The Effect of Online Learning, Educational Technology on Learning Interest during the Covid-19 Pandemic

Yoga Nindhita, Umy Nihayati Maulidah, Ahmad Hijri Alfian

STIE Semarang, Indonesia

Info Articles	Abstract
	The pandemic that hit the world, including Indonesia, had an impact on all sectors, not involving the education sector. This has an impact with the implementation of distance learning with a bold learning system and Educational Technology. Because the remote education system is still able to deliver lecture material well to students. This study aims to find out whether bold learning, Educational Technology carried out by lecturers at STIE can increase student interest in learning about effective subjects. The population in this study were Accounting students at the SEMARANG College of Economics. 126 Students received 40 samples using purposive sampling technique. The independent variables of this study were daring learning, educational technology and dependence on interest in learning. The method used in this study was multiple regression analysis. The results of this study indicate that the significance value for the Online Learning variable is 0.145 which means more than 0.05 and t count is 0.231 > t table which is 1.217 so Ha is rejected. Learning to be brave has no significant effect on interest in learning. The significance value for the educational technology variable is 0.663, which means less than 0.05 and t count is 0.000 < t table which is 3.824 so Ha is accepted. Educational technology has a significant effect on interest in learning. The determinant coefficient value obtained is 0.336, this means that 33.6% of learning interest is influenced by online learning, educational technology.

INTRODUCTION

During the Covid '19 disease outbreak, as many as 215 countries were affected, including the Wuhan, China as the inaugural region to be impacted by Covid at the end of 2019, while the spread of this virus was straightforward, causing transmission of Covid-19 cases in Wuhan to increase very rapidly, resulting Chinese authorities to finally recognize the issue had emerged. F furthermore, the government has enacted a Work From Home (WFH) policy, encouraging people to complete all work from home. The educational world is also affected, with everyone being affected. Circular No. 3 of 2020 was issued by the Minister of Education and Culture of the Republic of Indonesia on COVID-19 prevention in Education and Culture units. The circular contains the implementation of distance learning under the conditions of each university (Syarif, 2020). This presents is a tough challenge for educational institutions, especially universities, both private and public. For educational institutions, online learning is considered more effective because learning activities can be carried out anywhere and anytime.

Online learning frameworks are also thought to be proficient of enhancing students' abilities in using and leveraging the sophistication of communication and information technology, enabling each student's scientific quality to improve (Sagala, 2007). Educational technology is the design, implementation, and evaluation of systems, techniques, and tools that aid in the improvement and enhancement of the human learning process (Nasution, 1987). Online learning has several advantages, including training independence, developing skills for independent learning, collaborating, developing intrapersonal communication skills, exercising excellent time management skills because it is flexible in both time and location, unlimited access, and more cost-effective (Susanto, 2016).

Along with the advantages provided, online learning has several disadvantages, including an insufficiency of quick response or feedback between students and educators, as well as a lack of control from the teacher. As a result, the role of parents in motivating and controlling students in learning is very important. The next drawback is that educators require more time to prepare material due to having to create digital content first, which allows for confusion and frustration (Rahma, 2021). However, according to Nurhasanah and Sobandi (2016), the implementation of online learning is heavily reliant on technology. It is critical to select the appropriate learning media so that the teacher's messages are communicated to students. The use of technology as a medium in online learning is quite effective because it can increase teacher creativity and provide efficiency.

However, the online learning impact on students is an economics burden. This is because Indonesians, whose average economic situation ranges from middle to low, are required by this learning method to prepare a variety of materials to support learning activities. There are sophisticated communication tools, a capable internet network, and ample internet quota among them (Kurniawan, 2021). This emerging condition has completely transformed face-to-face teaching and learning activities, which have now moved online. Face-to-face learning occurs when students and teachers meet in a classroom setting so that teachers can directly monitor their students' progress (Jamil et al. 2022). Meanwhile, the teacher can only monitor online via cell phone (HP), making it difficult to determine whether or not the student is participating in learning (Soeatin, 2021).

STIE Semarang is no exception in implementing distance learning with an online learning system. It is no exception for accounting students who also feel the impact of online learning with the many accounting courses that must be studied. This needs to get more attention considering the accounting learning capacity received more than other Study Programs. Various obstacles arose as a result of the transition from face-to-face or offline learning to online learning, so online learning has many student comments complaining about expensive internet packages and an unstable network.

Not to mention the end-of-semester examination system through an online system with a high level of complexity and a set time greatly affects students' interests and grades (Fitriani et al. 2020).

