

The Impact of E-learning on Student Learning Motivation

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Abstract: This study aims to determine the impact of e-learning on student learning motivation. Indicators of e-learning include learning and evaluation materials, community, online lecturers, collaboration and multimedia. The indicators of learning motivation include college desire, encouragement to complete college, expectations of attending lectures, awards in lectures, interesting activities during lectures and a conducive environment. Various obstacles in running e-learning such as network unpreparedness, too much task load, less than optimal interactive lecturers and so on became the basis for conducting this research. The method used in this research is descriptive and verification with a quantitative approach. Respondents in this study were 104 students. The source of data in this study is primary data with data collection techniques carried out through survey methods using questionnaires. The analytical method used in this study is the SmartPLS 3.3.3 . software. The results of this study indicate that e-learning has an effect on student learning motivation. The results of data processing show that for e-learning multimedia indicators are still not good and this shows that the learning media, both video, audio and online simulations are still not optimally used as online learning media. As for learning motivation, indicators of college desire, awards for online lectures, interesting activities and a conducive environment have not been obtained optimally by students. This shows that in conducting online lectures it is necessary to have interesting media in conveying material so that student learning motivation is mentioned.

Keywords: e-learning, learning motivation, students

1. Introduction

Covid-19 has hit all corners of the world, so the World Health Organization (WHO) has declared it a pandemic. The COVID-19 pandemic has caused many sectors of life to be paralyzed, including the education sector. Indonesia as one of the affected countries is trying to find a solution so that the continuity of education does not stop. This condition, of course, forces the world of education, including universities, to carry out online lectures. Online lectures, also known as e-learning, are lecture processes using information and communication technology, in this case the internet as a learning medium that is designed and displayed in video, audio or written recordings by lecturers to be delivered to students. E-learning has been running since March 2020, but that does not mean that online learning activities have been running as expected. Universities must set the right recovery strategy in the face of this pandemic. The implementation of e-learning really requires desktops, laptops, smartphones and the internet as the main components in supporting e-learning [1]. Although the online lecture technology used is increasingly sophisticated, several problems are often encountered including difficulty in

accessing the internet, unstable electricity conditions, especially for students in rural areas. Other obstacles include the lack of interaction between lecturers and students which often slows down the learning process, lecturers tend to focus on completing course material instead of understanding the material, lecture time is reduced to not meeting teaching hours, students have difficulty concentrating and the number of assignments from material that is difficult to understand, boredom due to isolation, tends to ignore academic aspects, lecturers and students are forced to master lecture techniques using ICT (Information Communication Technology).

Several studies have been conducted regarding the implementation of e-learning as a result of the COVID-19 pandemic. The results of the study state that COVID-19 is an opportunity for the world of education to migrate in the learning process [2]. Next, it is mentioned that in online learning the activities carried out include taking online classes and doing assignments where the obstacles are not being able to focus on learning, being bored, having difficulty understanding academic material [3]. Other research states that in online learning the challenges for students are unstable networks, inadequate e-learning system support, technology and self-regulation. The challenges for lecturers include competence, operations, self-regulation, and isolation. For educational institutions, the handling is in the form of financial support and change management that is not yet optimally prepared [4]. Similarly, it is stated that to conduct e-learning, major challenges such as technology, accessibility, poor internet connectivity, and a harsh learning environment, so that online learning requires further investment so that these challenges can be minimized [5]. Other researchers mentioned that COVID-19 has helped develop strategic plans for the successful implementation of e-learning where technology becomes a positive medium towards evolution and change in learning [6]. The results of further research stated that the implementation of e-learning increased student learning motivation at Egyptian universities. The interactive features of e-learning become a medium in dealing with problems in online learning [7]. Other researchers stated that online learning has a negative impact on learning motivation due to lack of social interaction, mismatch between expectations and learning content, organizational problems and a non-conducive learning environment [8]. It is further stated that online mode learning requires adequate preparation mentally, physically, and financially to support students' learning deficiencies [9]. The results of further research stated that online learning has an effect on learning motivation during the pandemic [10]. The next research results explain that students who studied online had lower motivation than students who studied offline [11]. E-learning increased students' learning motivation because a variety of materials were delivered with interesting audio and video media [12].

