

## **The Influence of Learning Motivation with Technology-Based Distance Learning System**

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### **Abstract**

This study aims to analyze the Influence of Learning Interest and Motivation on the *Bidikmisi* and CSR Scholarship Recipients' Learning Achievement at Regional office of Ternate, Universitas Terbuka. The population of the study is 44 recipients of *bidikmisi* and CSR scholarships who are still active until the 2016/2017 academic year. The samples were selected using total sampling. The analysis is conducted gradually, which is through validity test, reliability test, normality test, multicollinearity test and multiple regression analysis. The results of hypothesis test show that the learning interest and motivation have positive and significant influence on the learning achievement of the *bidikmisi* and CSR scholarships recipients.

**Keywords:** Interest, Motivation, Learning Achievement, CSR scholarships, Technology

## 1. INTRODUCTION

Learning at the Universitas Terbuka is technology-based distance learning (Noviyanti, M. *et al.*, 2018) there are many factors, including the intrinsic and the extrinsic factors, that influence the learning process whether it is in the formal, nonformal and informal scope (ANDRIYANSAH & Fatimah, 2014). Intrinsic factor is a factor that is derived from within a person such as health factors, disabilities, and psychological factors. Psychological factors include intelligence, interest, talent and motivation. While extrinsic factor is a factor that is derived from outside a person that includes family environment factor, school environment factor in the form of curriculum, learning strategy, teacher or lecturer, as well as learning facilities and society environment factor in the form of student activities in society, the form of community life and environmental factors (Fatimah & Andriyansah, 2013; DAROJAT, 2018; Harsasi, M., & Sutawijaya, A., 2018).

In this study, the researchers attempt to analyze the intrinsic factors that could affect the learning achievement of *Bidikmisi* and CSR scholarship recipients at Regional office of Ternate open university. This is in accordance with the results of the study from Zainal (2014) which shows that student achievement is heavily determined by the factors within themselves, namely the learning motivation, interest and habits.

Since the *bidikmisi* and CSR scholarships were initially awarded in the 2013/2014 until 2016/2017 academic years at Regional office of Universitas Terbuka-Ternate, the results have not been able to show the improvement of maximum learning achievement in the learning process. The students' Grade Point Average (GPA) is still below 2.75. Whereas the GPA which is required by Kemenristekdikti as the grantor of the scholarships has to be above 2.75. The students' low GPA results in the decreasing number of scholarship recipients each year. There should be 175 recipients in the 2016/2017 academic year, but due to the low GPA, the numbers were reduced to 44 students. Based on that background, this study aims to analyze the influence of learning interest and motivation on the learning achievement of the *Bidikmisi* and CSR scholarships recipients at Regional office of Universitas Terbuka-Ternate.

## 2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

### 2.1 Learning Achievement

According to Hamalik (2004), Learning Achievement is a change of behavior in a person, for example from not knowing into knowing and not understanding into understanding. Meanwhile, according to Sudjana, (2004), "Learning outcomes are the abilities that the students have after they go through their learning experience". According to Djamarah, (2011) "Learning achievement is the result of educational assessment on the student progress after performing the learning activities". Therefore, learning achievement is the learning outcomes that have been achieved according to the abilities that are not owned and marked by the development and changes in the behavior of a person which are required from the process of learning within a certain range of time. This learning achievement can be expressed in the form of scores and test results

or examinations. There are certainly factors that influence the achievement of every activity which is done by someone, whether it is a factor that tends to encourage or to inhibit the achievement.

Learning achievement is the results achieved by students after performing the learning activities. Since the learning activities are part of a process, the learning achievement is the output. Thus, whether the students' learning achievement is good or bad is certainly very determined by whether or not the learning process they undertake is good or bad (Tahir, Chuadhry, Liaquat, & Asim, 2014; Harsasi, M., & Anfas, A, 2015).

