

**THE RELATIONSHIP BETWEEN STUDENT PERCEPTIONS OF E-LEARNING AND THE
LEARNING MOTIVATION LEVEL OF STUDENTS OF THE SOCIAL SCIENCE EDUCATION
DEPARTMENT, UNIVERSITY OF LAMPUNG**

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ABSTRACT

This study aims to determine the relationship between perceptions of the e-learning method and the level of learning motivation of students of the Social Science Education Department, University of Lampung. This study used a quantitative approach using a quantitative survey research design and data analysis using the Stata program version 14.2. The results of this study indicate (53%) students of the Department of Social Sciences, University of Lampung have a currently perception of the e-learning method and (52%) low learning motivation. Based on the Simultaneous Test (F test) it was found that there was a relationship between students' perceptions of the e-learning method and the level of learning motivation of students in the Department of Social Science Education, University of Lampung with a $Prob > F$ value of 0.0097. Because of that there is a significant relationship between students' perceptions of the e-learning method with the level of student motivation in the Department of Social Science Education, University of Lampung.

Penelitian ini bertujuan untuk mengetahui hubungan persepsi terhadap metode e-learning dengan tingkat motivasi belajar mahasiswa Jurusan Pendidikan IPS Universitas Lampung. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian survei kuantitatif dan analisis data menggunakan program Stata versi 14.2. Hasil penelitian ini menunjukkan (53%) mahasiswa Jurusan Ilmu Sosial Universitas Lampung memiliki persepsi terkini terhadap metode e-learning dan (52%) memiliki motivasi belajar yang rendah. Berdasarkan Uji Simultan (Uji F) diketahui bahwa ada hubungan persepsi mahasiswa terhadap metode e-learning dengan tingkat motivasi belajar mahasiswa Jurusan Pendidikan IPS Universitas Lampung dengan $Prob > Nilai F$ sebesar 0,0097. Oleh karena itu terdapat hubungan yang signifikan antara persepsi mahasiswa terhadap metode e-learning dengan tingkat motivasi mahasiswa Jurusan Pendidikan IPS Universitas Lampung.

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Introduction

Indonesia has implemented a policy of closing all educational institutions due to offline public class activities. However, all universities must introduce learning technologies for online lectures. This is to prevent the spread of COVID-19. This is not a problem for some universities that have an online academic system. However, this is a problem for universities that do not yet have online researchers. The online lecture system aims so that all Indonesian citizens can enjoy learning anywhere. This was done by Thomas L. Friedman saying college students in the future would simply be by sitting in front of an online computer where they could complete the lecture process, though he didn't specifically say so because of COVID-19. his most famous comment is the statement "The world is flat". This suggests that over time, borders with other countries are disappearing more and more. Including education that everyone can feel through lessons. and learning via the Internet, one of which is online lectures, which encourage faculty and students to be more creative and efficient as well as network broadly with people from various fields and across fields around the world (Hifzul Muiz, M., & Sumarni, N. , 2020).

Geography is a scientific field that is included in the group of social sciences. This science studies natural and human phenomena that occur on the surface of the earth. The importance of studying geography requires everyone to be able to understand the surrounding environment, natural phenomena and human activities. Because after all, humans cannot be separated from the natural environment and surroundings. Geography is not only a science that develops principles, concepts and theories, but can also study and analyze events that occur on earth. Due to the COVID-19 (global pandemic) pandemic going on all around us. Therefore social distancing is enforced to break the chain of the spread of the corona virus in accordance with the situation that is happening in the world, especially Indonesia as an effort from the role of geography to be sensitive to surrounding natural phenomena and human activities, so that it is not possible to carry out activities as usual, causing disruption to all activities. .

According to an initial survey of social studies education student researchers who took online lectures during the current pandemic, by random sampling of 20 students, 60% perceived e-learning positively and 60% of students had high motivation towards e-learning. Students who are motivated will be successful in the learning process. This is important in the sense that geography education requires students to be able to understand a lot of knowledge and master skills to solve problems (Cox, 1987). The Faculty of Teacher Training and Education, University of Lampung, has been holding e-learning since March 2020 to ensure that learning activities continue while responding to the impact of the Covid-19 pandemic. From the explanation above, the researcher found that the problem that will be researched in this study is the influence of the use of e-learning on the perceptions and learning motivation of students in the Social Sciences Education major. Therefore, it is necessary to examine the relationship between students' perceptions of e-learning for students of the Social Sciences Education Department at the University of Lampung and their educational motivation, especially for students of the 2021/2022 Academic Social Sciences Education Department.

