

# Model of Academic Achievement through Learning Interest in the Pandemic Covid 19: E-Learning and Motivation (Case Study at Student of Universitas Gunadarma Jakarta)

Djoko Setyo Widodo<sup>1</sup>, Hapzi Ali<sup>2\*</sup>

<sup>1</sup>Senior Lecturer of Universitas Gunadarma, Jakarta, Indonesia.

E-mail: djokosetyowidodo@yahoo.com, djokosetyowidodojurnal@gmail.com

<sup>2\*</sup>Senior Lecturer of Universitas Bhayangkara Jakarta Raya, Indonesia. E-mail:

hapzi@dsn.ubharajaya.ac.id

---

## Issue Details

Issue Title: Issue 3

Received: 08 February, 2021

Accepted: 19 March, 2021

Published: 22 May, 2021

Pages: -1722-1734

Copyright © 2020 by author(s) and  
Linguistica Antverpiensia

---

## ABSTRACT

This study aims to see the effect of e-learning and learning motivation on student interest in learning and academic achievement, and also to see the effect of interest in learning on student achievement in Gunadarma Jakarta. Where the samples used in this study were students of Gunadarma University Jakarta with a total of 100 students. The approach in this study uses a quantitative approach with survey methods and uses path analysis with the Statistical Package for Social Science (SPSS) 21.0 for windows. The results showed that e-learning and learning motivation had a positive and significant influence on student interest in learning and academic achievement, as well as interest in learning also had a positive and significant effect on student achievement at Gunadarma University Jakarta.

**Keyword:** *E-leacrning, learning Matiivation, learning Interest, Acdemic, Achiement.*

---

## INTRODUCTION

2020 is a tough year for all countries in the world. Because this year all countries in the world are faced with an outbreak of the Corona virus or COVID-19 to become a pandemic. The widespread spread of this virus has made various sectors in a country paralyzed, not only health, the sector which is quite affected by the spread of Covid-19 is the education sector. Education has had a serious impact as a result of the spread of covid-19. The widespread spread of covid-19 has led to the closure of schools ranging from basic education to tertiary institutions, and obliging students to study online from home. This is done in order to suppress the spread of the virus which is increasingly widespread.

In Indonesia, the implementation of the online learning activity process has been determined in accordance with the Minister of Education and Culture Circular Number 4 of 2020 concerning the implementation of educational policies in the emergency period of the spread of coronavirus disease (COVID-19), which recommends carrying out the learning process from home through online learning.

The issuance of this circular certainly makes education staff, namely teachers and lecturers, required to be more innovative in compiling their learning steps to use several E-learning applications as an alternative in learning.

E-learning can be defined as learning activities delivered through computer electronic devices that obtain learning materials that suit their needs (Kamarga, 2000). E-Learning is an instruction or learning process that involves the use of electronic equipment in creating, fostering, conveying, assessing and facilitating a teaching and learning process in which students are the center and carried out interactively anytime and anywhere (Karwati, 2014).

E-learning as an innovation in the world of education is expected to help improve the quality of education in responding to the challenges of globalization in digital education, especially during the current pandemic. The use of media such as E-learning in a learning process is expected as an alternative to overcome the problem of students' learning independence, because in its use it allows teaching students to seek and learn broader knowledge in the internet world so that it raises student creativity in learning science. As for some applications that are commonly used, including Google Classrom Zoom, YouTube, WhatsApp Group as learning media.

This research was basically conducted to see how much influence E-Learning and student motivation have on student achievement through learning interest during the Covid 19 pandemic. To answer these problems, the objectives to be achieved from this study are:

- 1) To analyze the effect of E-learning on interest in learning.
- 2) To analyze the effect of learning motivation on interest in learning.
- 3) Analyze the effect of E-learning on academic achievement.
- 4) Analyze the effect of learning motivation on academic achievement.
- 5) Analyze the effect of interest in learning on academic achievement.

## LITERATURE REVIEW

### Academic achievement

Academic achievement is defined as the goal of task involvement that determines one's approach to the type of activity that is aimed at achieving achievement (Shih, 2005). This statement can be interpreted that task involvement, namely semester evaluation in learning activities is the goal of academic achievement. Syah (2011) supports this statement which states that academic achievement is the result of the interaction of some of the factors that affect the learning process as a whole which includes all the psychological domains that change as a result of student learning experiences and processes.

Academic achievement is basically the end result that is expected to be achieved after a person studies. The learning outcome or the expected form of behavior change constitutes a learning target or objective which includes 3 (three) aspects, namely: 1) knowing; 2) skilled in doing or doing what he knows (doing); and 3) carry out what he knows regularly and consistently (being). This statement was supported by Benjamin S. Bloom who classified learning outcomes into three domains, namely 1) the cognitive domain; 2) affective domain; and 3) psychomotor domain.

From the several statements above, it can be concluded that academic achievement is the result of student achievement in the learning process on campus which is expressed in the form of the value stated in the achievement index through attendance, assignments, midterm exams, and final semester exams.

Academic performance on campus is strongly influenced by our general abilities as measured by IQ, a high IQ can predict successful academic achievement. However, in some cases, a high IQ does not guarantee a person's success in learning and living in society.

