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The Influence of Online Learning, Study Motivation, and Self-directed Learning on Students' Learning Interest

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ABSTRACT

The shift in the educational paradigm towards online learning which is increasingly dominant in the current digital era requires a deeper understanding of its impact on students' interest in learning. Along with that, students' internal factors such as motivation and level of self-directed learning play an important role in creating an effective learning environment. A deeper understanding of the interaction between online learning, study motivation, self-directed learning and student interest in learning is essential in efforts to improve the quality of learning in today's digital environment. This research aims to determine the influence of online learning, study motivation, and self-directed learning on students' interest in learning. Through collecting data from a sample of students, statistical analysis methods are used to understand the relationship between these variables. The research results show that online learning has a significant influence on students' interest in learning. In addition, study motivation and self-directed learning are also positively related to students' interest in learning. The implications of these findings provide important insights for the development of more effective online learning strategies and increasing student motivation and self-directed learning in digital learning environments.

Keywords: Learning Interest, Self-directed Learning, Students' Learning Interest, Study Motivation

INTRODUCTION

Since the start of the pandemic, almost all activities have shifted to the online realm, including work, office activities, and last but not least, the learning process. This change has a significant impact, especially in the context of education. Universities were forced to change the paradigm

of learning from face-to-face to online. This transition is not an easy thing because previously most activities were carried out conventionally [1]. This change affects students' interest in learning, where direct access to lecturers and interaction between students is limited in online learning [2]. This makes it difficult for them to communicate directly and limits the social interaction that usually occurs in academic settings.

One of the steps taken by the Ministry of Education and Culture is to impose a ban on universities from holding face-to-face lectures, with a mandate to switch to online learning [3]. This step is based on the Circular Letter of the Minister of Education and Culture, which aims to prevent the spread of Corona Virus Disease (COVID-19). This means that teaching and learning activities are carried out online in response to the ongoing pandemic situation [4].

Although a number of studies have looked at the effect of online learning on learning achievement, focusing on specific relationships with student learning interests and how study motivation and self-directed learning influence these aspects is still an area that needs further exploration. Therefore, a deeper understanding of the interaction between online learning, study motivation, self-directed learning, and student learning interests is crucial to improve the quality of learning in today's digital era.

LITERATURE REVIEW

Online learning has become an integral part of the evolution of modern education, providing wider access to knowledge, flexibility, and interaction in learning. Several studies highlight the importance of the use of technology in educational contexts, especially in distance learning. Online learning enables the integration of technology to provide an adaptive and interactive learning environment, as well as expand learning opportunities for students who were previously limited to conventional learning [5].

Online learning is the only learning medium carried out during the pandemic. With this method, it will be more practical, because both lecturers and students do not need to travel to do lectures. This learning is also in accordance with current conditions where all activities are internet-based. Students also do not need to take many notes because documentation with online learning methods can be easier to do when compared to conventional learning methods. According to previous study, there has been a significant increase in the acceptance and application of online learning in educational institutions [6]. They highlight that this approach allows wider access to education for individuals from diverse backgrounds.

Previous research has emphasized that appropriate curriculum design in the context of online learning plays an important role in improving student learning outcomes, and intelligent and adaptive integration of technology can increase student interaction and participation in online learning environments [7]. On the other hand, other studies highlight the importance of psychological factors in online learning success [8]. The results of his research found that students' study motivation and self-directed learning are directly linked to better learning outcomes in a digital learning environment.

The factor that participates in determining the effectiveness in the implementation of learning is study motivation. Study motivation is the drive that exists in a person to do something either

consciously or unconsciously. This motivation is the force that drives a person to do something, it can arise from oneself or from the environment. This study motivation is an encouragement from the student to understand the material provided. The motivation of each student must be different, some are very motivated when doing lectures [9].

Study motivation has a crucial role in student learning process. A barrage of research over the past few years has highlighted various aspects related to study motivation, ranging from internal factors to strategies that can increase student motivation. According to previous study, self-determination theory is an important foundation in understanding study motivation [10]. The results of his research suggest that study motivation, the inner drive of the individual, plays a key role in forming a long-term commitment to learning.

