

The Effect of E-Learning Implementation on Students' Learning Interests At SMK Negeri 1 Ratahan

Gilly Marlya Tiwow¹, Henny Nikolin Tambingon², Viktory Nicodemus Joufree Rotty³

¹Pendidikan Ekonomi, Universitas Negeri Manado

^{2,3} Universitas Negeri Manado

Email: gilly_tiwow@unima.ac.id¹, hennytambingon@unima.ac.id²
viktoryrotty@unima.ac.id³

Abstrak

Tujuan utama dari penelitian ini adalah untuk mengetahui Pengaruh Penggunaan E-Learning Terhadap Siswa di SMK Negeri 1 Ratahan. Variabel dalam penelitian ini terdiri dari dua variabel yaitu e-learning dan Minat belajar siswa. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMK Negeri I Ratahan yang berjumlah 42 siswa. Kami menggunakan seluruh anggota populasi sebagai sampel karena hanya ada 42 siswa. Pengumpulan data dilakukan dengan observasi dan survei. Survei dilakukan dengan kuesioner. Kuesioner dirancang dengan model likert. Penelitian ini menggunakan pendekatan kuantitatif untuk menganalisis data yang terkumpul. Untuk dapat meregresi data, kami menguji instrumen (item kuesioner) validitas dan reliabilitas, kemudian menguji data apakah berdistribusi normal atau tidak. Hasil penelitian menunjukkan bahwa penerapan media e-Learning pada pembelajaran siswa berdampak pada peningkatan minat belajar siswa. Hal ini terlihat pada hasil uji statistik tentang pengaruh penggunaan e-learning terhadap Minat Belajar siswa di SMK N 1 Ratahan.

Kata Kunci: *Media Pembelajaran, E-Learning, Minat Belajar*

Abstract

The main objective of this study is to determine the Effect of E-Learning Use on Students at SMK Negeri 1 Ratahan. The variables in this study consist of two variables, e-learning and Student's learning interest. The population in this study was all students of class X of SMK Negeri I Ratahan which amounted to 42 students. We use all of the population member as sampel because there are only 42 students. Data collected by observation and survey. The survey is conducted by questionnaires. The questionnaires are design in likert model. This study used quantitative approach to analyze the data collected. In order to be able to regress the data, we test the instruments (questionnaires item) for validity and reliability, and then test the data wheter distributed normally or not. Result shows that the implementation of e-Learning media on students learning has an impact on students' increased interest in learning. This can be seen in the results of statistical tests about the effect of the use of e-learning on students' Learning Interest at SMK N 1 Ratahan.

Keywords: *Learning Media, E-Learning, Interest In Learning*

INTRODUCTION

The development of technology results in changes in society. This change must be anticipated so that the good can be put to good use. The use of technology is basically to facilitate and improve human quality. But there are also parties who do not want to accept the changes that occur due to technological developments

Technology is getting more and more sophisticated every day, starting from the development of means of transportation to communication, all develop in such a way. Meanwhile, the development in communication is the use of communication tools in the form of telephones, and then it becomes a mobile phone that aims to make

it easier for humans to communicate and bring relationships and distances closer, but this is still considered lacking because it is only able to be used by people who know each other and are related.

The above also has an impact on the teaching and learning mechanism. Electronic learning (e-learning) is one of the technological developments that has a significant impact on the world of education. From day to day more and more universities are developing e-learning in fulfilling their learning process. Although many sources say that Indonesia is still lagging behind other countries in terms of utilizing the digital world for education, the development of e-learning has also been widely practiced in Indonesia

The Internet is one of the results of the latest revolution in industry. Internet stands for *Interconnected Networking*. Social Media is an interface in internet systems that allows interaction, data sharing on massive amount to its users. Social media, allows students to become less organized with the environment. This is quite worrying for the development of the social life of the learners (students). Those who are supposed to learn socialization with the environment actually spend more time surfing in cyberspace with friends in their social networking community, who on average discuss something unimportant. As a result, students' interaction ability decreased because they were only busy playing cellphones with people who were netted on social media.