Based on the explanation above, the researcher is interested in taking a study entitled The Impact of e-learning on Student Learning Motivation. The difference between this study and other studies is the impact of e-learning on student motivation. E-learning includes learning materials and evaluation questions, community, namely developing online communities to obtain support and sharing information, online lecturers, namely the direction from lecturers by answering problems faced by students, opportunities for collaboration and multimedia, namely the use of audio and video in delivering learning materials [13]. The learning motivation includes desires and desires, drives and needs, expectations, rewards, interesting activities and a conducive learning environment [14].

2. Method

In this study for data collection using a survey method through a questionnaire with the media google form. The analytical method used is descriptive and verification. Descriptive analysis presents the frequency distribution table of respondents' answers to each statement given along with the percentage value. The analysis is then continued by making interpretations of the answers to each statement based on the percentage value of the actual score with the ideal score, and then looking for the percentage score for each variable.

The determination of the interpretation of the percentage value of the score is guided by the score interval obtained from the difference between the maximum value (5) and the minimum value (1), then divided into 5 categories so that the interval value is 0.80 and the following interpretation guidelines are obtained [15].

Table 1.
Guidelines for Interpretation of Statements and Variable Percentage Scores

No	Score Interval	Interpretation
1	1,00 – 1,80	Very not good
2	1,81 – 2,60	Not good
3	2,61 – 3,40	Pretty good
4	3,41 – 4,20	Good
5	4,21 – 5,00	Very Good

Verikative analysis the aim of knowing the student learning motivation. Structural equation modeling (SEM) is a powerful multivariate analysis method, which allows interaction between theory and data. PLS is a powerful technique in analyzing latent variables that have several indicators on SEM. PLS is an alternative approach that shifts from a covariance-based SEM approach to a variance-based approach [16]. The PLS design is intended to overcome the limitations of other SEM methods when data has problems such as measuring data with a certain scale, small sample sizes, missing values, abnormal data and multicollinearity.

using SEM PLS with effect of e-learning on

3. Research Results and Discussion

In this section the author will describe the results of research related to the analysis of the influence of E-Learning (X) on Learning Motivation (Y). The data that has been collected is coded (coding), processed using descriptive analysis to determine the respondents' responses to each of the variables studied, then continued with Structural Equation Modeling (SEM) analysis with 104 respondents.

E-Learning Variabel (X)

The results of the descriptive analysis present the distribution of respondents' answers to each statement submitted. Variable X (E-Learning) is represented by 14 statements, then divided into five indicators.

Table 2
Distribution of Respondents' Answers to Indicators of Learning & Evaluation Materials

X1. Study Material & Evaluation									
1	Has it been easy for online lecture		Always facilit	Facilitated	Quite Facilitated	Less Facilitated	Not Facilitated	Total	Average

	materials to be facilitated?		ated						3,67
		f	18	44	34	6	2	104	
		%	17%	42%	33%	6%	2%	100%	
2	Is the content of the material in accordance with the Semester Learning Plan?		Very suitable	Suitable	Quite Suitable	Less Suitable	Not Suitable	Total	3,98
		f	26	54	20	4	0	104	
		%	25%	52%	19%	4%	0%	100%	
3	Are course materials always evaluated?		Always Evaluated	Evaluated	Quite Evaluated	Less Evaluated	Not Evaluated	Total	3,50
		f	16	34	40	14	0	104	
		%	15%	33%	38%	13%	0%	100%	
Average									3,72

Table 2 show that respondents' answers to the lecture material felt that they were easily facilitated (42%), for the content of the material in accordance with the Semester Lesson Plan (52%), and for the evaluation of the learning material they got a score (38%). Overall, the average score for the Learning and Evaluation Materials indicator is 3.72. This value is in the interval 3.40 – 4.20 which indicates that the respondents stated that the Learning and Evaluation Materials have been carried out well