Method

The type of research to be carried out is a quantitative approach using a quantitative survey research design. According to Sugiyono (2018) the quantitative survey method is used to obtain data that occurred in the past or present, about beliefs, opinions, characteristics, behavior related to variables and to test several hypotheses about sociological and psychological variables from samples taken from certain populations, data collection techniques with observations (interviews or questionnaires) are not in-depth, and research results tend to be generated. The purpose of this study was to determine the relationship between students' perceptions of e-learning with the learning motivation of Social Sciences Education students at the University of Lampung. Observation or measurement of variables in this study was carried out at a certain time (Sastroasmono and Ismael, 2014).

Results and Discussion

Based on the description and output of the F test, it can be seen that there is a relationship between student perceptions of the e-learning learning method and the level of learning motivation of students majoring in social studies education at the University of Lampung. The results of the simultaneous test

output (F test) in the table - above can be explained that the F test on student perception indicators obtained a $Prob>F$ of 0.0097. Because $Prob>F$ is smaller than 0.05 ($0.0097 < 0.05$), simultaneously the student perception indicator is significantly related to the e-learning learning method with the level of student learning motivation.

Based on the description and output of the F test, it can be concluded that H_a is accepted, meaning H_a : There is a relationship between student perceptions of e-learning learning methods and the level of learning motivation of students majoring in Social Sciences Education, University of Lampung.

Perception

According to Suharman (2005) states that perception is a process of interpreting or interpreting information obtained through the human sensory system. In other words, perception can be defined whatever is experienced by someone. Perception is very important because it affects the information that goes into memory. Basic knowledge in the form of schemas influences perception and subsequent learning. Because people's emotions, thinking skills, and experiences are not the same, the perceived results of recognizing a stimulus can differ from person to person (Adidiwura and Tayo, 2007).

Data on student perceptions were obtained by distributing questionnaires to students majoring in social studies at the University of Lampung by taking a sample of 31 students consisting of 9 question items. Each statement in the research questionnaire uses the Likert Scale measurement scale. Each question consists of a score of 1-5 with the largest score being 37 and the lowest being 20. The results of calculating the frequency distribution obtained are as follows:

- a. Span = 37 - 20
 b. Many Classes = $1 + 3,3 \log 31$
 = $1 + 3,3(1.49)$
 = 5,92 (rounded to 6)
 Class Length = $\frac{17}{6} = 2,83$ (rounded to 3)

Table 1. Frequency Distribution of Student Perception Variables

No	Class Interval	Frequency	Percentase (%)
1	20-22	5	16
2	23-25	3	10
3	26-28	6	19
4	29-31	11	36
5	32-34	5	16
6	35-37	1	3
Amount		31	100
Min		20	
Max		37	
Average		26,77419	
Standar Deviasi		3,470924	
Modus		27	
Median		27	

Source: Results of Data Management 2022

Calculations from the table above show that the highest frequency is in the 29-31 interval class with 11 respondents (36%) and the smallest frequency is in the 35-37 class with 1 respondent (3%). Based on the tendency of social environment variables into three parts, namely good, neutral and bad, the following calculations are carried out:

$$\begin{aligned} \text{Class Range (R)} &= \text{biggest score} - \text{smallest score} \\ &= 37 - 20 \\ &= 17 \end{aligned}$$

Determines the length of the class interval

Class Length = range/(number of classes)
 = 17/3
 = 5.6 (rounded to 6)

Table 2. Categories of Student Perceptions

No	Class Interval	Frequency	Percentase (%)	Category
1.	20 – 25	8	25	Good
2.	26 – 31	17	53	Moderate
3.	31 – 37	6	22	Bad
Total		31	100	

Source: 2022 Data Processing Results

Judging from the results of the table above, it can be seen that student perceptions of Social Sciences education students at the University of Lampung fall into the medium category, namely 17 with a percentage of 53% with a total of 31 respondents.

Regarding the category criteria, why is it said that the student perception is moderate, namely based on the category of student perception, the percentage is obtained from the number of frequencies or respondents who have scores based on their respective class intervals. After the percentage results are obtained, they are distributed again to each category, namely good, medium, and bad based on the results of the interval class scores (Azwar, 2010).

On the measurement of perception, based on the weight of class interval scores. The score with the highest number of respondents was in the 26-31 interval class with the highest number of respondents who had that score, namely 17 out of 31 respondents who were studied. If it is presented as a percentage, then 17 of the 31 respondents who were examined become 53% of the percentage of students who fall into the medium interval class category.

According to Notoatmojo (2003), the components of attitude are perceptions, emotions and tendencies to act. Because perceptual measurement can be used with an attitude measurement scale. Attitude scale can be measured using a Likert scale (Sugiyono, 2009).

