

The effect of e-learning through the Learning Management System (LMS) on students' learning motivation in the covid-19 pandemic era at the faculty of social and political sciences Universitas Komputer Indonesia

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Abstract. Purpose of this study to analyze in depth extent theof influence of Learning E-Learning through Learning Management System (LMS) to the Student Learning Motivation Faculty of Social and Political Sciences University ComputerIndonesia. The research uses quantitative research methods with data collection techniques with survey methods. Researchers distributed questionnaires to 93 respondents from 1,227 active student populations of the Faculty of Social and Political Sciences, Unikom. Sampling technique using Random Sampling The results of the study of the indicators of Planning on Learning Motivation with sufficient correlation, significance and accepted hypothesis. Implementation Indicators on Learning Motivation with strong correlation, significance and accepted hypothesis. The magnitude of the effect of the evaluation indicators on learning motivation with a strong correlation, significance and the hypothesis is accepted. The effect of E-Learning on Intrinsic Motivation with a strong correlation, significance and accepted hypothesis. The effect of E-Learning Learning on Extrinsic Motivation with sufficient, significant correlation and the hypothesis is accepted. The effect of E-Learning Learning variables on Learning Motivation with a strong correlation, significance and accepted hypothesis. Conclusion, The effect of E-Learning Learning through the Learning Management System (LMS) on Student Learning Motivation of the Faculty of Social and Political Sciences, Unikom has a strong, positive and significant effect. Suggestions, for Unikom Faculty of Social and Political Sciences students to be able to increase their Learning Motivation when using the Learning Management System (LMS) in the midst of the Covid-19 Pandemic in order to achieve learning goals.

Keywords: E-Learning, Motivation, Students, Learning Management System (LMS).

1. Introduction

1.1 Research Objectives

The purpose of this research is to find out, answer and explain about the Effect of E-Learning Learning through the Learning Management System (LMS) on Student Learning Motivation in the Middle of the Covid-19 Pandemic at the Faculty of Social and Political Sciences, Indonesian Computer University. The objectives of the research to be proposed are as follows:

1. To find out about E-Learning Learning Planning through the Learning Management System (LMS) on Student Learning Motivation in the Middle of the Covid-19 Pandemic at the Faculty of Social and Political Sciences, Indonesian Computer University.
2. To find out the implementation of E-Learning Learning through the Learning Management System (LMS) on Student Learning Motivation in the Middle of the Covid-19 Pandemic at the Faculty of Social and Political Sciences, Indonesian Computer University.
3. To find out the evaluation of E-Learning Learning through the Learning Management System (LMS) on Student Learning Motivation in the Middle of the Covid-19 Pandemic at the Faculty of Social and Political Sciences, Indonesian Computer University.
4. To determine the effect of e-learning through the learning management system (LMS) on students' intrinsic motivation in the midst of the Covid-19 pandemic at the Faculty of Social and Political Sciences, Indonesian Computer University
5. To Find Out the Effect of E-Learning Learning Through the Learning Management System (LMS) on Students' Intrinsic Motivation Amid the Covid-19 Pandemic at the Faculty of Social and Political Sciences, Indonesian Computer University

The results of this study are expected to be used as a reference for further research so that it can support developments in the field of communication science and add insight and reference knowledge about the Effect of E-Learning Learning Through Learning Management Systems (LMS) on Student Learning Motivation Amid the Covid-19 Pandemic at the Faculty Social and Political Sciences, Indonesian Computer University.

1.2. Literatures

The learning process which is basically based on electronics and technology is called E-Learning Learning. In the use of E-Learning learning, the device used must be connected to the internet network to access the learning media. The presentation of E-Learning learning is digital and web-based so that it becomes more interactive and efficient in using it, teachers can innovate in providing learning or the material.

E-Learning learning helps the work of lecturers/teachers to provide teaching materials and can save the previously given learning busses, which can be accessed at any time by students.