Previous studies have highlighted the importance of supportive learning environments in nurturing students' study motivation [11]. The results of his research show that recognition, support, and involvement from teachers and peers can increase student motivation in achieving learning goals. Meanwhile, recent research highlights the role of metacognition strategies in increasing study motivation [12]. The results emphasize that students who have a better understanding of their learning process and the ability to organize their learning strategies tend to have higher study motivation.

Self-directed learning is an encouragement that exists in him to want to learn and understand lessons without help from others. Everyone believes that they have the ability to do so. If students have Self-directed learning, generally these students will be calmer through teaching and learning process. They will also be more confident when facing a problem, they will be able to work alone. Self-directed learning is a crucial aspect in developing students' ability to organize and manage their own learning.

Self-regulation theory is an important framework in understanding self-directed learning [13]. He emphasized that students who are able to manage time, manage resources, and monitor their progress tend to have higher levels of self-directed learning. Previous studies highlighted the role of technology in supporting student self-directed learning [14]. He points out that the use of online learning tools and platforms can increase the control students have over their own learning process. On the other hand, other researchers examined the impact of the social environment on self-directed learning [15]. The results of his research highlight that support from the surrounding environment, such as the family and a supportive school environment, can affect the development of students' self-directed learning.

Each student's interest in learning is different. This interest will arise if there is something that makes them interested and can fulfil what they want. Interest in learning is something that must be owned by students, because with the interest in learning teaching and learning the process will be easier. Interest in the learning is an important factor that affects the level of student involvement and achievement in the learning process. Learning interest is a complex combination of emotions, perceptions, and desires to engage in a topic or learning activity [16]. The research results emphasize that the development of interest in learning can encourage a deeper interest in the subject matter.

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Previous studies have highlighted the relationship between interest in learning and academic achievement [17]. The results of research found that students who have a high interest in certain subjects tend to achieve better results in learning. On the other hand, other studies emphasize the importance of social support and an environment that stimulates interest in learning [18]. The results of his research highlight that praise, support, and an environment that facilitates interest in learning can increase student engagement in learning.

RESEARCH METHOD

This study used quantitative research design with survey techniques. Data collection was carried out through questionnaires using the Likert scale. Purposive sampling techniques are used to select samples that are relevant to the population to be studied. The targeted number of respondents is as many as 100 students. The questionnaire focused on four main variables: perception of online learning, motivation, learning independence, and interest in learning. The measurement uses the Likert scale with a value range of 1-5 [19]. The collected data will be analysed using statistical software, especially SPSS (Statistical Package for the Social Sciences). The research model adopted is grounded in the Technology Acceptance Model [20], which elucidates that an individual's engagement with information technology begins with their perception of its advantages and ease of use.

RESULT AND DISCUSSION

This research aims to examine the impact of online learning factors, study motivation, and self-directed learning on learning interest using a sample of 100 respondents. The questionnaire underwent a validity test to assess its items. The results indicated significant validity ($p < 0.05$) with coefficients greater than the table value of 0.195, affirming the suitability of all questionnaire items for the study. Reliability tests were also conducted, revealing a Cronbach's alpha exceeding 0.60, ensuring the questionnaire's data consistency. Normality tests indicated data normality ($p > 0.05$), signifying a normally distributed dataset.

The subsequent analysis will involve regression analysis to ascertain the influence of independent variables on the dependent variable. Table 1 displays the outcomes of the multiple linear regression.

Table 1: Partial Test Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.901	2.815		7.779	.000
	Online Learning	.366	.144	.300	2.533	.013
	Study Motivation	.061	.144	.060	.424	.673
	Self-directed Learning	-.001	.134	-.001	-.010	.992
a. Dependent Variable: Learning Interest						

The result from the multiple linear regression analysis indicates a notable impact of online learning on a student's interest in learning. The regression coefficients obtained showed that

each increase in online learning variables was positively associated with an increase in student interest in learning. A positive regression coefficient indicates that the increasing use of online learning correlates with an increase in student interest in learning. These findings confirm that the use of online learning has a significant impact in shaping student learning interests. Therefore, the development and improvement of the quality of online learning is crucial in encouraging student interest in learning.

The implications of these findings highlight the relevance of technology in shaping learning interests, and provide a foundation for further developing more effective online learning strategies to increase student interest and engagement in the learning process. The shift to online learning that is more effective and engaging can increase student interest in learning. The study also confirms the need for expansion and increased accessibility to online learning resources. These steps can increase the interest in learning of students from various backgrounds and needs. The findings of this investigation align with earlier studies that asserted online learning can affect interest in learning so that it also has an impact on the learning result of students [7].