Social networking sites on the internet have various types and forms, but the most known and loved by teenagers today are *Facebook, Twitter, Instagram, WA (WhatsApp), BBM* and so on. Among students Social Media is in great demand, it can be seen from the enthusiasm of those who very often use this social network to communicate with their friends. Sometimes even until someone forgets the time if they have played with this one social network. This, of course, can have an impact on these students. For example, for those who forget the time if they are addicted to social media in which there are *Facebook, Instagram, BBM, WA (WhatsApp)*, this of course can waste their time. The time that should be used for learning, instead used to play in cyberspace directly, this will result in a decrease in the achievements of the teenager (Arifin, 2009: 9).

Social media is mostly used as a communication tool for students, but it is not uncommon for communication to be done is something that is not very important and makes it easy for them to have many friends, because social media is connected to the rest of the world. But it is not uncommon for students to spend a whole day just to be active on social media, so being active on social media is more important than having to study which they find boring. The existence of the internet and social media is mostly used by students and even minors have social media accounts. So that the existence of social media has an influence in the world of education. The worst impact in the world of education that may result from Social Media sites or social networks is the beginning of a decrease in student interest and learning achievement.

Interest in Learning is one of the important things that must be possessed by students, where interest is an important thing to determine student learning outcomes. The word interest is etymologically derived from the English "interest" which means liking, attention (inclination of the heart to something), desire. So in the learning process students must have an interest or preference to participate in learning activities that take place, because the presence of interest will encourage students to show their attention, activities and participation in participating in the ongoing learning.

According to Ahmadi (2009:148) Interest is the attitude of a person's soul including the three functions of his soul (cognition, conation, and emotion), which are fixed on something and in that connection a strong emotional element. According to Slameto (2003:180), interest is a fixed tendency to pay attention to and reminisce about some activities. Meanwhile, according to Djaali (2008: 121) interest is a sense of preference and a sense of interest in something or activity, without anyone telling. Whereas according to Crow & Crow (in Djaali, 2008:121) says that interest is related to a style of movement that encourages a person to face or deal with people, objects, activities, experiences stimulated by the activity itself. From some of the opinions of experts above, it can be

concluded that the notion of interest is a sense of interest, attention, more desire that a person has for something, without any encouragement. Interest is a sense of interest, attention, more desire that a person has for something, without any encouragement. This interest will settle and develop in him to gain support from his environment in the form of experience. Experience will be gained by interacting with the outside world, both through practice and learning. And the factor that gives rise to interest in learning in this regard is the impulse from within the individual. Social motive impulses and emotional impulses. Thus it is concluded that the notion of interest in learning is the tendency of the individual to have a sense of pleasure without any coercion so that it can cause alterations in knowledge, skills and behavior .

The interest in learning students in SMK Negeri 1 Ratahan still needs to be improved, this can be seen from the fact that there are still students who are passive in learning, not enthusiastic and bored, because the learning so far that has occurred is still face-to-face in class, has not been carried out online outside the classroom, the existence of social media sites will affect students' interest in learning, whether it is in the form of negative or positive things, the lack of attention of students about the ongoing teaching and learning activities in the classroom. Of the 42 students, 15 of them did not pay attention to teaching and learning activities in the classroom, for example, did not pay attention when the teacher was groaning in front of him or other students disturbed his friends when teaching and learning activities take place. Therefore, to increase students' interest, we implement e-learning. By impelmenting e-learning, hopefully the learning process become more interesting.

Then with teaching media can overcome the obstacles that occur in the learning process, besides that the existence of teaching media can stimulate students' creativity, feelings, attention, and interest in learning to be active in learning so that the learning process can run more effectively and efficiently to achieve the intended target.

According to Walgito (2010:185) "*learning is a change in behavior that results in a change in behavior or performance*". According to Whittaker, (in Djamarah, 2011:12), learning is a process by which behavior can be transformed or changed through practice or experience. Similarly, according to Djamarah (2011:13) learning is a series of activities of the body and soul in order to obtain changes in one's behavior as an outcome of the experience of the individual in interaction with his environment. The experience include cognitive aspect, affective and psychomotor". Similarly, according to Khodijah (2014::50) learning allows a person to gain and form new competencies, skills, and attitudes that involve the internal mental processes. This will result in behavior improvement and are permanent. Thus, we can conclude that the objective of learning is to change the learner in the form of knowledge, skills and behavior as a result of interaction with environment.