The implementation of this learning method does not require a room or place like in a conventional classroom (offline) and does not have to meet in person. That way E-Learning Learning can shorten the distance between teachers (lecturers) and students (students) even though it is carried out remotely. E-Learning learning helps and facilitates all the needs of lecturers and students in carrying out lectures, especially in the midst of the current Covid-19 pandemic.

Motivation comes from the word "motive" which has the meaning as a driving force to carry out certain activities in order to achieve a goal that has been previously determined by the individual. Motivation will arise at certain times, especially when the need to achieve the goal is very urgent.

The overall driving force or motivation that exists within a person creates a desire to carry out learning activities and which gives direction to learning activities, so that the goals desired by individuals can be achieved. If someone does not have motivation then he will fail in the learning process, on the contrary if someone has good motivation then learning outcomes will be optimal in accordance with his wishes and goals. So that students must continue to be stimulated to create motivation to learn within themselves. Motivation can develop passion, a strong drive and enthusiasm to carry out learning. A student who has high motivation will have a lot of energy and encouragement to carry out learning, such as doing assignments and studying hard.

Based on the results of research that has been carried out on the application of online learning systems, it shows that:

1. Use of Youtube Channel by Trainer Dj Arie School Bandung, Public Speaking Training in its Use through the E-Learning Process which consists of Planning, Implementation, and Evaluation, these three things become electronic learning media through the YouTube Channel. Recommendations from this research DJ Arie School are expected to have content that provides simulations that can be directly applied by viewers of their YouTube Channel, as an application for public speaking. (Aldi Salman R, NIM. 41816134, Indonesian Computer University, 2020)
2. The Effectiveness of the E-Learning System Learning Model to Improve Student Learning Outcomes and Student Motivation at Sma Negeri 2 Kluet Utara, South Aceh Regency, the results show that using the E-Learning learning model can improve student learning outcomes and learning motivation. (Almadani, NIM. 150212046, Ar-Raniry Darussalam State Islamic University, 2020).
3. Utilization of E-Learning Through the Zoom Cloud Meeting Application In the Study Program in Communication Science, the E-learning process which consists of Planning, Implementation, and Evaluation, these three things become electronic learning media through Zoom Cloud Meetings. Therefore, the Planning, Implementation and Evaluation process will be a continuous and better process for lecturers and students to

achieve the target in carrying out E-Learning lectures. (Tine A. Wulandari and Radisya Eka Putri H, Indonesian Computer University, 2020).

In this research, the independent variable that influences is E-Learning Learning, while the dependent variable that is influenced is Learning Motivation.

1. E-Learning Learning Variables

The theory that is supported in this research and considered by the researcher as relevant to Variable X, namely E-Learning Learning is the E-Learning Theory proposed by Saud. The elements contained in this theory are:

a. Planning

Planning basically contains a description of the material or teaching materials that have been provided by the lecturer, the learning methods that will be taught by the lecturer, tools and media in carrying out learning and preparations made by students before learning takes place.

b. Implementation

Implementation becomes part of implementing and realizing the plans that have been previously prepared in the Planning to be made into real form. In this case, the lecturer will apply the plans that have been conceptualized previously to the students, then the students will implement it through the E-Learning Learning media, namely the Learning Management System (LMS).

c. Evaluation

E-Learning learning takes place, the function of evaluation activities to find out the results can be varied and to measure the extent to which the objectives of the learning have been achieved or not. Starting from taking exams, quizzes to giving assignments, is one way of evaluating existing in E-Learning learning. This is also a reference for lecturers and students to increase motivation in learning, and lecturers can help to increase student learning motivation.