The Likert scale uses many statements/questions to measure attitudes based on the average response on the Likert respondent scale asked to indicate at which level they agree or disagree with each statement/question with choices, namely, the scale is: strongly agree, agree, disagree, totally disagree. There are 3 criteria for measuring perception, namely good perception, moderate perception and bad perception (Azwar, 2010).

These results indicate that students' perceptions of the use of the e-learning method are still relatively moderate, even though at this time our environmental conditions are still affected by the Covid-19 virus, it does not change students' views to remain positive in learning activities in the P.IPS Department, University of Lampung.

Motivation to Learn

Motivation is the driving force of an individual to take certain actions to achieve certain goals (Uno, 2008). Students will be interested in learning because of motivation. Deciding on the role of motivational action can guide student actions to achieve pre-planned goals. Confirmation of motivational work determines what actions must be taken to achieve a goal by delaying actions that are not conducive to achieving goals. Activities identified or carried out give high confidence because they have completed the selection process.

Data on Learning Motivation was obtained by distributing questionnaires to students majoring in social studies at the University of Lampung by taking a sample of 31 students consisting of 8 question items. Each statement in the research questionnaire uses the Likert Scale measurement scale.

Each question consists of a score of 1-5 with the largest score being 38 and the lowest being 21. The results of calculating the frequency distribution obtained are as follows:

Range = 38 - 21
 Number of classes = $1 + 3.3 \log 31$
 = $1 + 3.3(1.49)$
 = 5.92 (rounded to 6)
 Class Length = $17/6 = 2.83$ (rounded to 3)

Table 3. Frequency Distribution of Learning Motivation Variables

No	Class Interval	Frequency	Percentase (%)
1	21-23	1	3
2	24-26	3	10
3	27-29	6	19
4	30-32	5	16
5	33-35	11	36
6	36-38	5	16
Amount		31	100
Min		21	
Max		38	
Average		28,3870968	
Standar Deviasi		3,59330321	
Modus		28	
Median		28	

Source: Results of Data Management 2022

Calculations from the table above show that the highest frequency is in the 33-35 interval class with 11 respondents (38%) and the smallest frequency is in the 21-23 class with 1 respondent (3%). Based on the tendency of social environment variables into three parts, namely high, medium and low, the following calculations are carried out:

a. Class Range (R) = biggest score – smallest score
 $= 38 - 21$
 $= 17$

b. Determines the length of the class interval
 Class Length = range/(number of classes)
 $= 17/3$
 $= 5.6$ (rounded to 6)

Table 4. Learning Motivation Category

No	Class Interval	Frequency	Percentase (%)	Category
1.	20 – 25	4	13	High
2.	26 – 31	11	35	Midle
3.	31 – 37	16	52	Low
Amount		31	100	

Source: Results of Data Management 2022

Judging from the results of the table above, it can be seen that student learning motivation for students majoring in Social Sciences education at the University of Lampung is in the low category, namely 16 with a percentage of 52% with a total of 31 respondents.

Regarding the category criteria why it is said that student perceptions are low, namely based on the category of student learning motivation, the percentage is obtained from the number of frequencies or respondents who have scores based on their respective class intervals. After obtaining the percentage results, they are distributed again to each category, namely high, medium and low based on the results of the interval class score scores (Hidayat, 2009).

On the measurement of perception, based on the weight of class interval scores. The score with the highest number of respondents, namely in the 31-37 class interval, the score with the most respondents having this score, namely 16 respondents out of 32 respondents who were studied. If it is presented as a percentage, then 17 of the 31 respondents who were examined become 53% of the percentage of students who fall into the low interval class category.

According to Notoatmojo (2003), the components of attitude are perceptions, emotions and tendencies to act. Because perceptual measurement can be used with an attitude measurement scale. Attitude scale can be measured using a Likert scale (Sugiyono, 2009).

The Likert scale uses many statements/questions to measure attitudes based on the average response on the Likert respondent scale asked to indicate at which level they agree or disagree with each statement/question with choices, namely, the scale is: strongly agree, agree, disagree, totally disagree. There are 3 criteria for measuring motivation, namely high motivation, moderate motivation and low motivation (Hidayat, 2009).

Conclusion

The conclusions from the research on the relationship between student perceptions of e-learning and the level of motivation of P.IPS students at the University of Lampung are as follows; The perceptions of students of the P.IPS Department of the University of Lampung towards e-learning mostly obtained moderate perception results with a percentage of 53%. The level of learning motivation of students of the P.IPS Department, University of Lampung, mostly obtained low motivation results with a percentage of 52%. There is a relationship between students' perceptions of the e-learning method and the motivation level of students in the Social Sciences Program at the University of Lampung with a $Prob > F$ of 0.0097.

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