Table 3
Distribution of Respondents' Answers to Community Indicators

X2. Community									
4	Do online lectures make it easier for students to form a learning community		Very easy	Easy	Quite Easy	Less Easy	Not Easy	Total	Average
		f	10	18	30	38	8	104	2,85
		%	10%	17%	29%	37%	8%	100 %	
5	Is the course material infomation complete and easy to obtain?		Very comple te & Easy	Comple te & Easy	Quite Comple te & Easy	Less Compl ete & Easy	Not Complet e & Easy	Total	Average
		f	18	38	34	12	2	104	3,56
		%	17%	37%	33%	12%	2%	100 %	
6	Is the course		Very easy to	Easy to share	Qiute easy to	Difficu lt to	Very difficult	Total	Average

material easy to share between friends?		share		share	share	to share		
	f	32	44	20	6	2	104	
	%	31%	42%	19%	6%	2%	100%	3,94
Average								3,45

Table 3 show that it can be seen that the respondent's answer is that it is not easy for students to form a learning community (37%), for lecture material information is complete and easy to obtain (38%), and for lecture material it is easy to share between friends (44%). Overall, the average score for the Community indicator is 3.45. This value is in the interval 3.40 – 4.20 which indicates that the respondents stated that the implementation of E-learning in the Community indicator was declared Good.

Table 4
Distribution of Respondents' Answers to Online Lecturer Indicators

X3. Online Lecturer									
7	Do lecturers provide online guidance to students?		Very guiding	Guiding	Quite guiding	Less guiding	Not guiding	Total	Average
		f	22	56	20	6	0	104	3,90
		%	21%	54%	19%	6%	0%	100%	
8	Are lecturers actively involved in directing students?		Very active directing	Active directing	Quite active directing	Less active directing	Not active directing	Total	Average
		f	16	48	36	2	2	104	3,71
		%	15%	46%	35%	2%	2%	100%	
9	Do lecturers provide additional knowledge online?		Always given additional knowledge	Given additional knowledge	Quite given additional knowledge	Less given additional knowledge	Not given additional knowledge	Total	Average
		f	22	44	28	8	2	104	3,73
		%	21%	42%	27%	8%	2%	100%	
Average									3,78

Table 4 show that respondents' answers for indicators of lecturers providing online guidance to students (54%), lecturers are actively involved in directing students (46%), and lecturers provide additional knowledge online (44%). Overall, the average score for the online Lecturer indicator is 3.78. This value is in the interval 3.40 – 4.20 which indicates that the respondents stated that the implementation of E-Learning in the Online Lecturer indicator was declared Good.

Table 5

Distribution of Respondents' Answers to Collaborating Indicators

X4. Collaboration									
10	Do students get messenger software support in interacting with lecturers in real time?		Always interact with lecturer	Interact with lecturer	Quite interact with lecturer	Less interact with lecturer	Not interact with lecturer	Total	Average
		f	16	46	26	12	4	104	3,56
		%	15%	44%	25%	12%	4%	100%	
11	Do students get messenger software support that makes it easy for students to interact with other students in real time?		Always interact with student	Interact with student	Quite interact with student	Less interact with student	Not interact with student	Total	Average
		f	26	40	24	12	2	104	3,73
		%	25%	38%	23%	12%	2%	100%	
Average									3,64

Table 5 show that respondents' answers for students get messenger software support in interacting with lecturers in real time (44%), messenger software support makes it easier for students to interact with other students in real time (38%). Overall, the average score for the Cooperating indicator was 3.64. This value is in the interval 3.40 – 4.20 which indicates that the respondents stated that the Implementation of E-Learning in the Cooperation indicator was declared Good.