According to Ilyas (2008), learning achievement is the maximum results that are achieved by a person after performing the learning activities which are given based on certain measurements. Meanwhile, according to Sukmadinata (2005), learning achievement is a mastery of learning outcomes of the students that can be seen from their behavior, either the behavior in the form of mastery of knowledge, thinking skills and motoric skills (Farisi, 2014).

## **2.2 Learning Interest**

Muhibbin Shah (2008), suggests that "interest is a high inclination and excitement/a great desire for something." Meanwhile, according to Slameto (2010), "interest is a constant tendency to pay attention and remember some activities. The activities that a person is interested in, are being paid attention continuously and accompanied by a sense of pleasure".

In terms of the understanding of learning interest, Djamarah (2011) states that "Learning interest is a student's sense of interest on the lesson that encourages the student to master the knowledge and experience, which can be shown through the participation and the activeness in seeking knowledge and experience."

High learning interest will result in high learning achievement, and vice versa (Percia & Pamulaklakin, 2015). According to Slameto (2010), "the interest has great influence on the learning, because if the materials of the lesson learned are not in accordance with the interests of the students, they will not learn as best as they can because there is no attraction for them". It is very important for the students to have a high learning interest in order to achieve the learning objectives which is to obtain high learning achievement. This is clarified by Dalyono. M (2009), who states that "great interest in learning tends to produce high learning achievement. On the other hand, less interest in learning will result in low learning achievement".

From the above explanations, it can be concluded that learning interest is a sense of interest to conduct learning activities which is accompanied by attention and excitement. The students' learning interest can be seen from the students' interest and excitement on the subject that is being learned, students' desire to learn, greater attention to the subject that is being learned, and students' participation and activeness in learning (Andriyansah & Zahra, 2017).

### 2.3 Motivation

According to Nasution, (2008) "learning motivation is a psychological condition that encourages a person to perform learning" while according to Djamarah, (2011), "motivation to learn is a psychological condition that encourages a person to learn." Motivation has a very important meaning in learning. The most important function of motivation is to encourage the emergence of activities, as a director, and as a motivator to do a job.

According to Djamarah (2011), there are two points of view regarding the variety of motivation, namely the motivation that comes from within a person which is referred to as "intrinsic motivation" and the motivation that comes from outside a person which is referred to as "extrinsic motivation".

Both intrinsic and extrinsic motivations function as boosters, actors and filters of action. That is the reason why booster, actors and filters are the keywords of motivation in every action in learning.

Based on the theoretical reviews explained above, the proposed hypotheses are:

H1: There is a positive influence of learning interest on the learning achievement of the *bidikmisi* scholarship recipients at Regional office of Ternate open university.

H2: There is a positive influence of motivation on the learning achievement of the *bidikmisi* scholarship recipients at Regional office of Ternate open university.

### Model of the Research

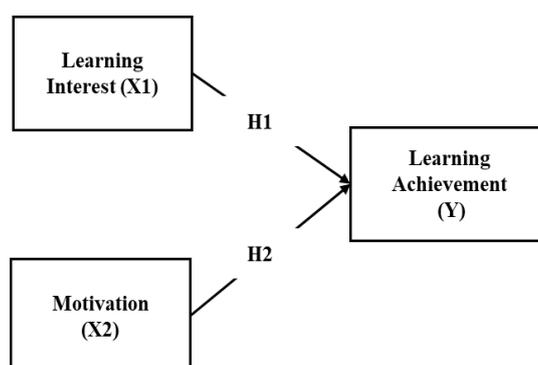


Figure 1. Model Research

### 3. METHOD OF THE STUDY

The design of this study is included in the confirmatory study design - because the theoretical foundation employed has been established. The researcher only conducted a re-test on whether the theory could be justified (Fatimah, Rosadi, & Hakim, 2018).

The data collection method was conducted through survey by using questionnaires. The survey method was conducted by distributing the questionnaires directly to the students. The questionnaire used was a close-ended questionnaire, in which the answers have been provided and the respondents were required to only choose one of the available answers.

