

Research Paper

Is the Study Interest of Students of the Faculty of Economics, Ganesha Education University Influenced by the Use of Undiksha E-Learning and the Family Environment?

Ni Made Suci, M*. Rudi Irwansyah, Kadek Rai Suwena, I Putu Arya Dharmayasa, Ni Komang Merry Rastyaningsih, and Gusti Putu Adi Sucipto

Faculty of Economics, Universitas Pendidikan Ganesha, Singaraja, Indonesia

ORCID

Ni Made Suci, M: <https://orcid.org/009-0003-4577-4528>

Abstract.

This study aims to determine and investigate the effects of home environment and Undiksha e-learning use on the learning preferences of students in the Faculty of Economics, Universitas Pendidikan Ganesha. Utilizing quantitative causality, questionnaires, and documentation are employed to gather data for the study. All of the 1,885 students in the 2018–2020 class at the Faculty of Economics at Universitas Pendidikan Ganesha make up the population of the study, which included 330 students as its sample. Proportionate stratified random sampling is the method used for sampling. With SPSS 25.0 for Windows' assistance, descriptive analysis and multiple linear regression analysis are used to examine the amassed data. The study's findings indicate that 1) Undiksha e-learning has a favorable and significant impact on students at Universitas Pendidikan Ganesha's Faculty of Economics in terms of their learning interests. 2) The family environment significantly and favorably affects the learning interests of students at the Universitas Pendidikan Ganesha Faculty of Economics. 3) The family environment and Undiksha e-learning have a favorable and significant impact on the learning interests of students at Universitas Pendidikan Ganesha's Faculty of Economics.

Keywords: e-learning, family environment, interest in learning

Corresponding Author: Ni Made Suci, M; email: made.suci@undiksha.ac.id

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1. INTRODUCTION

In response to the pandemic, the government has instituted a policy of restricting community mobility in the realm of education by regulating distance learning in Circular No. 15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency Period for the knowledge and information through electronic means (Yuhetty & Hardjito, 2004). Offline learning, wherein students make use of their at-home learning resources and the parents play an active role in their children's education, has its advantages (Bahri & Fitriani, 2021).

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Personal learning preferences are adapting to the new circumstances brought forth by the policy on learning. Situational fascination is defined by Suralaga (2021) as an attraction to novel, unexpected, or difficult circumstances in one's immediate environment. Although a person's motivation to learn is the most important factor in whether or not they succeed in a certain learning activity. An individual's behavior in learning activities might be a good indicator of that person's motivation to learn (Darmadi, 2017). This agrees with the theory put forth by Baharuddin & Wahyuni (2007), which states that a person's motivation to study is directly proportional to his level of interest in doing so. According to Syahputra (2020), there are both internal elements related to the learner's psychological state and external factors related to the learner's access to resources, their family life, and the school's overall culture that contribute to the development of a love of learning. Because of the prevalence of external variables that have an impact on an individual's motivation to learn, studies have begun to focus primarily on these external influences.

Facilities for learning are an extrinsic aspect that might influence motivation to study. The absence of adequate learning facilities might have a detrimental effect on instructional outcomes (Djamarah, 2002). The same holds true for electronic-based forms of education, such as online courses, which necessitate well-equipped classrooms. These services are provided via an online learning platform. E-learning, as defined by Aunnurrahman (2012), is an approach to education and training that makes extensive use of the Internet. Because of the flexibility of online education, people may learn at their own pace and focus on the topics that most interest them (Munir, 2009). Therefore, the availability of e-learning has the potential to influence students' motivation to learn. This belief is consistent with a 94.8 percent significance level found in research by Oktarika (2015), which found that the use of e-learning media affects student enthusiasm in learning. It is also the case that the research published by Sudiksa et al. (2020) demonstrates that e-learning has a favorable and significant impact on student interest in learning. Similarly, Suhara's (2020) research shows that e-learning media affects motivation to learn since it allows for more efficient, versatile, structured, and timetabled study.

Interest in education can also be influenced by factors outside the home. How parents direct their children's education and the atmosphere at home for learning have an effect on their children's motivation to learn (Suyono & Hariyanto, 2015). This is due to the fact that the home serves as a social anchor and a source of educational opportunities (Hasbullah, 2012). Since having a strong foundation at home can greatly influence a person's motivation to study. Palangda's (2017) findings that the home environment

strongly affects a child's motivation to learn are consistent with this explanation. And Zumi (2020) found that a child's interest in school was influenced by their home life by 44.3%.