Table 6
Distribution of Respondents' Answers to Multimedia Indicators

X5. Multimedia									
12	Are students provided with video learning media?		Always provided video media	Provided video media	Quite provided video media	Less provided video media	Not provided video media	Total	Average
		f	12	24	32	24	12	104	3,00
		%	12%	23%	31%	23%	12%	100%	
13	Are student provided		Always provid	Provide d audio media	Quite provide d audio	Less provided audio	Not provide d audio	To tal	Av era ge

	with audio learning media?		ed audio media		media	media	media		
		f	14	20	26	30	14	104	2,90
		%	13%	19%	25%	29%	13%	100%	
14	Are students provided learning media in the form of online simulations?		Always provided online simulation	Provided online simulation	Quite online provided simulation	Less provided online simulation	Not provided online simulation	Total	Average
		f	16	26	38	18	6	104	3,27
		%	15%	25%	37%	17%	6%	100%	
Average									3,06

Table 6 show that respondents' answers for the availability of learning media in the form of video (31%), for learning media in the form of audio (29%) and for the availability of learning media in the form of online simulations (37%). Overall, the average score for the Multimedia indicator is 3.06. This value is in the interval 2.60 – 3.40 which indicates that the respondents stated that the implementation of E-Learning in the Multimedia indicator was declared quite good.

From the five indicators above, the following is a summary of respondents' responses regarding the E-Learning variable.

Table 7
Recapitulation of Respondents' Responses About E-Learning (Variable X)

Indicator	Average Value	Interpretation
X1. Study material & Evaluation	3,72	Good
X2. Community	3,45	Good
X3. Online lecturer	3,78	Good
X4. Collaboration	3,64	Good
X5. Multimedia	3,06	Pretty Good
E-Learning variable average	3,53	Good

Overall, the average score for the E-Learning variable is 3.53. This value is in the interval 3.40 – 4.20 which indicates that the respondents stated that the implementation of E-Learning was declared Good. The highest indicator score was achieved by the Online Lecturer indicator (3.78 ; Good) while the lowest indicator score was achieved by the Multimedia indicator (3.06 ; Fairly Good).

Learning Motivation Variable (Y)

The results of the descriptive analysis present the distribution of respondents' answers to each statement submitted for Variable Y (Learning Motivation) which is represented by 6 statements, each of which represents one indicator, with the following results

Table 8
Distribution of Respondents' Answers to Learning Motivation Variables (Y)

Y. Learning Motivation									
15	Do student have the desire to online lecturer?		Always desire	Desire	Quite desire	Less desire	Not desire	Total	Average
		f	14	18	32	24	16	104	2,90
		%	13%	17%	31%	23%	15%	100%	
16	Do student have the drive and need complete online lecturer ?		Always have the drive and need for online learning	Have the drive and need for online learning	Quite have the drive and need for online learning	Less have the drive and need for online learning	Not have the drive and need for online learning	Total	Average
		f	24	38	32	10	0	104	3,73
		%	23%	37%	31%	10%	0%	100%	
17	Do student have hope in attending online lecturer?		Always have hope in attending online lecturer	Have hope in attending online lecturer	Quite have hope in attending online lecturer	Less have hope in attending online lecturer	Not have hope in attending online lecturer	Total	Average
		f	24	28	34	12	6	104	3,50
		%	23%	27%	33%	12%	6%	100%	
18	Do student get award for their attention to lecturer?		Always get award for their attention to lecture	Get award for their attention to lecture	Quite get award for their attention to lecture	Less get award for their attention to lecture	Not get award for their attention to lecture	Total	Average
		f	12	34	30	20	8	104	3,2

		%	12%	33%	29%	19%	8%	100%	1
19	Do students find interesting activities during online lectures?		Always find interesting activities during online lectures	Find interesting activities during online lectures	Quite find interesting activities during online lectures	Less find interesting activities during online lectures	Not find interesting activities during online lectures	Total	Average
		f	12	24	34	22	12	104	3,02
		%	12%	23%	33%	21%	12%	100%	
20	Do students still get a conducive learning environment during online lectures?		Always get a conducive learning environment during online lectures	Get a conducive learning environment during online lectures	Quite get a conducive learning environment during online lectures	Less get a conducive learning environment during online lectures	Not get a conducive learning environment during online lectures	Total	Average
		f	16	20	36	18	14	104	3,06
		%	15%	19%	35%	17%	13%	100%	
Average									3,24

Table 8 show that respondents' answers for indicators of having a desire and desire for online lectures (32%) availability of learning media in the form of audio (29%), having hope in attending online lectures (33%), getting awards for their attention to lectures (33%) , to get interesting activities during online lectures (33%) and to get a conducive learning environment during online lectures (35%).