In general, e-learning can be interpreted as an instruction process using electronic equipment / devices in making, developing, delivering, making judgments and simplifying the learning process teaching. Learnings the center of learning and is carried out interactively anytime and anywhere. In a certain point of view e-learning is the result of the conversion of printed material to be managed and accessed through a browser, along with interconnected parts. In fact, many parties have tried to overcome the shortcomings of e-learning in terms of interaction by developing media in e-learning. The development of e-learning has a significant impact on the development of the world of education. Preliminary observations found that not all e-learning has a significant impact. Even many failed halfway through. (Tafiardi, 2005) In line with that, Onno W. Purbo (in Amin, 2004) explained that the term "e" in e-learning is any technology used to support teaching efforts through internet electronic technology. The Internet, satellites, audio/video tape, interactive TV, and CD-ROMs are some of the electronic media used. Teaching can be delivered at the same time (*synchronously*) or at different times (*asynchronously*). More briefly, William Horton stated that (in Sembel, 2004) e-learning is a web-based learning activity (which can be accessed from the internet). Not much different from that Brown, 2000 and Feasey, 2001

(in Siahaan, 2002) simply said that e-learning is a learning activity that utilizes the network (internet, LAN, WAN) as a method of delivery, interaction, and facilities supported by various other forms of learning services.

Electronic Learning (E. Learning) is essentially learning or learning through the use of computer technology or the internet. Such learning technologies can also be called web-based learning (*Web Based Instuction*) (Sa'ud, 2011:181).

Different learning interests, according to shah (2003:132) distinguish them into three kinds, namely:

- 1) Internal factors. Internal Factors are factors from within the student which includes two aspects, namely:
 - a) Physiological aspects of physical condition and muscle tension (tone) that mark the level of fitness of the student's body, this can affect the enthusiasm and intensity of students in learning.
 - b) Psychological aspects psychological aspects are aspects of the student's inner self which consist of, intelligence, student talents, student attitudes, student interests, student motivation.
- 2) Students' External Factors. External factors consist of two kinds, namely social environmental factors and nonsocial environmental factors.
 1. Social Environment The social environment consists of schools, families, communities and classmates
 2. Nonsocial Environment The social environment consists of the school building and its location, subject matter factors, study time, the state of the residential house, learning tools.

3) Learning Approach Factors

Factors of the learning approach are all the methods or strategies used by students in supporting the effectiveness and efficiency of the process of learning certain materials.

This Research specifically tries to prove the impact of e-learning implementation on Students' learning interest. this research hopefully can benefit the improvement of educational media useage and give some insight to teachers and student on how e-learning can affectg the learning interest.

METHODS

Sujarweni (2014: 76) Research Instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense that they are more careful, complete and systematic so that they are easier to process. Variations in the types of research instruments are questionnaires, checks (check-lists), or checklists, interview guidelines, arikunto observation guidelines in Sujarweni (2014: 76). In the research instrument there are variables, subvariables, and indicators. The variables used in this study are variables that cannot be measured directly (latent variables) namely:

- a. Independent Variables (X) namely: E-learning
- b. Dependent Variables (Y) namely: Learning Interest

The population in this study was all students of class X (2 classes) of SMK Negeri I Ratahan which amounted to 42 students. Sampels were determined using all of the population regarding there are only small number of them.

Data collected by questionairres using likert model. Six questions to measure learning interest and 4 questions to measure implementation of e-learning.

Data analysis is an activity after data from all respondents or other data sources are collected. In this study, quantitative analysis was performed with a simple linear regression analysis. One of the assumptions that must be met in regression analysis is that the data follows a normal distribution, so before data analysis is carried out, it is necessary to test the normality of the data on each variable, namely the variable E. Learning (X) and the Variable Interest in Learning (Y). For the criteria of Kolmogorov-Smirnov we can see with the following conditions: if Asymp

Sig. (p-value) > α 0.05 then it can be declared normal distribution data, while if Asymp sig. (p-value) < α 0.05 then it can be declared that the data is not normally distributed.