Because of the March 14, 2020, stipulations in Ganesha Education University Chancellor's Instruction Number 1 of 2020, entitled "Implementation of Learning Activities, Academic Services, and Public Services for the Prevention of the Spread of Corona Virus Disease-19 (Covid-19)," this study is of critical importance to the university. The document explains that Undiksha will continue to transition its lectures from face-to-face to web-based, using elearning.undiksha.ac.id, and will encourage families to get involved in their children's education. The 11,065 Undiksha students across all classes greatly influenced the curriculum. In addition, with 2,951 students, the Faculty of Economics has the largest student body of any faculty.

The phenomena of increased motivation to learn was also observed among students at Ganesha University of Education's Faculty of Economics. Preliminary research conducted on 59 currently enrolled students at the Faculty of Economics provides evidence of this. Sixty-nine percent of students reported being disinterested in or bored by their online or traditional classroom studying. This is encouraged by the fact that Undiksha's e-learning capabilities have not been utilized to their full potential for online learning. However, 57.6 percent of students with a suitable network or quota have revealed that their use of e-learning is restricted to the process of collecting assignments issued by teaching lecturers. On top of that, the home setting, the only one that allows for offline learning, is typically noisy and not ideal. Some 50.2% of the student body is proof of this. However, 42.2% of kids had trouble learning because of poor learning facilities in the home, including laptops and PCs. This study, therefore, employs Undiksha e-learning and the home setting to inquire into and analyze the academic pursuits of students in the Department of Economics at Ganesha University of Education.

2. METHODS

Measurements of the effect of independent variables on dependent ones are included in causality studies. This study's dependent variable is students' motivation to learn, and the independent variables are e-learning and family dynamics (Y).

All 1,885 members of the graduating class of 2018–2020 from the Faculty of Economics at Ganesha University of Education serve as the study's population. While 330 pupils were used as a study sample, the numbers were determined by the slovin formula.

Due to the diversity and stratification of the study population, a proportional stratified random sampling method was employed to compile the sample (Siyoto & Sodik, 2015).

Surveys and written records are utilized to compile the data. Primary data regarding e-learning, family life, and academic motivation must be gathered through the use of questionnaires. Documentation is required to discover secondary data in the form of statistics on the number of active students of the Faculty of Economics, Ganesha University of Education for the 2018-2020 academic year.

3. FINDINGS AND DISCUSSION

3.1. Results of Descriptive Data

Students from the Faculty of Economics at Ganesha University of Education (n=330) participated in the study. A total of 114 students represented 34.5% of the sample pool in the 2018 cohort. There were 104 students in the 2019 cohort (31.5%) and 112 in the 2020 cohort (34.4%). For the most part, 2018 batch members make up the sample.

There were as many as 13 samples (4%) of D3 Accounting students who participated in the survey. There may be as many as 18 samples (6%) from D3 hospitality students. In total, 47 pupils represent 14% of all S1 students enrolled in Economics Education. There are 122 S1 samples of management and 130 S1 samples of accounting, or 37% and 39%, respectively. It can be deduced that the Accounting S1 course provided the bulk of the samples.

Responses to the survey can be analyzed to reveal the distribution of responses at various quantifiable levels. The frequency distribution represents the typicality with which study questionnaire items were answered by participants. In Table 1 we see the distribution of frequencies over the sample population.

Table 1 shows that when asked about their opinion on using Undiksha e-learning in their education, the vast majority of respondents picked an option that shows general agreement. Distance, location, and even time need not be barriers to an efficient educational experience. Both students and teachers can find something of value in any given set of course materials or class discussion. The same is true of the amount of frequency distribution in the data on the students' home environments; the vast majority of students pick agreement. The readiness of proper facilities and infrastructure, as well as family support in reminding and assisting with overcoming learning obstacles, knowing the progress being made in learning, and so on, all constitute a supportive family environment for learning. The majority of respondents, according to the frequency

TABLE 1: Frequency Distribution of Respondents.

Category	Criteria	Frequency	%
E-learning Data Frequency Distribution (X1)			
Strongly Agree (SS)	89 – 105	132	40
Agree (ST)	72 – 88	169	51,2
Doubtful (RG)	55 – 71	27	8,2
Disagree (KS)	38 – 54	2	0,6
Strongly Disagree (STS)	21 – 37	0	0
Frequency Distribution of Family Environment Data (X2)			
Strongly Agree (SS)	78 – 92	96	29,1
Agree (ST)	63 – 77	177	53,6
Doubtful (RG)	48 – 62	53	16,1
Disagree (KS)	33 – 47	4	1,2
Strongly Disagree (STS)	18 – 32	0	0
Frequency Distribution of Learning Interest Data (Y)			
Strongly Agree (SS)	41 – 48	64	19,4
Agree (ST)	33 – 40	208	63,0
Doubtful (RG)	25 – 32	55	16,7
Disagree (KS)	17 – 24	2	0,6
Strongly Disagree (STS)	9 – 16	1	0,3

Source: Data processed, 2022

distribution of responses, agreed that the learning process is most effective when they are able to concentrate on it, experience positive emotions, and take an active role in it.