2. Learning Motivation Variables

The next theory in this study which is considered by the researcher as a theory relevant to the Y variable is the Learning Motivation theory proposed by Hamzah B. Uno. the elements are:

A. Intrinsic Motivation

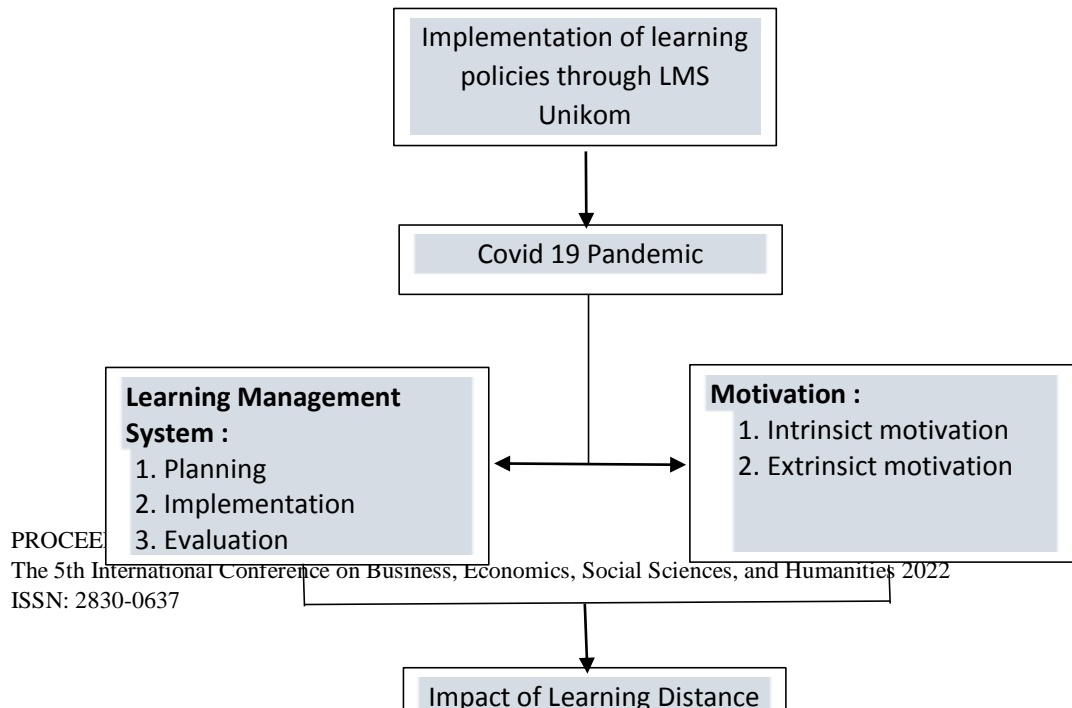
Intrinsic motivation is the motives that become active or function do not require stimulation from outside the individual, because essentially every individual has the urge to take an action. So that in order to achieve the goals of the E-Learning learning process, it must have encouragement from within the individual.

B. Extrinsic Motivation

Motivation that comes from outside the individual can also be called Extrinsic Motivation which can be related to learning activities. Extrinsic motivation is important in learning activities, because not all learning materials are in accordance with student needs. Therefore this motivation can come from lecturers, friends, and family, as well as the environment that will trigger and encourage individuals to have a desire to learn.

Figure 1.

Research Framework



1.3 Hypothesis

The main hypothesis of the research that the researcher examines is the relationship of variable X to Variable Y:

E-Learning Learning (Variable X) – Learning Motivation (Variable Y)

H_a = There is an Influence Between E-Learning Learning Through the Learning Management System (LMS) on Student Learning Motivation in the Middle of the Covid-19 Pandemic at the Faculty of Social and Political Sciences, Indonesian Computer University.

H_0 = There is no Influence Between E-Learning Learning Through the Learning Management System (LMS) on Student Learning Motivation in the Middle of the Covid-19 Pandemic at the Faculty of Social and Political Sciences, Indonesian Computer University.

2. Research Methods

The method used in this research is a quantitative approach with the Positivism Paradigm. The research method is survey method and descriptive analysis. The population in this study was 1,227 active students in the 2020/2021 academic year, Faculty of Social and Political Sciences, Indonesian Computer University. This population is taken from three study programs, namely, Communication Science, Government Science and International Relations. According to calculations using the Slovin formula, the results obtained were 93 students.

