

## Increasing Students' Interest in Learning Through Online Learning

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### ABSTRACT

*Online learning is one of the learning alternatives that can reach many students. However, whether online learning can increase students' interest in learning, this is the focus of this research, how much influence online learning has on students' interest in learning. Using descriptive quantitative approach involving 68 students of Darunnajah University. The survey collection technique uses Google Form with analysis of survey result using AmartPLS. The results showed that online learning has a significant positive effect on student interest in learning, seen from the *t*-statistic value of 14,006 greater than the *t*-table of 1,967 and the *p* value of 0,000 smaller than 0,05. Meanwhile, the effect of online learning on student interest in learning is 57,8%, while the rest is influenced by variables not examined.*

**Keywords:** University of Darunnajah, interests learning, online learning

### ABSTRAK

Pembelajaran daring sebagai salah satu alternatif pembelajaran yang bisa menjangkau banyak mahasiswa. Namun, apakah pembelajaran daring yang dilakukan bisa meningkatkan minat belajar mahasiswa, inilah fokus dari penelitian ini, berapa besar pengaruh pembelajaran daring terhadap minat belajar mahasiswa. Menggunakan pendekatan kuantitatif deskriptif dengan melibatkan 68 mahasiswa Universitas Darunnajah. Teknik pengumpulan survei menggunakan Google Form dengan analisis hasil survei menggunakan Smart PLS. Hasil penelitian menunjukkan bahwa pembelajaran daring berpengaruh positif signifikan terhadap minat belajar mahasiswa, dilihat dari nilai *t*-statistik 14,006 lebih besar dari *t*-tabel 1,967 dan nilai *p* value 0,000 lebih kecil dari 0,05. Sedangkan seberapa pengaruh pembelajaran daring terhadap minat belajar mahasiswa sebesar 57,8%, sedangkan sisanya dipengaruhi oleh variabel yang tidak diteliti.

**Kata kunci:** Universitas Darunnajah, minat belajar, belajar daring

### INTRODUCTION

Education plays an important role in the progress of the nation. Education as an effort to grow the potential of human resources with learning activities carried out. Good education will give birth to humans who have creativity, bright ideas, problem solving and have endurance, fighting power and Suai power as a provision to welcome a glorious future. In accordance with Law No.20 of 2003 concerning the national education system, it is explained that education is a guidance process that is carried out in conscious and planned manner in presenting active learning conditions to develop their potential so that they have religious spirituality, self-control,

personality, intelligence, noble character, and skills needed by themselves, society and nation and state.

Darunnajah University was born from the big idea of the founder Darunnajah Islamic Boarding School in Jakarta. As a university rooted in Islamic boarding school scientific traditions based on waqf Islamic boarding schools, it has the motto “Rooted in Tradition, Leading in Education“. Darunnajah University in its education system utilizes technology by combining online and offline learning.

Realizing superior students must be done with a good learning process by looking at the current development of technology and information. The emergence of information and communication technology changed the transformation of education, the birth of technology and information gave birth to online learning methods by utilizing online media Google Classroom and Google Meet as a medium for connecting lecturers with students, Nur et al., in (Trisnawati et al., 2023).

The learning process in any situation and condition must be accompanied by the interest of students. The existence of a strong interest is able to give birth to persistent efforts and not despite in facing learning problems (Arlavinda & Pujiastuti, 2022). Student interest in learning can be proven by the act of learning continuously. Interest in learning as a central stimulus for students to actively participate in the learning process, the presence of interest in students not only creates a good atmosphere during lectures, but also as a basis for enthusiasm in understanding the subject matter.

Students who have an interest in their learning will continue to be motivated to fulfil their success and avoid failure by learning to complete tasks perfectly, Novyanti in (Mastur et al., 2023). Interest in learning that is already high and embedded in students will not affect the learning process even though it is online or offline.

Interest in learning a driving factor in learning based on interest and pleasure, the emergence of attention and the desire to continue learning without external encouragement, this interest is also evidenced by a feeling of pleasure in the learning process, focusing attention, thoughts, and the birth of a willingness to continue learning in order to get learning results (Astuti et al., 2022). According to (Slameto, 2010) Interest is interpreted as a push from the outside with a feeling of pleasure and positive traits that can elevate the quality of learning. Indicator of interest in learning (1) Feelings of pleasure, (2) Participation, (3) Attention, (4) Interest, (5) Passion.

Online learning according to Santika (Sundari et al., 2021) is a learning process with the internet networks as a bridge of interaction between lecturers and students so that the learning process can take place even in different place. Meanwhile, according to Allesandro in (Suriyanti, 2021) online learning is learning by involving technology as a medium with the internet network as the system. In practice, online learning certainly helps provide access to learning for everyone, and is considered effective in learning activities in higher education, but not all learning can be transferred to online learning.