#### **4. FINDINGS AND DISCUSSION**

##### **Description of the Data of the Study**

In describing and testing the influence of independent variables to the dependent variables, this section presents the description of the data from each variable based on the data obtained from the field. Respondents in this study were 44 respondents who were the students receiving the *bidikmisi* scholarship consisting of batch 2014 of the State Administration and Management Science Study Program, batch 2015 of the Accounting and Library Study Program, and batch 2016 of the Library Study Program. The data of this study consist of two independent variables, namely learning interest (X1) and learning motivation (X2), and one dependent variable that is learning achievement (Y).

Subsequently, there are 6 interval classes on the frequency distribution of the score of each independent variable and dependent variable in this study. Furthermore, the scores of each dependent variable and the independent variable are categorized into four categories of tendency of the student score in each of those variables, referring to the following criteria: high =  $(M + 1 SD)$  and above; moderate =  $M$  to  $(M + 1 SD)$ ; insufficient =  $(M - 1 SD)$  to  $M$ ; low =  $(M - 1 SD)$  below (Mardapi, 2008). What is meant by  $M$  is the mean (average), while the  $SD$  is the deviation standard. The following is the result of data processing that has been conducted using the software program assistance of PASW Statistics version 18:

##### **1. The Students' Learning Achievement Variable**

Learning achievement was measured in this study using the secondary data in the form of final semester exam results achieved by the seventh semester students of batch 2014 in the State Administration and Management Science Study Program, fifth semester students of batch 2015 in the Accounting and Library Study Program and third semester students of batch 2016 in the Library Study Program. Those students are categorized as the students who received the *bidikmisi* and CSR scholarships.

The comparison of the observation mean with the ideal score mean can be used to determine the tendency of the variable score in question. The data obtained can be classified into four levels of learning facility categories that are high, moderate, insufficient, and low with the calculation of the ideal Mean  $(M_i) = \frac{1}{2}$ . The students are divided into 4 (four) tendency that is high, moderate, insufficient, and low. There are two students whose learning achievement is categorized as high with the percentage of 5%, fifteen students who are categorized as moderate with the percentage of 34%,

twenty students who are categorized as insufficient with the percentage of 45%, and seven students who are categorized as low with the percentage of 16%.

## **2. Learning Interest Variable**

Learning interest variable is measured in this study using questionnaire instrument which is distributed to the seventh semester students of batch 2014 in the State Administration and Management Science Study Program, fifth semester students of batch 2015 in the Accounting and Library Study Program and third semester students of batch 2016 in the Library Study Program. Based on the data obtained from the questionnaires distributed to 44 respondents of students who receive the *bidikmisi* and CSR scholarships, it is known that the variable of learning interest as an intrinsic factor affecting the learning achievement obtains the highest score of 107 and the lowest score of 69. While the analysis results obtain the mean of 84.45 ;median score of 81; and deviation standard of 10.69.

The comparison of the observation mean with the ideal score mean can be used to determine the tendency of the scores of the variables in question. The data obtained can be classified into four levels of learning facility categories that are high, moderate, insufficient, and low with the calculation of the ideal Mean ( $M_i$ ) =  $\frac{1}{2}$ . Students are divided into 4 (four) tendency that are high, moderate, insufficient, and low.

## **3. Motivation Variable**

Based on the data obtained from the questionnaires distributed to 44 respondents of *bidikmisi* and CSR scholarship recipients, it is shown that the variable of learning motivation as an intrinsic factor affecting the learning achievement obtains the highest score of 81 and the lowest score of 60. While the results of the analysis obtain the mean of 72.75; median of 73.00; and deviation standard of 8.92.