3.2. First Hypothesis Testing Results

The first hypothesis will be tested using a t-test in order to determine the extent to which Undiksha’s e-learning has influenced students’ motivation to learn Economics at the Faculty of Economics, Ganesha University of Education. If the t-score is significantly less than 0.05, the research hypothesis is accepted as plausible. Table 2 shows the outcomes of the tests.

Table 2. Results of Testing the Effect of the Use of E-learning on Learning Interest Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1						
	(Constant)	5,995	1,493		4,015	,000
	E-learning (X1)	,354	,017	,752	20,634	,000

a. Dependent Variable: Minat Belajar (Y)

Source: Data processed, 2022

The table clearly shows that a score of 0.000 or less than 0.05 on the e-learning variable (X1) is statistically significant. As a result, it is safe to say that Undiksha e-learning has the potential to pique the interest of students in the Faculty of Economics at Ganesha University of Education.

3.3. Second Hypothesis Testing Results

The second hypothesis will be tested using a t-test to see how much of an impact students' home lives have on their motivation to learn at the Economics Department at Ganesha University of Education. If the t-score is significantly less than 0.05, the study hypothesis is accepted. Table 3 below details the outcomes of the tests.

Table 3. Results of Testing the Effect of Family Environment on Interest in Learning Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	15,694	1,560		10,061	,000
	Lingkungan Keluarga (X2)	,292	,022	,598	13,523	,000

a. Dependent Variable: Minat Belajar (Y)

Source: Data processed, 2022

Table 3 shows that the significance level for the family environment variable (X2) is 0.000 or less than 0.05. Students' home lives have an impact on their academic motivation at Ganesha University of Education's Faculty of Economics.

3.4. Third Hypothesis Testing Results

Faculty of Economics students at Ganesha University of Education utilized statistical tests f to examine the hypothesis that using Undiksha e-learning in tandem with the home environment will increase their motivation to study. If the P-value for this test is less than 0.05, then the study hypothesis is accepted. Below, Table 4 displays the outcomes of the f statistic test.

Table 4. Results of Testing the Effect of Using E-learning and Family Environment on Interest in Learning ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4726,731	2	2363,366	285,314	,000 ^b
	Residual	2708,666	327	8,283		
	Total	7435,397	329			

a. Dependent Variable: Minat Belajar (Y)

b. Predictors: (Constant), Lingkungan Keluarga (X2), E-learning (X1)

Source: Data processed, 2022

Table 4 shows that a sig. score of 0.000 or less than 0.05 indicates statistical significance. Thus, the study’s premise is supported, or there is an effect of Undiksha e-learning and the home environment on the students’ motivation to learn at the Department of Economics at Ganesha University of Education’s Faculty of Economics.

Multiple linear regression equation model can be used to represent simultaneous effect. This allows us to create a linear relationship between the learner’s interest in e-learning (X1) and their family’s social and cultural context for education (X2) (Y). Table 5 below displays the results of multiple linear regression analysis.

Table 5. Multiple Linear Regression Test Results Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	,975	1,479		,659	,510
	E-learning (X1)	,284	,018	,604	16,148	,000
	Lingkungan Keluarga (X2)	,154	,018	,316	8,448	,000

a. Dependent Variable: Minat Belajar (Y)

Source: Data processed, 2022

The model of multiple linear regression equations is obtained from the data in the table as follows: $\hat{Y} = 0,975 + 0,284X_1 + 0,154X_2$

Following is a description of how to read a model based on a set of multiple linear regression equations.

1. If the total score for the variable is held constant, or set to 0, the constant score will always be 0.975.
2. A coefficient score of 0.284 for the e-learning variable (X1) indicates that a one-unit increase in e-learning, assuming the other factors remain the same, will lead to a 0.284-unit rise in interest in learning. The e-learning variable affects the learning interest variable positively if and only if the regression coefficient is positive.

3. With the other factors held constant, a one-unit increase in family environment (X2) is predicted to enhance motivation in learning by 0.154. An additional piece of evidence that the family environment influences academic motivation is a regression coefficient that tends to the positive.

TABLE 2: Results of the Coefficient of Determination . Analysis.