The online learning process is not just about transferring materials, questions

and assignments to the internet media, but must be accompanied by careful planning, carried out in accordance with the plan, and evaluate it, it is the same as offline learning. (Yunitasari & Hanifah, 2020). The online learning process is expected to provide many opportunities for students to explore and expand their knowledge through various sources. Meanwhile, online learning indicators according to (Pohan, 2020) are (1) mastery of technology, (2) learning principles, (3) autonomy, (4) creativity, (5) independence, (6) increased knowledge, (7) students skills, (8) increased interest in learning.

The challenges that arise during online learning are due to the limited internet quota of students and the existing internet network, resulting in some students not fully participating in the learning. According to Anugrahana in (Sundari et al., 2021) one of the disadvantages of online learning is the lack of student involvement in the learning process. Meanwhile, according to Hamdani in (Sundari et al., 2021) the shortcomings of online learning are due to different internet networks in each region, this is what makes online learning hampered.

In accordance with the data obtained by researchers, only 90,2% of students actively participate in online lectures, and there are still 9,8% of students who are constrained by online learning. Researchers' findings from previous studies also vary. According to (Iqsan & Mardizal, 2021) that online learning affects learning interest. This result is different from the research findings of (Suriyanti, 2021) that there is not significant effect of online learning on learning interest.

Looking at the findings and the phenomenon of the existing research gap, it is hoped that this study will provide valuable insights and understanding of how online learning can increase students interest in learning. The presence of challenges in the online learning process must be accompanied by effective solutions and increase the effective interaction of student and lecture involvement during the learning process.

## METHODS

This research uses descriptive quantitative methods through a causality approach. According to (Ferdinand, 2014) the causality approach is used to establish cause and effect assumptions between research variables. In this study, the causal relationship between online learning and students interest in learning.

The research population of Darunnajah University students was 211 students who carried out online learning. Sample analysis using Slovin theory, so that the research sample was 68 students. The research data analysis technique uses SmartPLS software which is used as a structural equation analysis to test measurements by looking at the *outer model* and *inner model* (Ghozali, 2021).

The main data source is a questionnaire about online learning and student learning interest obtained directly from respondents. While supporting data in the form of the number of respondents, semester level and attendance level of online learning students and other supporting information.

## RESULTS AND DISCUSSION

Before statistical tests were carried out, the researcher provided the characteristic of student's respondents as illustrated in Table. 1.

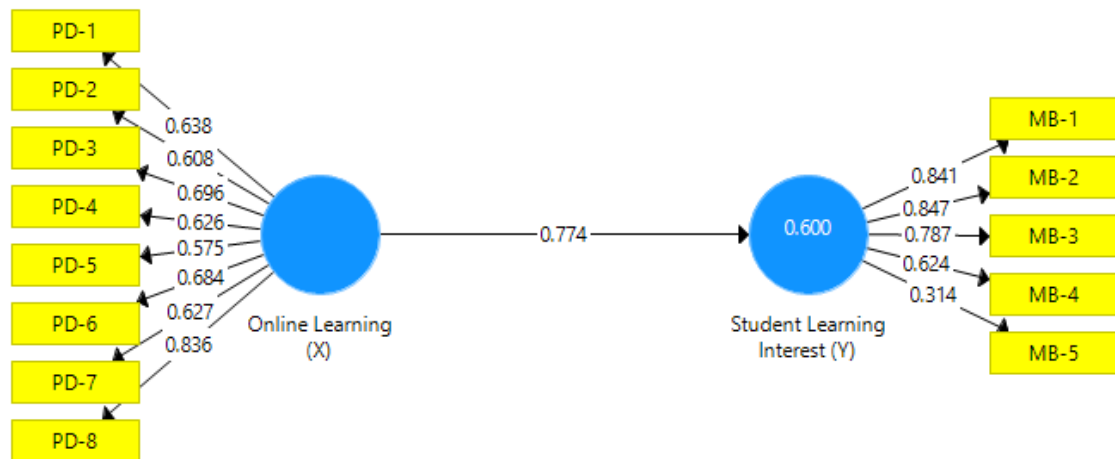
**Table 1. Characteristics of respondents**

Characteristics	Frequency	Percentage (%)
Gender		
Male	32	47,1%
Female	36	52,9%
Semester		
Semester 1	32	47,1%
3rd Semester	22	32,4%
5rd Semester	14	20,6%

Source: Research results 2024

Based on table 1, it can be illustrated that are more female respondents than male respondents, then from the characteristic of respondents from the semester level, it is still dominated by semester 1 with a percentage of 47.1%.