The results of multiple linear regression analysis showed that study motivation carried out online does not have a significant influence on student learning interest. These results illustrate that although there are efforts to encourage study motivation through online platforms, the effect of student learning interest is very limited. These findings show that student preferences are more inclined to conventional learning that involves direct interaction with lecturers. This reflects the desire of students to have the convenience of asking directly to lecturers if there are things that are not understood. Despite efforts to motivate through online platforms, it turns out that this is not able to replace or influence students' preferences for learning that involves direct interaction.

These findings underscore the need to adapt online learning strategies to better pay attention to the needs of in-person interactions or provide solutions that enable such interactions. Student preferences that lean more towards conventional learning involving in-person interaction highlight the need for adaptation of online learning strategies to include or facilitate such interactions. It is important to adapt the learning approach in order to meet the preferences and needs of students in their learning process. The findings of this investigation are not aligned with earlier studies that asserted study motivation will affect learning interest which will have an impact on student learning goals [11].

The result from the multiple linear regression analysis indicates that the self-directed learning carried out online does not have a significant influence on student learning interest. This finding reflects that although online learning platforms demand self-directed learning, this is not able to significantly affect students' interest in learning. These results indicate that students still need further guidance or direction in absorbing learning material. They feel that online learning that emphasizes self-directed learning is not adequate to arouse their interest in learning. Although online learning offers independence in material access, students may feel a lack of in-person interaction or guidance that can facilitate better understanding.

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The implications of these findings emphasize the importance of adopting a balanced approach in online learning, which not only emphasizes self-directed learning, but also provides the mechanisms or guidance needed to improve understanding. The need to develop a more interactive online learning platform or method or provide more active support for students to increase their understanding and interest in learning. The results of this study are not in line with the previous stated that online learning tools and platforms can increase self-directed learning so that they can increase student interest in learning [14].

The test results simultaneously show that the variables of online learning, study motivation, and self-directed learning on student learning interest. as presented in Table 2.

Table 2: Simultaneous Test Results

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.062	3	14.021	4.044	.009[b]
	Residual	332.848	96	3.467		
	Total	374.910	99			
a. Dependent Variable: Learning Interest						
b. Predictors: (Constant), Self-directed Learning, Online Learning, Study Motivation						

The results showed that simultaneously, online learning, study motivation, and self-directed learning effect student learning interest. This means that the online learning platform implemented during the Covid-19 pandemic, the motivation to learn from students to still be able to gain knowledge in the midst of a pandemic, and the self-directed learning that must be done by students during the pandemic can affect student interest in learning so as not to make the pandemic an excuse not to study.

The result of the determination coefficient test (R-squared) revealed that the independent variable (X), comprising online learning, study motivation, and self-directed learning, significantly influences the dependent variable (Y), which is the student's learning interest. As depicted in Table 3, this determination coefficient value is beneficial in approximating and assessing how variable X collectively impacts variable Y.

Table 3: Determinant Test Results

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.335[a]	.112	.084	1.862
a. Predictors: (Constant), Self-directed Learning, Online Learning, Study Motivation				
b. Dependent Variable: Learning Interest				

The determination coefficient test yielded a value of 0.112, equivalent to 11.2%. This value indicates that online learning, study motivation, and self-directed learning collectively contribute to 11.2% of student interest in learning, while unexamined variables influence the remaining 88.8% The results imply that online student interest in the learning doesn't strongly favour student interest; students still prefer traditional learning, enabling direct interaction between students and lecturers.

CONCLUSION

The results showed that partially only online learning had an effect on learning interest, while study motivation and self-directed learning did not have an influence on learning interest, but simultaneously (simultaneously) all three had an effect on online learning interest. These results highlight the need for a holistic approach in the development of online learning strategies. The integration of online learning with increased study motivation and self-directed learning can be the key to increasing student interest in learning online. It is necessary to emphasize active interaction and support in online learning platforms to provide the necessary guidance and increase student motivation and independence. The results of this research are anticipated to offer valuable insights for enhancing online learning strategies. These insights consider how online learning, study motivation, and self-directed learning interact to stimulate student interest in learning more effectively.

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