IQ is not the only determinant of a person's academic achievement success. There are other factors that contribute to the development of academic achievement. In this connection, the factors that influence academic achievement are classified into two parts, namely internal factors and external factors.

This statement is supported by Crede & Kuncel (2008) which states that two things are most often used as predictors of academic achievement: previous academic achievement and scores on acceptance tests. The construction of these two things shows that interest and motivation to learn play an important and central role in determining academic performance.

### **Interest to learn**

Hilgard and Bower (1985) stated that interest can arise from outside or from within. Great interest in something is a big capital means to achieve or obtain a desired goal. No exception in the ongoing lecture process. Students who have high interest in learning will always pay full attention in their efforts to achieve learning goals. Hilgard and Bower (1985) further stated that interest is a constant tendency to pay attention to and remember several activities. This activity includes learning that students are interested in will be paid attention continuously accompanied by pleasure.

According to Gie (2004) interest has a role in generating immediate attention, facilitating the creation of concentration of attention and preventing outside interference. According to Gagne (1985) children with an interest in a subject tend to pay attention. They feel there is a difference between one lesson and another lesson. The difference felt is learning with full awareness, learning with joy, with high attention, studying hard, and getting high satisfaction.

Crow (1998) states that interest is related to the movement style that encourages a person to face or deal with people, objects, activities, experiences that are stimulated by the activity itself. Miflen & Miflen (2003) suggest that there are two factors that affect students' interest in learning, namely: 1) Internal factors, namely the nature of nature; 2) External factors, including family, school and community or environment.

Interest is a tendency that remains in the subject to feel attracted to a certain field or thing and feel happy being involved in that field. There is an interest that is permanent in the subject or someone who is experiencing it in a certain field or thing and there is a sense of pleasure in that field or thing, so that someone deepens it (Winkel, 2014).

Interest in learning is a sense of liking or also being interested in something and learning activities without anyone telling them to learn (Ricardo & Meilani, 2017). Learning interest is also a motivating factor for students in learning which is based on the interest or pleasure of the student's desire to learn. Learning interest is an attitude of obedience in learning process activities, both regarding the planning of his study schedule and his own initiative to take this effort seriously in learning (Andriani & Rasto, 2019).

### **E-Learning**

E-learning is a medium that can be used for distance learning by utilizing computer technology. E-learning can be defined as learning activities delivered through computer electronic devices that obtain learning materials that suit their needs (Kamarga, 2000).

E-Learning is an instruction or learning process that involves the use of electronic equipment in creating, fostering, conveying, assessing and facilitating a teaching and learning process in which students are the center and carried out interactively anytime and anywhere (Karwati, 2014).

E-Learning is all the use or use of internet and web technology to create a learning experience. E-Learning can be seen as an innovative approach to be used as a media

design for good delivery, user-centered, interactive and as a learning environment that has various conveniences for anyone, anywhere and anytime. By utilizing various attributes and sources of digital technology with other forms of learning materials and materials that are suitable for application in an open, flexible and distributed learning environment (Horton, 2003).

Seok (2008) states that the application of e-learning for online learning today is very easy by utilizing a learning management system module that is easy to install and manage like Moodle. According to Michael (2013), e-learning is learning that is structured with the aim of using an electronic or computer system so that it is able to support the learning process. Then Rosenberg (2001) emphasizes that e-learning refers to the use of internet technology to deliver a series of solutions that can increase knowledge and skills.

E-learning is a form of learning model that is facilitated and supported by the use of information and communication technology (Clark & Mayer 2008). Clark & Mayer (2008) further explains that E-learning has characteristics, including: 1) it has content that is relevant to learning objectives; 2) using instructional methods, for example presenting examples and exercises to improve learning; 3) using media elements such as words and pictures to convey learning materials; 4) enables direct teacher-centered learning (synchronous e-learning) or is designed for independent learning (asynchronous e-learning); 5) build understanding and skills related to learning objectives either individually or to improve group learning performance.

### **Motivation to learn**

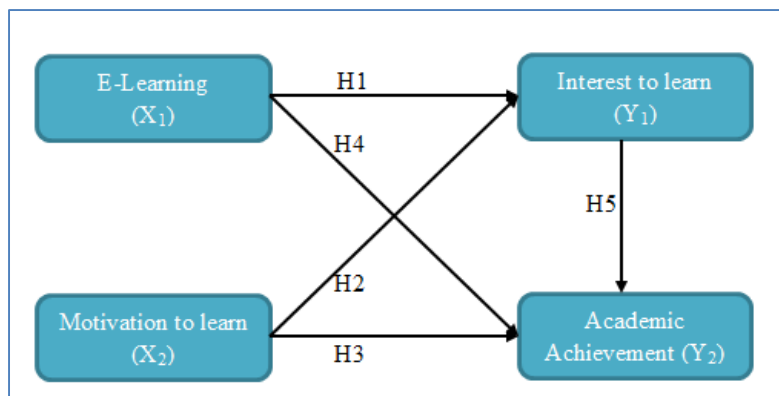
Motivation is a condition that causes or gives rise to certain behaviors, and gives direction and resistance (persistence) to these behaviors (Wlodkowski, 1985). According to Schunk & Meece (2010) motivation is a process of initiating and sustaining activities directed at achieving goals. Motivation can arise from outside or from within students. Furthermore, Schunk & Meece (2010) stated that there are two types of motivation. Intrinsic motivation refers to the motivation to engage in an activity because of the value or benefit of the activity itself (the activity itself is an end in itself). Intrinsically motivated individuals work on tasks because they find them enjoyable. According to Huffman, Vernoy & Vernoy (1997) people with intrinsic learning motivation do not need rewards or punishments to make them learn because the learning activity itself is already profitable. They enjoy their job or the feeling of accomplishment they have (Woolfolk, 1993).