3. RESULTS AND DISCUSSION

In the previous chapters and sub-chapters, researchers have described theories, thoughts, frameworks and literature studies. So, in this discussion, the researcher will describe the results of the research that has been tested by the researcher, then an analysis will be carried out and see how the effects of the E-Learning Learning Variables on Learning Motivation will be carried out.

This research will be summarized in the form of a summary table of data analysis of influence, in order to make it easier for readers to see the outline of the influence of Variable X on Variable Y, as follows:

A. The Influence of E-Learning Learning Variable Indicators (X) on Learning Motivation (Y)

1. Analysis of the Effect of Planning (X_1) on Learning Motivation (Y)

The researcher will re-elaborate to make it easier for readers about the results of statistical testing between the Planning indicator (X_1) and the Learning Motivation variable (X_1). The correlation between planning and learning motivation has a value of 0.446 (enough), an influential value of 19.8 and the results of hypothesis testing with t test obtained $t_{count} > t_{table}$ which is 4,754 greater than 1,986 so that H_0 is rejected and H_1 is accepted.

The Planning Variable (X_1) has the smallest effect on the Learning Motivation Variable compared to the other X variable indicators with a value of 19.8%. It can be concluded by the researcher that in the concept of E-Learning Learning, planning is something that the majority of respondents miss, where without planning students as respondents can carry out E-Learning learning well. In this case the Planning Indicator is enough to influence how students do planning in implementing E-Learning learning using the Learning Management System (LMS).

2. Analysis of the Effect of Implementation X_2) on Learning Motivation (Y)

The researcher will describe the results of statistical testing between the Implementation (X_2) of the Learning Motivation Variable (Y) to make it easier for the reader. The results of testing the influence between the implementation indicators (X_2) on the learning motivation variable (Y) have a strong correlation value of 0.530, the influence value is 28% and the results of hypothesis testing can be concluded as follows. The results of hypothesis testing with t-test obtained $t\text{-count} > t\text{-table}$ which is 6,000 more than 1,986 so that H_0 is rejected and H_1 is accepted.

The purpose of the implementation is to carry out something that was previously planned, namely E-Learning learning through the Learning Management System (LMS). From the results of testing the data from the questionnaire, it was obtained that the students as respondents succeeded in implementing the E-Learning learning through LMS well. When the Implementation of E-Learning Learning runs effectively, there is a strong Learning Motivation, because if students have a strong Learning Motivation then E-Learning learning implemented through LMS runs effectively.

The researcher concludes that Variable X_2 shows good results for students and has a big influence in achieving Learning Motivation, this illustrates how FISIP Unikom students provide good statements in indicators of E-Learning learning implementation.

3. Analysis of the Effect of Evaluation (X_3) on Learning Motivation (Y)

The third analysis is between the indicators of the Evaluation Variable (X_3) and the Learning Motivation Variable (Y). The results of testing the influence between the Evaluation indicators (X_3) on the Learning Motivation Variable (Y) have a strong correlation value of 0.563, the influence value of 31.6%, and the results of hypothesis testing can be concluded as follows.

The results of hypothesis testing with t-test obtained t-count $>$ t-table which is 6,498 greater than 1,986 so that H_0 is rejected and H_1 is accepted.

Researchers review the existence of learning motivation felt by students by how students can evaluate the results of E-Learning learning through LMS which we can see from the influence of the strong X3 indicator on Learning Motivation. One very important component in E-Learning learning is evaluation. Because with the evaluation, LMS users can find out the results of the planning and implementation that have been done previously. Because E-Learning learning has many advantages and disadvantages, this can affect students' learning motivation variables, especially in the midst of the Covid-19 pandemic. Students of the Faculty of Social and Political Sciences, Unikom, in implementing the Evaluation component in the implementation of E-Learning learning through the Learning Management System (LMS) are affected by the high Learning Motivation component. Because students can carry out E-Learning learning and make good use of LMS facilities.