An instrument is said to be valid if it is able to measure what is desired and can reveal data from the variables studied precisely. Validity tests are carried out to test the accuracy of each item in measuring its instruments. This test is performed by correlating the score of the statement item with its total score.

Reliability Test is used to determine how high an instrument is trustworthy or reliable, meaning that reliability concerns the accuracy of the measuring instrument. If the same instrument is measured many times with the same measuring instrument, the results obtained are also the same, then the instrument in question has a high degree of reliability (Mustafa, 2009: 224). Reliability tests are carried out to test the level of accuracy that is constant and accurate or not. A reliable questionnaire means being able to reveal reliable data. The reliability coefficient indicates the quality of the entire process of collecting data on a study.

A questionnaire is said to be reliable or cannot be seen from its Cronbach Alpha value, if the calculation results show a number \geq 0.60 then it can be concluded that the instrument in question is declared reliable (Sekaran in Mustafa, 2009: 226). The reliability test of this research variable was carried out using the help of SPSS software data processing tools.

After data are valid and reliable regression can be conducted. The main objective in regression analysis is to suspect that the regression function of the population is based on the regression function of the sample as precisely as possible. Regression equations are used to predict the form of influence of the use of e-learning digital simulation subjects on students' learning interests. The formula used is $Y = a + bX_i$.

RESULT AND DISCUSSION

The research instruments must be valid and reliable. Validity test shows that:

Table 1. validity test of e-learning

No	r	r-table	result
1	0.723	0.297	VALID
2	0.715	0.297	VALID
3	0.640	0.297	VALID
4	0.615	0.297	VALID
5	0.656	0.297	VALID
6	0.677	0.297	VALID

Validity table above shows that all the item of variable e-learning are valid, seen from r value greater than the value of r-table. Therefore the instruments are valid.

Table 2 validity test of learning interest

No	r	r-table	result
1	0.698	0.297	VALID
2	0.705	0.297	VALID
3	0.635	0.297	VALID
4	0.644	0.297	VALID

Validity table above shows that all the item of variable learning interest are valid, seen from r value greater than the value of r-table. Therefore the instruments are valid.

Reliability test shows that:

Table 3. reliability test

variable	Alpha cronbach	criteria	result
e-learning	0.711	0.60	RELIABLE
Learning interest	0.735	0.60	RELIABLE

The table shows reliability test of variable e-learning and learning interest. The value of alpha cronbach respectively 0.711 and 0.735 and greater than minimum commonly accepted criteria of 0.60. therefore both e-learning and learning interest are valid.

One of the assumptions that must be met in regression analysis is that the data follows a normal distribution, so before data analysis is carried out, it is necessary to test the normality of the data on each variable, namely the variable E. Learning (X) and the Variable Interest in Learning (Y). For the criteria of Kolmogorov Smirnov we can see with the following conditions: if Asymp Sig. (p-value) > α 0.05 then it can be declared normal distribution data, while if Asymp sig. (p-value) < α 0.05 then it can be declared that the data is not normally distributed.

The normality test using Kolmogorov Smirnov's value for the variable E. Learning (X) and students' learning interest, obtained p-value (asymp. Sig) of 0.985, since the p-value is greater than 0.05, then the data is normally distributed. Thus, based on the results of Kolmogorov Smirnov's statistical test on the variable E. Learning (X) and the Variable Interest in Learning (Y), we know that the data of both variables are normally distributed, thereby meeting the requirements for data testing through simple linear regression.