Online learning is having a significant impact on student learning interest and understanding of what is being taught. The more serious we are about using social media during online learning, the more interested students will be in participating in learning activities. Because it is not unthinkable that students will be more active on social media than in online learning activities. However, some believe that going online has decreased their interest in learning because they do not meet directly with the teacher and understand better if they get an explanation directly from the teacher. (Oktarika, 2016).

In terms of previous research findings, this refers to Kurniawan's (2021) study that was able to determine the Effect of Online Learning Methods on Student Learning Interests During the Covid-19 Pandemic. The pandemic of covid-19. This means that the higher the quality of online learning, the greater the student interest in learning. The magnitude of online learning methods' influence on student learning interest is only 3.8%. That is, even if it is not statistically significant, the lecturer's ability to implement online learning methods influences student interest in learning. This phenomenon serves as the foundation for the research titled "The Influence of Online Learning, Educational Technology on Learning Interest in Accounting Courses for STIE Semarang Students Class of 2018 during the Covid'19 pandemic".

METHODS

This study's population consisted of 126 STIE Semarang students from the class of 2018. The following criteria were used in this study's purposive sampling: The accounting student class of 2018 learned during the Covid'19 pandemic. Based on the criteria listed above, the sample size for this study was 40 people. Multiple linear regression was used as the analysis technique. This analysis is used to determine the impact of the independent variables, Online Learning and Educational Technology, on the dependent variable, Interest in Learning. The following are the multiple regression equation models used in this study::

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e \quad (1)$$

Where Y is learning interest, x1 is online learning, x2 is educational technology, α is constant, β1 and β2 are the coefficient of an independent variable, and e is the error term for the econometrics model.

RESULTS AND DISCUSSION

In this study, the method of processing multiple regression data with SPSS 25 software was used to estimate the influence of variables. When using econometric models with primary data, it is necessary to test the data quality, which can be accomplished by testing the validity and reliability of research instruments (Ghozali, 2016). The results of the research instrument validity test are shown in Table 3.

Table 1. Validity Test of Instrument Variables

Variable	Instrument	Pearson Correlation	R-Table	Result
	OL 1	0,543	0,304	Valid
	OL 2	0,485	0,304	Valid
Online Learning	OL 3	0,619	0,304	Valid
	OL 4	0,650	0,304	Valid
	OL 4	0,526	0,304	Valid

	OL 5	0,595	0,304	Valid
	OL 6	0,688	0,304	Valid
	OL 7	0,588	0,304	Valid
	OL 8	0,523	0,304	Valid
	OL 9	0,339	0,304	Valid
	OL 10	0,514	0,304	Valid
	OL 11	0,490	0,304	Valid
	OL 12	0,623	0,304	Valid
Educational Technology	ET 1	0,833	0,304	Valid
	ET 2	0,753	0,304	Valid
	ET 3	0,805	0,304	Valid
	ET 4	0,754	0,304	Valid
	RT 5	0,844	0,304	Valid
	ET 6	0,632	0,304	Valid
Learning Interest	LI 1	0,512	0,304	Valid
	LI 2	0,432	0,304	Valid
	LI 3	0,510	0,304	Valid
	LI 4	0,710	0,304	Valid
	LI 5	0,598	0,304	Valid
	LI 6	0,749	0,304	Valid
	LI 7	0,616	0,304	Valid
	LI 8	0,762	0,304	Valid
	LI 9	0,766	0,304	Valid
	LI 10	0,762	0,304	Valid
	LI 11	0,650	0,304	Valid

Source: Data Processed, 2022

Based on Table 1, it is possible to conclude that all of the instrument variables used in this study, including online learning, educational technology, and learning interest, are valid because r-count > r-table. As a result, all questions met the feasibility criterion for inclusion in the econometrics estimation model. The reliability test is the next stage of data quality testing, as shown in table 2 below:

Table 2. Reliability Test of Instrument Variables

Variables	Reliability Value	*Cronbach Alpha Value*	Result
Online Learning	0,870	0,60	Reliable
Educational Technology	0,872	0,60	Reliable
Learning Interest	0,869	0,60	Reliable

Source: Data Processed, 2022

According to table 2, the Cronbach Alpha value on the variable online learning, educational technology, and learning interest has a reliability value greater than the Cronbach Alpha value of 0.60, indicating that online learning, educational technology, and learning interest are classified as the reliable criterion in this model. As a result, we can perform multiple regression analysis; table 3 shows the results of the research model estimation using the multiple linear regression method:

Table 3. Result of Multiple Regression Analysis

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	20.356	5,121		3,975.000	
	Online Learning	.145	0,119	0,169	1.217.231	
	Educational Technology	.663	0,173	0,530	3.824.000	
R-Square		0,608				
F-Statistics		10,859				
Prob(F-Statistics)		0,000				

Source: Data Processed, 2022

The regression equation model that can be written from these results in the form of the regression equation is as follows: Y = 20.356 + 0.145 X1 + 0.663 X2. The beta coefficient value for variable X1 (online learning) is 0.145, which means that each increase in variable X1 by one unit will increase by learning interest by 0.145 units. Conversely, a one-unit decrease in variable X1 will reduce learning interest by 0.145 units assuming other assumptions are constant. The beta coefficient value on variable X2 (educational technology) is 0.663 which means that each increase in variable X2 by one unit will increase by learning interest of 0.663 units. Conversely, a one-unit decrease in variable X2 will reduce learning interest by 0.663 units with other assumptions being held.