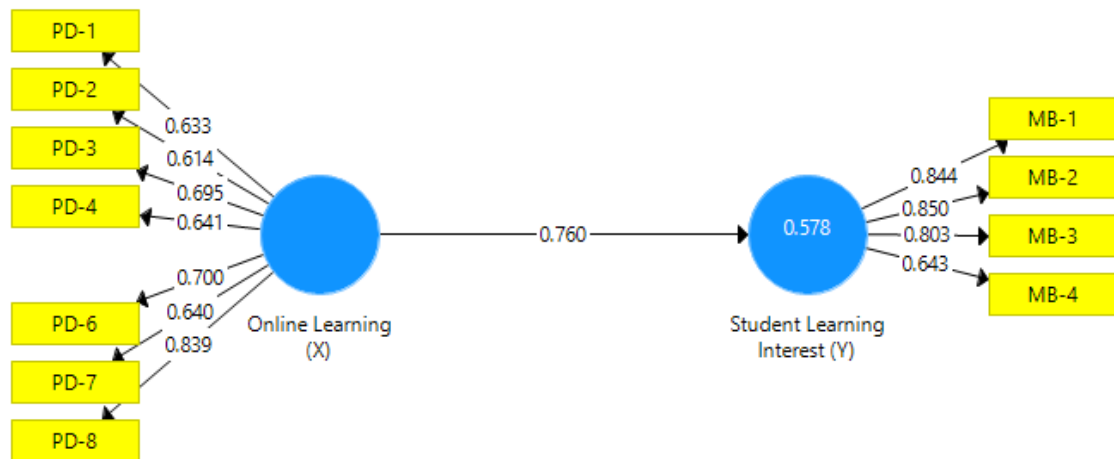
The results of factor loading testing, there are still two indicators below 0,600, so it is necessary to retest which later the overall indicator fulfils good *convergent validity*.



**Figure 1. First Factor Loading Test Results**

Source: SmartPLS data processing results in 2024

From Figure 1, there are still two indicators that have loading factors below 0.600, namely MB-5 and PD-5. The indicators is removed to be tasted again (*calculate*).



**Figure 2. Second Factor Loading Test Results**  
Source: SmartPLS data processing results in 2024

From figure 2, the factor loading value is above 0,600. Thus the indicator has fulfilled convergent validity. According to (Ghozali & Latan, 2015) the loading factor value above 0,600 is said to be suitable for further testing.

Validity and *reliability test*. To test whether a statement is valid of feasible, it can be seen from the cronbach's alpha and composite reliability values that have a value equal to or higher than 0,600.

**Table 2. Validity and Reliability test**

<i>Variables</i>	<i>Cronbach's Alpha</i>	<i>Composite Reliability</i>
Student Learning Interest (Y)	0,796	0,867
Online Learning (X)	0,808	0,859

Source: Research results 2024

Looking at table 2, the results of the *Cronbach's alpha* and *composite reliability* values already have a value above 0,700. According to (Ghozali & Latan, 2015) *Cornbach's alpha* and *composite reability* values above 0,700 can be said to be good and ready for further testing.

Model feasibility testing, testing using the *inner model* is seen from the R-Square. If the *R-Square* value of 0,25 is said to be weak, if the value of 0,50 is moderated, and the value 0f 0,75 is said to be strong.

**Table 3. R-Square**

<i>Variables</i>	<i>R-Square</i>
Student Learning Interest (Y)	0,578

Source: Research results 2024

Based on table 3, the student learning interest variable with an R-Square value of 0,578 is in the moderate category. This also means that students learning is

influenced by 57,8% by online learning variables. Meanwhile 42,2% is influenced by other variables that have not been studied.

**Table 4. Hypothesis Test**

<i>Variables</i>	<i>Original Sample</i>	<i>Sample Mean</i>	<i>Standar Deviations</i>	<i>T-Statistik</i>	<i>P Values</i>
Online Learning -> Student Learning Interest	0,760	0,773	0,054	14,006	0,000

Source: Research results 2024

Hypothesis test, form table 4 with a *t-statistic* value of 14,006 greater than the *t-table* 1,967 and a *P-value* Of 0,000 smaller than 0,05. So it can be concluded that the effect of online learning on student interest in learning has a positive and significant effect. This research is supported by previous research from (Iqsan & Mardizal, 2021) that online learning on learning interest has a positive and significant effect.

From the online learning indicator that have a large value (PD-8) of 0,839 which states that online learning will make students more happy to learn. This need to maintained and improved, so that the online learning process will still have an impact on students' enthusiasm to continue learning. While the lowest value is in (PD-2) with a value of 0,614 that students have not gained more experience while participating in online learning. This is an important note for lecturers in the online learning process, how strategies should be presented in the online learning process so that students will gain experience that students have not gained so far when learning is carried out.

Meanwhile, from the indicator of student learning interest, which has a large value (MB-2) whit a value of 0,850 that students actively participate in online learning, while the lowest value (MB-4) with a value of 0,643, that students are less active in recording important material in a notebook during the online learning process.

## CONCLUSIONS

1. Online learning has a positive and significant effect on students' interest in learning.
2. Online learning is able to influence students learning interest by 57,8%, while the other 42,2% can be influenced by other variables.
3. The online learning process should be conceptualized as interesting and effective as possible so that students will gain more understanding and experience during the learning process. Present effective two way communication in learning, also present a proportional question and answer room so that the problems faced by students can be resolved quickly and accurately.
4. Student interest in learning need to be improved, including students activeness in recording important points of the material taught, there needs to be an action to check student notes before the learning process is

completed every session.

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