After the instruments are valid and reliable, data are normally distributed, we can regress the data. Using simple regression technique result as follows:

Table 4. Simple regression result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
			Std. Error	Beta		
1	(Constant)	41.816	1.950		5.979	.000
	e-learning	0.370	.074	.303	2.794	.007

a. Dependent Variable: learning interest

Based on the results of a simple regression analysis using SPSS, the regression was obtained as follows: $Y = 41.816 + 0.370X$. The coefficient b is called the regression direction coefficient and expresses the mean of the variable Y for each change of variable X by a unit. This change is an increase if b is marked positive and a decrease if b is marked negative. So that a constant of 41.816 was obtained stating that if there is no E. Learning value, the Learning interest value is 41.816 and the regression coefficient E. Learning of 0.370 states that every addition of 1 E. Learning value, then the student's learning interest result increases by 0.370.

Coefficient of Determination testing is a coefficient that shows how much a dependent variable can be explained by an independent variable in a simple regression model. Analysis results r^2 The coefficient of determination between the variable E. Learning (X) and the Variable Interest in Learning (Y) is 0.289 or 28.90%. This shows that E. Learning has an influence of 28.90% of students' Learning Interest.

The significance of the regression equation obtained can be tested by variance analysis for regression or t-test. Based on the results of a simple linear regression test, a calculated value of 2.794 with a significance level of 0.007 with a t-table of 1.66 was obtained. This means that these results have a very positive score from the students of SMK Negeri Ratahan. So it can be decided that the research hypothesis (H1) which states "There is an

influence on the use of E-learning on Students' Learning Interest in SMK Negeri Ratahan ", was accepted. Then the H1 hypothesis is acceptable, and the H0 hypothesis is rejected.

DISCUSSION

Interest is a constant tendency to pay attention to and reminisce about some activity. Activities that a person is interested in, are paid attention to constantly which are accompanied by a sense of pleasure, while interest is always followed by a feeling of pleasure and from it is obtained satisfaction. According to the great dictionary of Indonesian, interest is a high inclination and excitement or a great desire for something. If there are students who are not interested in learning, it can be tried so that they have an interest in learning the subject matter provided by the teacher.

Students' interest in learning in SMK Negeri 1 Ratahan is still somewhat lacking, this can be seen from the fact that there are still students who are passive in learning, not enthusiastic and bored, because the learning so far that has occurred is still face-to-face in class, has not been carried out online outside the classroom, therefore researchers apply learning using e-learning so that students become interested in learning which can happen where and when only without the limitations of time and space and can take advantage of the media that is a source of learning from students. Media consists of objects, computers, audio media, visual media, and audio-visual media. The role of teaching media in the learning process as a distribution of information in the form of learning materials that can be packaged and presented concretely, clearly, interestingly, and meticulously in various forms of messages, for example in the form of slides, animations, images, films, audio, video, and so on.

Then with teaching media can overcome the obstacles that occur in the learning process, besides that the existence of teaching media can stimulate students' thoughts, feelings, attention, and interest in learning to be active in learning so that the learning process can run more effectively and efficiently to achieve the intended target.

The choice of learning using e-learning media, it is hoped that learning using e-Learning media in subjects has an impact on students' interest in learning which increases so that they become motivated in learning and can understand the implementation of learning using e-learning media in subjects.

The results showed that e-Learning media in subjects had an impact on students' increased interest in learning. This can be seen in the results of statistical tests on the effect of the use of E. Learning on the Learning Interest of students at SMK N 1 Ratahan where the coefficient of determination between the variables E. Learning on student learning interest is 0.289 or 28.90%. This shows that E Learning has an influence of 28.90% on students' interest in learning.

Similarly, the significance test means that from the test results in table 4 above, the significance of the regression equation obtained can be tested by variance analysis for regression or t-test. Based on the results of a simple linear regression test, a calculated value of 2.794 with a significance level of 0.007 with a t-table of 1.66 was obtained. So it can be decided that the research hypothesis "There is an influence on the use of E-learning on Students' Learning Interest in SMK Negeri Ratahan ", was accepted.

CONCLUSION

The results showed that the implementation of e-Learning media had an impact on students' increasing interest in learning. This can be seen in the results of statistical tests on the effect of the use of e-learning on students' Learning Interest at SMK N 1 Ratahan where the coefficient of determination between the variables e-learning on student learning interest is 0.289 or 28.90%. This shows that E. Learning has an influence of 28.90% on students' interest in learning.

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