Furthermore, to see the significance of the effect of each independent variable in this study, a t-test was used which can be done by looking at the t-statistic and probability values that are below α 0.05. Based on the test results in table 1, the t value for the online learning variable shows a value of t = 1.217 with a significance of 0.231 > 0.05. With a significance value above 0.05, it indicates that online learning. Furthermore, for online learning variables, it shows a value of t = 3.824 with a significance of 0.000 <0.05. With a significance value below 0.05, it shows that educational technology has a significant influence on learning interest.

In multiple regression analysis, the next hypothesis development is the analysis of the simultaneous effect of the independent variables on the dependent variable. The F-test is used to estimate the simultaneous effect of all independent variables on the dependent variable. The results of statistical calculations of the F-test show that the calculated F value = 10.859 with a significance of 0.000 <0.05 with a significance value below 0.05 indicates that together with online learning, educational technology has a positive and significant influence on interest in learning.

The next stage of analysis in the multiple regression model is to test the coefficient of determination which can be done by looking at the R-square value. The R-Square value shows the number 60.8, this explains that the variables of online learning and educational technology are able to explain 60.8% of the variation in the influence of interest in learning. While the remaining 39.2% is explained by variables outside the model.

This research was conducted to discuss the factors that influence learning interest in STIE Semarang students class of 2018. These elements are limited to online education and educational technology. According to Isman (Dewi, 2020), online learning is learning that takes place over the internet network. Based on the findings of the research, it is known that online learning has a significant level of 0.231. According to the t-test results for the online learning variable, the significance of the t-test is greater than 0.05, and the regression coefficient has a positive value of 0.145.. The results are not significant because online learning is a burden for students, there are many obstacles such as internet packages that are too expensive, the network is not stable and they do not understand the material taught by lecturers, sometimes even those who are offline still don't understand what else is online.

Kurniawan's (2020) study, The Influence of Online Learning Methods on Student Learning Interest During the Covid'19 Pandemic, obtained a t-test score of 0.716 and a significance value of 0.487. These findings indicate that online learning methods have a negligible positive effect on students' learning interests. Students have not been shown to be influential, so even if they have good/high independent learning abilities, they are unable to increase student interest in learning (Zuriah, 2007). This study discovered a positive relationship between learning and student learning interest during online lectures, but it was not significant..

According to Nasution (1987), Educational technology is a medium that arose from the development of information tools used in education. Based on the findings of the research, it is known that educational technology has a significance level of 0.000. The significance of the t-test for the educational technology variable is 0.05 less, and the regression coefficient has a positive value of 0.663, according to the results of the t-test. The outcomes are significant because technology is critical for education, particularly during a pandemic. Because it is flexible in time and location, has unlimited access, and is more cost-effective, this technology can also train independence, skills for independent learning and collaboration, build good communication skills, and train good time management (Zainah, 2020).

The findings of this study are also directly proportional to the findings of a study conducted by Mayang Ayu Sunami and Aslam (2021) titled Effects of Using Zoom Metting-Based Animation Video Learning Media on Elementary School Students' Interest and Science Learning Outcomes. Students who have a value for the variable Use of Learning Media on the t-test If it appears significant (2-tailed) > 0.05 that learning animated video has an effect on students' learning interest after using the treatment, it demonstrates that the use of animated video media is useful for fifth-grade students' interest in SDN Kalisari 01 Pagi. Students' interest in learning is increasing as a result of the use of animated video learning media in current technological developments (Masahere, 2020).