The comparison of the observation mean with the ideal score mean can be used to determine the tendency of the scores of the variables in question based on the perspective by Mardapi (2008). The data obtained can be classified into four levels of learning facility categories that are high, moderate, insufficient, and low with the calculation of the ideal Mean ( $M_i$ ) =  $\frac{1}{2}$ . Students are divided into 4 (four) tendency that are high, moderate, insufficient, and low

## **Hypothesis Testing**

The hypothesis is a temporary answer to the problem being formulated Therefore, this temporary answer has to be tested empirically to figure out the truth (Fatia Fatimah, Rosadi, Hakim, & Alcantud, 2018).. The hypothesis testing in this study is done by using multiple regression analysis technique to test the hypothesis. It is conducted by using the software program of PASW Statistics version 18. The results obtained from this analysis will be used to describe the influence of each independent variable which

are learning interest (X1) and learning motivation (X2), and the dependent variable which is students' learning achievement (Y).

Therefore, this hypothesis testing is using multiple regression analysis which aims to find out whether or not there is a partial influence given by the independent variable (X) to the dependent variable (Y) at 95% confidence level,  $\alpha = 0,05$ .

This study also does not perform the analysis simultaneously. It is because if the partial analysis has proven that there is an influence of the independent variable (X) to the dependent variable (Y), then the automation of all combined variables will give effect simultantly to the dependent variable (Y). The following is the partial formulation of the hypotheses:

H<sub>1</sub> = there is an influence of learning interest (X<sub>1</sub>) to the learning achievement (Y)

H<sub>2</sub> = there is an influence of learning motivation (X<sub>2</sub>) to the learning achievement (Y)

The basis of the decision-making on the t-test (partial) is as follows:

1. If the sig score is  $< 0.05$  or  $t_{\text{count}}$  is  $> t_{\text{table}}$  then there is an influence of the independent variable (X) to the dependent variable (Y).
2. If the sig score is  $> 0.05$  or  $t_{\text{count}}$  is  $< t_{\text{table}}$  then there is an influence of the independent variable (X) to the dependent variable (Y).

Because in the t-test there is a comparison of the  $t_{\text{count}}$  and the  $t_{\text{table}}$  score, the  $t_{\text{table}}$  can be determined with the following formula:

$$\begin{aligned}t_{\text{tabel}} &= t (\alpha/2 ; n-k-1) \\ &= t (0.05/2 ; 44 - 7 - 1) \\ &= t (0.025 ; 36) \\ &= 2.028\end{aligned}$$

### **Positive Influence of Learning Interest on the Learning Achievement of the *Bidikmisi* Scholarship Recipients at Regional office of Ternate open university.**

This hypothesis needs to be proven by using the results of the multiple regression analysis that has been processed by using the software program of PASW Statistics version 18. Sig value is known to be 0.000 which is smaller than 0.05 and  $t_{\text{count}}$  is 3.931 which is bigger than the  $t_{\text{table}}$  of 2.028 which means that there is a positive and significant influence between the learning interest to the learning achievement of the *bidikmisi* and CSR scholarships recipients at Regional office of Ternate open university.

### **Positive Influence of Motivation on the Learning Achievement of the *Bidikmisi* Scholarship Recipients at Regional office of Ternate open university.**

The hypothesis that there is a positive influence of motivation on the learning achievement of the *bidikmisi* and CSR scholarships at Regional office of Ternate open university needs to be proven. Therefore, it is proven based on the results of the multiple regression analysis which shows that the Sig score is of 0.017, smaller than 0.05 and the  $t_{\text{count}}$  of 2.314 which is bigger than the  $t_{\text{table}}$  of 2.028, meaning that there is a positive and significant influence between motivation to the learning achievement of the *bidikmisi* and CSR scholarships recipients.

Based on the hypotheses testing above, all the independent variables are proven to have a positive influence on the learning achievement of the *bidikmisi* and CSR scholarships recipients at Regional office of Ternate, Universitas Terbuka (Sawir, I., & Anfas, A, 2012).