Of the five indicators above, the following is a summary of respondents' responses regarding the E-Learning variable

Table 9
Recapitulation of Respondents' Responses About Learning Motivation
(Variable Y)

Indicator	Average Value	Interpretation
Y1. Desire to online lecturer	2,90	Pretty good
Y2. Drive and need complete	3,73	Good

online lecturer		
Y3. Hope in attending online lecturer	3,50	Good
Y4. Award for their attention to lecturer	3,21	Pretty good
Y5. Intersting activities during online lectures	3,02	Pretty good
Y6. Conducive learning environment during online lectures	3,06	Pretty good
Average variables of learning motivation	3,24	Pretty good

Table 9 show that the overall average score for the Learning Motivation variable is 3.24. This value is in the interval 2.60 – 3.40 which indicates that the respondents stated that the Learning Motivation is categorized as Good Enough. The highest indicator score was achieved by the Encouragement indicator to complete online lectures (3.73 ; Good) while the lowest indicator score was achieved by the online college desire indicator (2.90 ; Fairly Good).

Structural Equation Modeling (SEM) Analysis

Structural Equation Modeling (SEM) analysis in this study was used to determine the effect of E-Learning on Learning Motivation, using SmartPLS 3.3.3 software. There are two main stages in SEM analysis with SmartPLS, namely the analysis of the outer model and the analysis of the inner model which will be described as follows.

Testing the Measurement Model (Outer Model)

In the analysis phase of the measurement model (outer model), there are two things to be analyzed, namely validity analysis (Convergent Validity, Discriminant Validity) and reliability analysis (Cronbach's Alpha, and Composite Reliability). The following presents the results of data processing using the SmartPLS application which can explain the analysis of the measurement model (outer model).

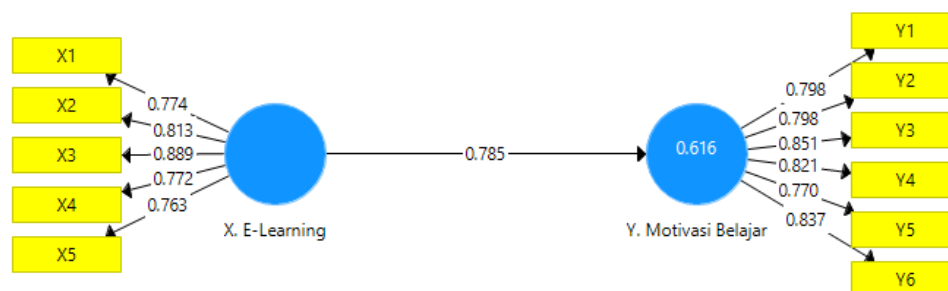


Figure 1 Measurement Model
Source: Data that has been processed

Description:

- X₁. Study material & Evaluation
- X₂. Community
- X₃. Online lecturer
- X₄. Collaboration
- X₅. Multimedia

- Y₁. Desire to online lecturer
 Y₂. Drive and need complete online lecturer
 Y₃. Hope in attending online lecturer
 Y₄. Award for their attention to lecturer
 Y₅. Interesting activities during online lectures
 Y₆. Conducive learning environment during online lectures

Convergent Validity

Validity testing is carried out to determine whether the measuring instrument used can perform its function properly. Validity describes a measure that can accurately describe the concept to be measured. To measure the validity in SmartPLS, it can be seen in the value of the loading factor for each dimension and for each variable seen from the results of Convergent Validity, which dimensions and variables are considered valid if they have a correlation value of more than 0.7. However, for research in the early stages of developing a measurement scale, the loading value of 0.5 to 0.6 is still acceptable. Or you can use the t test criteria, if the t value of each loading factor > 1.96 then an indicator is declared valid. The results of testing the loading factor and convergent validity are presented in the table 10:

Table 10
 Convergent Validity Test Results / Outer Loading

Latent Variable	Indicator	Loading Factor	t count	Description
X. E-Learning	X.1	0,774	13,519	Valid
	X.2	0,813	21,572	Valid
	X.3	0,889	33,538	Valid
	X.4	0,772	13,831	Valid
	X.5	0,763	16,300	Valid
Y. Motivasi Belajar	Y.1	0,798	18,120	Valid
	Y.2	0,798	23,416	Valid
	Y.3	0,851	32,245	Valid
	Y.4	0,821	20,199	Valid
	Y.5	0,770	15,684	Valid
	Y.6	0,837	23,859	Valid

Source: Data that has been processed

The loading factor value above shows the magnitude of the relationship between each latent variable to each of its dimensions. The loading factor value can be seen directly in the output outer setting on the results of the SmartPLS algorithm. Based on the results of the convergent validity test, it is stated that all indicators are valid because they have a loading factor value that has exceeded the minimum standard of 0.5 and produces a t-count that exceeds the critical point of 1.96 so that all indicators are declared valid and can be continued to the next analysis stage.

Table 11

Average Variance Extracted (Convergent Validity) Test Results

Variabel Latent	AVE
<i>X. E-Learning</i>	0,646
<i>Y. Motivasi Belajar</i>	0,661

Source: Data that has been processed

The second Convergent Validity measure is the Average Variance Extracted (AVE) value, the variable is declared valid if the AVE value exceeds 0.5. Based on the results of the AVE above, it can be concluded that the two latent variable constructs have good validity (AVE > 0.5) which means that the information in each latent variable can be reflected through its manifest variable (indicator).

Table 12.
Cross Loading Dimension Test Results (Discriminant Validity)

Indikator	X. E-Learning	Y. Learning Motivation
X.1	0,774	0,667
X.2	0,813	0,661
X.3	0,889	0,585
X.4	0,772	0,488
X.5	0,763	0,698
Y.1	0,557	0,798
Y.2	0,705	0,798
Y.3	0,634	0,851
Y.4	0,637	0,821
Y.5	0,612	0,770
Y.6	0,664	0,837

Source: Data that has been processed

The cross loading value is obtained by comparing the magnitude of the relationship of each dimension to the variable, or as reflected by the factor loading value, with the magnitude of the relationship of each dimension to other variables. To get valid results, the magnitude of the relationship of each dimension to the variable must be greater than the relationship of each dimension to other variables. Based on the cross loading table, the results show that the factor loading of each dimension on the latent variable is proven to be greater than the relationship to the other latent variables so that it can be concluded that discriminant validity is met.

Cronbach's Alpha & Composite Reliability

After the validity test is met, the next step will be to test the reliability of the measurement model by taking into account two criteria, namely Cronbach's Alpha & Composite Reliability obtained by looking at the output overview on the results of the SmartPLS algorithm. The recommended value to meet the reliability of the measurement structure is above 0.700. The following are the results of Cronbach's Alpha & Composite Reliability test on each research variable

Table 13
Cronbach's Alpha & Composite Reliability . Test Results
(Discriminant Validity)

Latent Variable	Cronbach's Alpha	Composite Reliability	Recommended Value	Description
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X. E-Learning	0,862	0,866	> 0,700	Reliabel
Y. Motivasi Belajar	0,897	0,899	> 0,700	Reliabel

Source: Data that has been processed

Table 13 shows that the results of Cronbach's Alpha & Composite Reliability test are declared reliable where all variables have values exceeding the recommended values, this shows that the measurement model has good reliability. Based on the test results above, it can be stated that the measurement model is valid and reliable so that it meets the requirements for further analysis (inner model and hypothesis testing).

Structural Model Testing (Structural Model / Inner Model)

In the analysis stage of the structural model (inner model), there are two things that become testing tools, namely the R-square (R2) analysis, Goodness of Fit (GoF) and t-statistical tests to test the partial hypotheses obtained using Bootstrapping calculations on the SmartPLS application.