CONCLUSION

Based on the findings of a study conducted on 40 STIE Semarang Class of 2018 students on the Effects of Online Learning, Educational Technology on Learning Interest in Accounting Courses for STIE Semarang Class of 2018 Students During the Covid'19 Pandemic, the following conclusions can be drawn: The analysis results show that the online learning variable (X1) has a regression coefficient of 0.145 (positive) on learning interest (Y) and t-count of 1.217 with a significance level of 0.231 (> 0.05). This means that online learning (X1) has an effect and is not significant for interest in learning (Y). Furthermore, the results show that the educational technology variable (X2) has a regression coefficient of 0.663 (signed positive) on interest in learning (Y) and a value of 3.824 with a significance level of 0.000 (<0.05). This means that educational technology (X2) has a significant and significant effect on learning interest (Y)

Advance and unique independent variables besides online learning, educational technology, which of course can affect the dependent variable of interest in learning, such as information technology, online learning methods, and the use of online learning media, are recommended for future research because there are still independent variables. Aside from this study, there are other factors that may influence learning interest. STIE Semarang students in the class of 2018 are expected to improve educational technology because it is the most influential and significant variable for learning demand.

REFERENCES

Aini, Kurratul. (2021). STKIP PGRI Sumenep, Indonesia, Analisis Proses Pembelajaran Daring pada Masa Pandemi Covid 19,hlm.220-221.

Alfian, Erwinsyah. (2019). Pemahaman Mengenai Teknologi Pendidikan Dan TeknologiPembelajaran.Gorontalo:JurnalManagemen Pendidikan.Vol.3, No.1:12.

Fitriyani, Yani. Irfan Fauzi & Mia Zultrianti Sari. (2020) Motivasi Belajar Mahasiswa Pada Pembelajaran Daring Selama Pandemik Covid-19, 6.(2).

Ghozali, I. (2016). Aplikasi analisa multivariate dengan program IBM SPSS 25. Cetakan Kedelapan. Penerbit Universitas Diponegoro.

Jamil, Syarifah Hikmah &Invony Dwi Aprilisanda. (2020). Pengaruh Pembelajaran Daring Terhadap Minat Belajar Mahasiswa Pada Masa Pandemik Covid-19, Hlm.38.

Kurniawan, Drajat Edy, & Makin. (2021). Pengaruh Metode Pembelajaran Daring Terhadap Minat Belajar Mahasiswa Di Masa Pandemi Covid- 19,Hlm.47-48.

Nasution, Siti Lam'ah, Furi Windari, Syaiful Zuhri Harahap, Elvina (2021). Pengaruh Media Pembelajaran Online dalam Pemahaman dan Minat Belajar Mahasiswa pada bidang Studi Akuntansi di Feb Universitas Labuhanbat, Vol 8 No. 1

Nurhasanah, S & Sobandi (2016). Minat Belajar Sebagai Determinan Hasil Belajar Siswa , Pendidikan Manajemen Perkantoran.1,(1), 130.

Oktarika, (2016). Pengaruh Pembelajaran Menggunakan Media E-Learning Terhadap Minat Belajar Mahasiswa Pada Mata Kuliah E-Learning di Program Studi P.TIK. Jurnal Pendidikan Informatika dan Sains,hlm.15- 26.

Rahma, Nanda Safarati (2021). Dampak Pembelajaran daring terhadap Motivasi Belajar Mahasiswa selama Pandemi Covid'19, Volume XII No. 1.

Susanto, (2016). Hubungan antara Motivasi Belajar demgan Minat Belajar siswa kelas IV SDN Poris Gaga 05 Kota Tanggerang.

Soeatin, (2021). Hubungan Pelaksanaan Pembelajaran Daring dengan Minat Belajar Siswa smp negri 4 Comal di masa pandemi, Hal.53.

Sugiono, (2015)."Metode penelitian kuntitatif kualitatif dan R&D, Bandung:Alfabeta.

Sugiono, (2010). Metode penelitian Pendidikan. Bandung : Alfabet Sugiono, (2015). Statistik Untuk Penelitian. Bandung : Alfabeta

Sunami, Mayang Ayu, Aslam (2021). Pengaruh Penggunaan Media Pembelajaran Video Animasi Berbasis Zoom Meeting terhadap Minat dan Hasil Belajar IPA Siswa Sekolah Dasar, Volume 5 Nomor 4,hlm,1940 – 1945.

Sagala, (2007). Pengaruh Kualitas Sarana dan Prasarana terhadap Minat Belajar Siswa dalam Pembelajaran Pendidikan Agama Islam.

Usran Masahere, (2020). Analisis proses Pembelajaran dalam Jaringan (DARING) dalam masa pandemi Covid'19 pada Mahasiswa.

Zaina. (2020),Pengaruh Kuliah Online terhadap Minat Belajar Mahasiswa Pendidikan Agma Islam di Iain Samarinda, Volume 2, No 2.

Zuriah Nurul, Fatna Yustianti. (2007). Pendidikan moral dan Budi pekerti dalam Perspektif perunahan : Menggagas Platform Pendidikan Budi Pekerti secara Kontekstual dan Futuristik, (Jakarta: Bumi Aksara).