## **DISCUSSION**

This study aims to examine the positive influence of talent, learning interest, attitudes, motivation, parents' role, tutors' role, classmates' role, to the learning achievement of the *bidikmisi* and CSR scholarships recipients (Fatia Fatimah, Rosadi, Hakim, & Alcantud, 2017). The students who become the population and the sample in this study are the seventh semester students of batch 2014 in the State Administration and Management Science Study Program, fifth semester students of batch 2015 in the Accounting and Library Study Program and third semester students of batch 2016 in the Library Study Program.

### **1. Positive Influence of Learning Interest on the Learning Achievement of the *Bidikmisi* Scholarship Recipients at Regional office of Ternate open university.**

The results of the study show that there is a positive and significant influence of the learning interest ( $X_1$ ) to the learning achievement ( $Y$ ) of the students at Regional office of Ternate open university consisting of the seventh semester students of batch 2014 in the State Administration and Management Science Study Program, fifth semester students of batch 2015 in the Accounting and Library Study Program and third semester students of batch 2016 in the Library Study Program. The total number is 44 students.

Through the multiple regression analysis it is known that the score of Sig is of  $0.000 < 0.05$ , which can be interpreted that the Sig score is 0.000, which is smaller than 5% significance level (0.05) and the  $t_{\text{count}}$  of 3.931 which is bigger than the  $t_{\text{table}}$  of 2.028, meaning that there is a positive and significant influence between the learning interest to the learning achievement of the *bidikmisi* and CSR scholarships recipients at Regional office of Ternate open university.

The results of this study is strengthened by the view from Slameto (2010) that states that a person's high learning interest will result in high learning achievement, and vice versa. Because in his opinion, interest has great influence on learning, since if the materials of the lesson learned are not in accordance with the student's interest, then the students will not learn as best as they can because there is no attraction for them". It is very important for students to have a high learning interest in order to achieve the learning objectives which is to achieve high learning achievement. This is clarified by Dalyono (2009), "Great learning interest tends to produce high achievement, and on the contrary less interest in learning will result in low achievement".

## **2. Positive Influence of Motivation on the Learning Achievement of the Bidikmisi Scholarship Recipients at Regional office of Ternate open university.**

The results of the study show that there is a positive and significant influence of the learning motivation ( $X_2$ ) to the learning achievement (Y) of the students at Regional office of Ternate open university consisting of the seventh semester students of batch 2014 in the State Administration and Management Science Study Program, fifth semester students of batch 2015 in the Accounting and Library Study Program and third semester students of batch 2016 in the Library Study Program. The total number is 44 students.

Through the multiple regression analysis it is known that the score of Sig is of 0.017 smaller than 0.05, and the  $t_{\text{count}}$  of 2.314 which is bigger than the  $t_{\text{table}}$  of 2.028, meaning that there is a positive and significant influence between the learning motivation to the learning achievement of the *bidikmisi* and CSR scholarships recipients at Regional office of Ternate open university.

The results of this study is strengthened by another study which is conducted by Budianto Arif (2013), stating that there is a positive and significant influence of the intrinsic learning motivation to the learning achievement of the students in the Office Administration Education Study Program batch 2010 in the Faculty of Economics, UNY, which is proven from the bigger score of  $t_{\text{count}}$  than the score of the  $t_{\text{table}}$  ( $7.237 > 2.000$ ) and the significant score of 0.000, which means less than 0.05 ( $0.000 < 0.05$ ); the results of this study are also in line with the principles of motivation that were proposed by Djamarah (2011).

## **CONCLUSION**

Based on the results of the data analysis of the study and the discussion, then this study can be concluded as follows:

1. Learning interest has a positive and significant influence on the learning achievement of the *bidikmisi* and CSR scholarships recipients at Regional office of Ternate open university. This means that the higher the learning interest of the students, the higher the learning achievement will be.

2. Learning motivation has a positive and significant influence on the learning achievement of the *bidikmisi* and CSR scholarships recipients at Regional office of Ternate open university. This means that the higher the students' motivation, the bigger the contribution to improve the students' learning achievement.

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