R-square (R2) analysis

R-square (R2) analysis was carried out on each endogenous latent variable which showed the magnitude of the influence received by the endogenous latent variable from each exogenous variable that contributed to it. The greater the value of R2 indicates the greater the influence received by the endogenous variable

Table 14
Analysis of R-square (R2) on Endogenous Variables

Endogen Variable	R Square
Y. Learning Variable	0,616

Source: Data that has been processed

Table 14 show that the variable of Learning Motivation (Y) is influenced by E-Learning (X) of R2 = 61.6%.

Goodness of Fit (GOF)

To test the overall model quality, Goodness of Fit is used. The calculation results are as follows:

$$GoF = \sqrt{AVE \times R^2}$$

$$GoF = \sqrt{0,654 \times 0,616}$$

$$GoF = 0,634$$

The classification of GoF values is 0.1 (GoF) small/low, 0.25 (GoF) moderate and 0.36 (GoF) large. Based on the above calculations, the model in this study has a GoF value of 0.634.

This value proves that this research model has a large (good) performance of the measurement model and structural model.

Hypothesis Testing

Hypothesis testing is used to test the presence or absence of the influence of the independent variable on the dependent variable. In SmartPLS to test the significance of the path coefficient using bootstrap with a significance level of 5%. The results of the calculations to test the hypothesis are presented in the following figures and tables:

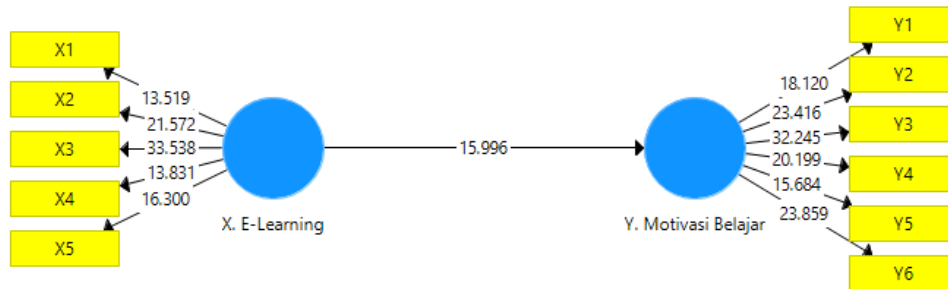


Figure 2 Calculated T Value (Inner Model)

Table 16.
Hypothesis Testing

Hypothesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	p-value	Conclusion
X → Y	0,785	0,795	0,049	15,996	0,000	Tolak H ₀

Source: Data that has been processed with SmartPLS 3.3.3 (2021)

Description

X : *E-Learning*

Y : Learning Motivation

The interpretation of the process and results of testing the hypothesis above is as follows:

Hypothesis

H₀: E-Learning has no effect on Learning Motivation

H_a: E-Learning has an effect on Learning Motivation

The results of the analysis using SmartPLS 3.3.3 that with a significance level of 5% can be seen from the original sample value of 0.785 (positive). The resulting statistical T value of 15.996 is greater than the t-table value (1.960) and the P-value 0.000 < 0.05. Thus, the results of testing the hypothesis are H₀ is rejected and H_a is accepted, meaning that E-Learning is proven to have a significant effect on Learning Motivation.

Conclusion

The covid pandemic has changed the face-to-face learning process to face-to-face. It's not an easy thing to change habits that have been ingrained for so long, so collaboration from all components is needed to find the ideal learning method. The results showed that e-learning had an effect on learning motivation. The dimensions of learning materials, learning communities, online lecturers, learning together and multimedia are in good criteria for the e-learning variable. This shows that all e-learning components are met. As for the variables of learning motivation represented by the dimensions of desire for online lectures, encouragement to complete online lectures, expectations of attending online lectures, awards in lectures, interesting activities during online lectures and a conducive environment, the criteria are quite good. From the results of the study, it can be said that in conducting online lectures, more efforts are needed to motivate students so that learning provides optimal results

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