The researcher concludes that, Variable X3 shows positive results in the eyes of students and has a big influence in achieving E-Learning learning, this illustrates how students give a positive impression when carrying out E-Learning learning through the Learning Management System (LMS).

B. Analysis of the Effect of E-Learning Learning Variables (X) on each indicator of Learning Motivation Variable (Y)

1. Analysis of the Effect of E-Learning Learning (X) on Intrinsic Motivation (Y1)

To make it easier for readers, the researcher re-describes the test results from the Effect of E-Learning Learning (X) on Intrinsic Motivation (Y1). The magnitude of the effect of E-Learning Learning (X) on Intrinsic Motivation is 0.519 (Strong), the value of the influence is 26.9% and the results of hypothesis testing with t-test are obtained t-count $>$ t-table, namely $5.792 > 1.986$ so that H_0 is rejected and H_1 is accepted.

Sadirman, stated that intrinsic motivation is a motive that becomes active or its functioning does not need to be stimulated from outside the individual, because basically in humans there is an urge to do something (Sadirman, 2016: 89). Therefore, in carrying out E-Learning Learning through the Learning Management System (LMS), FISIP Unikom students have good intrinsic motivation, this can be seen in the answers to student questionnaires as respondents. Where, students have encouragement and have goals in implementing E-Learning Learning through LMS, so students find ways to achieve these goals.

This makes students have the urge to be able to achieve learning goals, such as achieving satisfactory grades, collecting assignments, getting lecture material and so on. Students can understand the material/tasks/questions that have been given by the lecturer through the LMS, in addition through the Learning Management System (LMS) it can make it easier for students to collect assignments and take quizzes/exams. By using LMS as well, students have the urge to increase their potential in using technology. The researcher concludes that, the effect of E-Learning on Intrinsic Motivation with a strong correlation value, the influence between the two indicators is good.

2. Analysis of the Effect of E-Learning Learning (X) on Extrinsic Motivation (Y2)

The results of data processing using IBM SPSS V.22 regarding the results of the E-Learning Learning test (X) on Extrinsic Motivation (Y2). In the Extrinsic Motivation indicator, it is known that the magnitude of the effect of E-Learning Learning (X) is 0.498 (Enough), the value of the effect is 24.8% and the results of hypothesis testing with t test are obtained $t\text{-count} > t\text{-table}$, namely $5,450 > 1,986$ until H_0 is rejected and H_1 is accepted.

Researchers review how the influence between E-Learning Learning can affect Extrinsic Motivation is because in the E-Learning learning process through LMS students have a desire to carry out learning, because one of the E-Learning Learning media that can facilitate and improve Student Extrinsic Motivation is the Learning Management System. (LMS) although the correlation value is Sufficient.

In this research and test results, the effect of E-Learning on Extrinsic Motivation has the lowest effect compared to the previous indicators. According to the researcher's analysis, this happens because of several considerations that make UNIKOM students have and build sufficient extrinsic motivation in carrying out E-Learning Learning through LMS where FISIP Unikom students certainly have many differences that make various answers to questionnaires, ranging from age, gender, Year Force, Learning Environment Situation, psychology and others. This can happen because, during the implementation of E-Learning Learning in the midst of the Covid-19 pandemic, students have different backgrounds which are the main factors that their Extrinsic Motivation can increase or decrease. This is a challenge for FISIP Unikom lecturers, as teachers to be able to improve Student Extrinsic Motivation by conveying or providing better learning to UNIKOM FISIP students through LMS.

This difference can occur when FISIP Unikom students have limitations in implementing E-Learning Learning through LMS, such as lack of Extrinsic Motivation or encouragement in carrying out learning through LMS, the internet network is less stable. So that this can have an impact on Extrinsic Motivation in implementing E-Learning Learning can decrease.

