothesis Testing

The first hypothesis in this study is that there is a positive effect of online learning on learning interest. The results obtained in this study are said to be significant if the calculated significance value is less than 0.05. The results obtained from the regression analysis of online learning on learning interest can be seen in the following table:

Table 1. Simple Linear Regression Test Results Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	20.588	2.309		8.916	.000
Online learning	.773	.100	.655	7.697	.000

Source: Primary data processed by SPSS 26

Based on the simple linear regression equation above, the following are the results of data analysis, namely: A constant of 20.588 means that the value of the online learning variable is 20.588, The online learning regression coefficient is 0.773 stating that for every 1% addition of online learning value, the value of interest in learning increases of 0.773. The regression coefficient is positive, so it can be said that the direction of online learning variables towards learning interest is positive. It is known that the total significance value (sig) is 0.000 and it is less than 0.05, which means that online learning variables have a significant effect on learning interest variables. And it is known that the calculated t value is 7.697 and that is greater than the t table which amounts to 1.664, so it can be concluded that online learning has an effect on learning interest. To see the effect of online learning on learning interest can be seen in the table below:

Table 2. Simple Linear Regression Test Results Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.655a	.429	.421	4.44046

Source: Primary data processed by SPSS 26

Based on the table above, it can be seen that the value of the correlation / relationship (R) is 0.655. From this output, the coefficient of determination (R Square) is 0.429. So it can be concluded that the value strength of the effect of online learning on learning interest is 42.9%.

Second Hypothesis Testing

The second hypothesis in this study is the influence positive online learning on learning motivation. The results obtained in this study are said to be significant if the

calculated significance value is less than 0.05. The results obtained from the regression analysis of online learning on learning motivation can be seen in the following table:

Table 3. Simple Linear Regression Test Results Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.744	1.845		9.076	.000
Online learning	.414	.080	.502	5.156	.000

Source: Primary data processed by SPSS 26

Based on the simple linear regression equation above, the following are the results of data analysis, namely: A constant of 16,744 means that the value of the online learning variable is 16.744, The online learning regression coefficient is 0.414 stating that for every 1% addition of online learning value, the value of learning motivation increases of 0.414. The regression coefficient is positive, so it can be said that the direction of online learning variables on learning motivation is positive. If you look at the basis of the first decision. It is known that the total significance value (sig) is 0.000 and it is less than 0.05, which means that online learning variables have a significant effect on learning motivation variables. It can be seen that the calculated t value is 5.156 and that is greater than the t table which amounts to 1.664, so it can be concluded that online learning variables affect learning motivation. To see how strong the value of the influence of online learning variables on learning interest variables can be seen in the table below:

Table 4. Simple Linear Regression Test Results Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502a	.252	.242	3.54763

Source: Primary data processed by SPSS 26

Based on the simple linear regression equation above, the following are the results of data analysis, namely: A constant of 16,744 means that the value of the online learning variable is 16.744, The online learning regression coefficient is 0.414 stating that for every 1% addition of online learning value, the value of learning motivation increases of 0.414. The regression coefficient is positive, so it can be said that the direction of online learning variables on learning motivation is positive. If you look at the basis of the first decision. It is known that the total significance value (sig) is 0.000 and it is less than 0.05, which means that online learning variables have a significant effect on learning motivation variables. It can be seen that the calculated t value is 5.156 and that is greater than the t table which amounts to 1.664, so it can be concluded that online learning variables affect learning motivation. To see how strong the value of the influence of online learning variables on learning interest variables can be seen in the table below:

Partial Test Results (t)

The Effect of Online Learning Variables on Learning Interest

The t test was carried out to see the relationship between the independent variables, namely online learning individually or partially to the dependent variable learning interest. The following table shows the partial test results using the partial test (t), namely:

Table 5. Partial T-Test Results of Online Learning on Learning Interest Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	20.588	2.309		8.916	.000
Online learning	.773	.100	.655	7.697	.000

Source: Primary data processed by SPSS 26

Based on the table above, it can be seen that the t table value for a significant level of 5% $df = 79$ ($df = N - 2$ for $N = 81$) is 1.989. The results of the t count were obtained using SPSS, namely 7.697. Decision making If t count is greater than t table then H_a is accepted and H_0 is rejected. From the results of the calculation of t count of $7.697 > t$ table, namely 1.989 at a significant level of 5%, then H_a is accepted and H_0 is rejected. So it can be concluded that the results of testing the hypothesis prove that online learning has an effect on student learning interest.

The Effect of Online Learning Variables on Learning Motivation

The t test was carried out to see the relationship between the independent variables, namely online learning individually or partially to the dependent variable learning motivation. The following table shows the partial test results using the partial test (t), namely:

Table 6. Results of Online Learning Partial T Test on Learning Motivation Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.744	1.845		9.076	.000
Online learning	.41	.080	.502	5.156	.000

Source: Primary data processed by SPSS 26

Based on the table above it can be seen that Determination of the t table value for a significant level of 5% $df = 79$ ($df = N - 2$ for $N = 81$) is 1.989. The t-count results were obtained using SPSS, namely 5.156. Decision making If t count is greater than t table then H_a is accepted and H_0 is rejected. From the results of the tcount calculation of $5,156 > t$ table, namely 1.989 at a significant level of 5%, then H_a is accepted and H_0 is rejected. Based on the results of testing the hypothesis, it proves that online learning has an effect on the learning motivation of Hamzanwadi University economics education study program students.