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	,802 ^a	,643	,641		2,850

Source: Data processed, 2022

According to the data in the table, the independent variables e-learning (X1) and family environment (Y) together explain 64.1% of the variance in the dependent variable (learning interest) (X2). On the other hand, the model's multiple linear regression equations can only account for 64.1% of the variance.

3.5. Discussion of the Effect of using Undiksha's E-learning on Student Interest in the Faculty of Economics, Ganesha University of Education

It was shown that students' motivation to learn increased after using Undiksha e-learning at Ganesha University of Education's Faculty of Economics. So, the more widespread use of e-learning, the greater the interest in learning, and vice versa. Rahayu & Nuryata (2010) agree that e-learning can empower previously apathetic participants to take an active part in the learning process. Such behavior is reflected in students' use of individualized course materials to advance their education (Munir, 2009).

Utilizing Undiksha's e-learning causes the learning process to be efficient and adaptable, demonstrating the positive impact that this has on students' motivation to learn. In addition, the UPT-TIK Universitas Pendidikan Ganesha (2017) handbook at outlines a number of features—such as assignment and forum functionality—that facilitate student learning. The resource section streamlines the process through which students can locate and use their instructors' offered course materials according to a predetermined timetable. Students will have an easier time keeping track of their work and staying under their collection limits thanks to the assignment tool. The forum section, meanwhile, facilitates conversations between students and teachers.

This study's findings corroborate those of Oktarika (2015), who found that using e-learning media can have an impact on students' motivation to study. On the other side,

Suhara's (2020) findings demonstrate that e-learning influences motivation to learn since it makes education more efficient, engaging, and enjoyable.

3.6. Discussion on the Effect of Family Environment on Student Interest in the Faculty of Economics, Ganesha University of Education

According to the findings, students' home lives have a favorable and significant effect on their motivation to learn in the Economics Department at Ganesha University of Education. Therefore, the importance of family to a student's motivation to learn increases as the family's involvement in the student's life grows. According to Suyono and Hariyanto (2015), this is because parents may influence their children's desire to study by providing a nurturing and stimulating atmosphere at home.

Parents' encouragement to study and unflinching reprimands are two ways in which the home environment can shape a child's motivation to learn. Parents don't want to get in the way of their children's education, so they make sure they have everything they need to study and have a relaxing environment at home. In addition, the study results card lets parents know how their child is doing academically. Members of the same family can provide invaluable support for one another in the face of adversity, especially when it comes to schoolwork. Parents often observe their children's classes and provide positive reinforcement for their efforts.

These findings corroborate those of Palangda (2017), who found that a person's upbringing might have a significant impact on their motivation to study. Similarly, Zumi (2020) found that a child's home life significantly affects their motivation to learn by 44.3%.

3.7. Discussion of the Effect of using Undiksha's E-learning and Family Environment on Student Interest in the Faculty of Economics, Ganesha University of Education

At Ganesha University of Education's Faculty of Economics, the utilization of e-learning and the home environment was found to have a favorable and significant effect on students' motivation to learn. As much as 64.1% of the potential effect is realized. This is consistent with the opinion of Syahputra (2020) that there are external elements that influence interest, including e-learning as a feature of educational infrastructure and the home as a social setting. Learning environments that make use of technical equipment

and the home environment, according to Mesra et al. (2021), are among the external factors that influence students' enthusiasm in learning, particularly online learning.

Students' enthusiasm for using Undiksha's e-learning elements demonstrates the platform's ability to pique their interest in school and encourage them to study. This motivates students to take e-learning in Undiksha seriously and pay attention. Students can access the Undiksha e-learning resources whenever they choose thanks to the systematized organization and time-based scheduling of the course content. Student motivation is boosted when they are surrounded by people who value education and show an interest in or are aware of their academic achievement at home. When everyone at home is relaxed and comfortable, everyone can concentrate on learning. The learning process that takes place in the home setting is aided by the availability of suitable facilities and by the assistance of parents of students who are experiencing learning difficulties.

4. CONCLUSIONS AND SUGGESTIONS

Based on the findings of the research, it was determined that the students' motivation to learn at the Faculty of Economics, Ganesha University of Education was influenced positively and considerably by Undiksha's e-learning and their home environments. Variations in e-learning (X1) and the home environment (X2) can explain as much as 64.1% of the variation in the Y variable, which measures motivation to learn. However, beyond these factors, alternative explanations accounted for 35.9%.

In light of the findings, the reviewer suggests expanding the study to include other independent factors. The use of internal elements that influence motivation to study as independent variables is one such example.

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