The researcher concludes that the effect of learning on Extrinsic Motivation even though it has a correlation value only reaches a value of Enough and not as big as the previous indicator. The researcher considers that FISIP Unikom students have good extrinsic motivation in implementing LMS E-Learning Learning because even though they have several obstacles, FISIP students Unikom is still trying to build Extrinsic Motivation in implementing E-Learning Learning through LMS seen from the influence of 24.8%.

C. Analysis of the Effect of E-Learning Learning (X) on Learning Motivation (Y)

To make it easier for readers, the researcher will describe the results of data processing from E-Learning Learning (X) on Learning Motivation (Y). In the Learning Motivation Variable (Y) it is known that the magnitude of the effect of E-Learning Learning (X) is 0.593 (Strong), the value of the effect is 35.1% and the results of hypothesis testing with t-test obtained $t\text{-count} > t\text{-table}$ that is $7.017 > 1.986$ so that H_0 is rejected and H_1 is accepted.

From the data above, it shows that the E-Learning Learning Variable has a significant influence on the Learning Motivation Variable. Because there is a positive and significant effect of E-Learning Learning on Student Learning Motivation at FISIP Unikom. The application of E-Learning Learning through LMS is expected to be a solution in increasing student learning motivation, especially in the midst of the Covid-19 pandemic. This can be seen from the results of student questionnaire data that had been distributed previously, where students stated that "E-Learning learning through LMS, helped me to increase motivation to learn in the midst of the Covid-19 pandemic", as many as 35 or 38% of respondents stated Strongly Agree and as many as 55 or 59% of respondents agree. This means that the majority of FISIP Unikom students view that learning motivation is one of the most important things. E-Learning learning is said to be successful if students have high learning motivation, and vice versa E-Learning learning will fail when an individual lacks motivation in himself.

E-Learning learning through LMS, provides an opportunity for students to manage control over their learning success, this means that students and lecturers are given the freedom to determine when to start and finish and choose the part in a module or task that they want to learn first. . With this space of freedom, students have the urge to do E-Learning learning through the Learning Management System (LMS), because students have a goal in implementing E-Learning learning.

In accordance with the results of the test and analysis above, the researcher will state that E-Learning Learning through the Learning Management System (LMS) has a significant influence and also a strong correlation on the Learning Motivation of Students of the Faculty of Social and Political Sciences, Unikom.

4. Conclusion and Suggestion

4.1 Conclusion

From the results of data analysis and processing in this research, it can be concluded as follows:

Obtained data results that make the E-Learning Learning variable on the Extrinsic Motivation indicator has a strong, unidirectional and significant relationship. This proves that the motivation obtained by students who come from outside or encouragement from outside, has an effect on the implementation of E-Learning Learning through LMS. Effect of E-Learning Learning through Learning Management System (LMS) on Learning Motivation of students of the Faculty of Social and Political Sciences, Unikom obtained a strong, unidirectional and significant correlation. It can be summarized that the effect of E-Learning Learning through the Learning Management System (LMS) on the Learning Motivation of FISIP Unikom Students in the midst of the Covid-19 Pandemic had a great influence where, students generally gave satisfactory results by giving positive statements and statistical test results that were positive. showed similar results.

4.2 Suggestion

Based on the results, the suggestions that the problem are as follows:

For Unikom FISIP Students, in order to maximize E-Learning Learning through this LMS, and increase learning motivation in order to achieve the goals of E-Learning Learning. For lecturers at FISIP Unikom to be able to help increase student learning motivation in implementing E-Learning Learning through LMS, this Covid-19 Pandemic period can affect student learning motivation. As well as maximizing the use of UNIKOM's LMS as one of the E-Learning Learning media. Suggestions for LMS Unikom to be able to maximize LMS media, in order to help students increase learning motivation in the midst of the Covid-19 pandemic. And can evaluate if there are lecturers who do not use LMS as an E-Learning learning medium. Suggestions for further researchers, are expected to be able to examine more deeply and more sources of information or references related to E-Learning Learning, learning motivation, especially at Unikom.

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