Test Results Simultaneous Test (F)

The Effect of Online Learning Variables on Learning Interest

The basis for making a decision on the F test is by looking at the degree used, which is 0.05. If the calculated F is greater than the F value according to the table, then the alternative hypothesis states that the independent variables simultaneously have a significant effect on the dependent variable. Following are the results of the simultaneous significance testing table F in this study, namely:

Table 7. F-test results of online learning variables on learning interest ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1168.108	1	1168.108	59.242	.000b
	Residual	1557.694	79	19.718		
	Total	2725.802	80			

Source: Primary data processed by SPSS 26

From the table above it can be seen that the significance value is 0.000 which means it is smaller than 0.05. This proves that online learning simultaneously has a significant effect on learning interest. If you look at the calculated F value, which is 59.242, which is greater than the F table, which is 3.96, the hypothesis is accepted. So it means that online learning variables simultaneously affect the learning interest variable.

The Effect of Online Learning Variables on Learning Motivation

The basis for making a decision on the F test is by looking at the degree used, which is 0.05. If the calculated F is greater than the F value according to the table, then the alternative hypothesis states that the independent variables simultaneously have a significant effect on the dependent variable. Following are the results of the simultaneous significance testing table F in this study, namely:

Table 9. F-test results of online learning variables on learning motivation ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	334.621	1	334.621	26.587	.000b
	Residual	994.268	79	12.586		
	Total	1328.889	80			

Source: Primary data processed by SPSS 26

Based on the table above it can be seen that the significance value is 0.000 which means it is smaller than 0.05. This proves that online learning simultaneously has a significant effect on learning motivation. If you look at the calculated F value, which is 26.587, which is greater than the F table, which is 3.96, the hypothesis is accepted. So it means that online learning variables simultaneously affect learning motivation variables.

Discussion

As is known, the Covid pandemic requires individuals not to gather in crowds, and to keep their distance, and to always implement very strict health protocols. This has an impact on the process of implementing learning activities. The existence of this pandemic requires educational institutions to carry out online learning (Aprizan et al., 2021).

The online learning method is a learning method that is carried out indirectly using several platforms that have elements of information technology (Handarini, O. I., & Wulandari, 2020). Through this learning method, students do not need to meet directly with educators so that the process becomes simpler and easier to implement. Online learning methods are an alternative solution when the Covid-19 pandemic appears. The impact of online learning methods varies.

In general, the impact that often arises is a decrease in student interest and motivation in learning. (Jamil, S. H., & Aprilisanda, 2020; Yunitasari, R., & Hanifah, 2020) argues that online learning methods have an impact on reducing student interest and motivation in learning. Students feel bored when the learning process does not meet directly with the teacher. The interaction between teachers and students also decreases when learning is carried out online, causing students' interest and motivation to learn to decrease significantly (Moonicca et al., 2015; Pratama, 2021).

Basically online learning can have a positive impact on student learning interest and motivation. This can be done when educators are able to apply this learning method properly. The ability of educators to master IT, online learning platforms, evaluation of learning outcomes, and the ability to liven up the classroom atmosphere is needed so that students' enthusiasm for learning increases (Handarini, O. I., & Wulandari, 2020) (Handarini & Wulandari, 2020). In addition, educators must also be able to innovate to implement fun online learning (Mustakim, 2018).

The results showed that online learning methods had a positive and significant effect on student learning interest during the Covid-19 pandemic. Meanwhile, the influence of online learning methods on student learning motivation has a positive and significant effect. This means that the better the quality of online learning, the higher the interest and motivation of student learning. The magnitude of the influence of online learning methods on student learning interest is 4.3% and the influence of online learning methods on student learning motivation is 2.5%. This means that the lecturer's ability to apply online learning methods still has an influence on the level of interest and motivation in student learning. Referring to the results of this study, it is hoped that educators will be able to manage classes by applying fun online learning methods so as to increase student enthusiasm in learning activities.

CONCLUSION

Based on the results of the analysis and discussion, several conclusions were obtained that there was a positive and significant effect of online learning on the interest and learning motivation of Hamzanwadi University Economics Education students. This is proven from the results of data analysis of online learning variables on learning interest obtained $t_{count} 7.697 > t_{table} 1.989$, at a significant level of 5%. The magnitude of the effect of online learning on learning interest based on the results of the hypothesis test is 42.9% while the remaining 57.1% is influenced by other factors not examined. Meanwhile, the results of data analysis on online learning variables on learning

motivation obtained $t_{count} 5.156 > t_{table} 1.989$, at a significant level of 5%. The magnitude of the influence of online learning on learning interest based on the results of the hypothesis test is 25.2%, while the remaining 74.8% is influenced by other factors not examined.

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