Meanwhile, extrinsic motivation is motivation that involves oneself in an activity as a way to achieve a goal. Extrinsically motivated individuals perform tasks because they believe that participation will lead to the desired consequences. According to Huffman, Vernoy & Vernoy (1997) is The desire to perform an act because of external reward or avoidance of punishment.

Motivation in individuals is very important because the motivation that is owned will affect a person's behavior, including in his learning activities. The level of motivation that a person has affects the emergence of a desire to learn and the amount of material to be studied because this motivation gives strength and direction to the behavior that is displayed by the individual (Atkinson, 1964).

### **Conceptual Framework**

In this study, the variables studied were two independent variables, namely e-learning and learning motivation, one mediating variable, namely interest in learning, and one dependent variable, namely academic achievement as a variable that would be predicted by the three independent variables and the mediation. The research objective was to determine the relationship between the e-learning variable and the learning motivation variable with the learning interest and academic achievement variables in Gunadarma Jakarta students which might be formed from the four existing variables. Schematically, the research design can be seen in the following figure:



**Figure 1.** Conceptual Framework

Based on the research objectives and theoretical review, the research hypothesis is:

- 1) There is an effect of e-learning on student interest in learning.
- 2) There is an effect of learning motivation on student interest in learning.
- 3) There is an effect of e-learning on student academic achievement.
- 4) There is an effect of learning motivation on student academic achievement.
- 5) There is an effect of interest in learning on student academic achievement.

## METHODS

This study uses a survey method with a questionnaire in the form of a questionnaire distributed to students who are respondents to see whether their learning outcomes are good in relation to the students' motivation and interest in learning. The questionnaire uses a Likert scale for each answer item with each statement submitted with a weight of 1 to 5. Weight 1 means "Strongly Disagree", weight 2 means "Disagree", weight 3 means "Enough Agree", weight 4 means "Agree" and a weight of 5 means "Strongly Agree".

In this study it is only limited to the part of learning achievement, learning motivation, interest in learning and academic achievement which are the focus of the research. The population is Gunadarma University Undergraduate (S1) students with a total of 22,925 based on the reporting period 2019-2020. The size or number of samples in this study was determined based on the theory developed by Slovin with a value of  $e = 10\%$ , in order to obtain a total sample size of 100 students. Then to determine the student / I who became a sample member using the proportionate random sampling technique on each faculty.

To test the relationship between the dependent variable and the independent variable, the path analysis technique is used (Path Analysis) with the help of SPSS 21.0 software for windows. This analysis is an option in order to study the dependence of a number of variables in the model. This analysis is a good method to explain if there is a large set of data to be analyzed and look for causal relationships (Ghozali, 2013). The dependent variable (Y2) is academic achievement, the independent variable (X1) is e-learning and the independent variable (X2) is learning motivation, then the mediation variable (Y1) is interest in learning.

## RESULT AND DISCUSSION

### Description of Research Variables

In general, the respondents' answers to the statements put forward in the questionnaire were responded to agree and strongly agree on the questionnaire items. This shows that e-learning, learning motivation, interest in learning and student

academic achievement have gone according to the respondent's perception. Based on the results of the analysis, it can be described as follows:

- 1) Based on the distribution of questionnaires conducted, it is known that students simply respond well to online learning. This is because online courses are considered quite practical and easy for students to take part in lectures. Although there are many conveniences provided by online learning via the internet, the results of this study indicate that students actually prefer direct (face-to-face) learning. This is because it is rather difficult to adjust to online learning which tends to be a lot of demands for more independent learning. In addition, there are still weaknesses in student online learning that are not properly monitored during the process of several e-learning courses, including weak internet signal and high quato costs, which are a separate challenge for online learning. However, online learning can reduce the spread of Covid-19 in universities.
- 2) From the results of the questionnaires conducted, it is found that students basically have a high enough motivation in following lectures that are conducted online. This is because after all online lectures must be carried out, even though in its implementation there are still deficiencies found, but there is no other choice but to optimize online learning, because in an emergency like this, only technology is the bridge in transferring knowledge from lecturer to student.
- 3) Based on the distribution of questionnaires conducted, it is known that student interest in attending lectures online is quite high. Even though at the beginning of the lecture it was a bit confusing for students, over time students have started to get used to it, and have been able to take part in well-conducted lectures, always study the material provided, be active in carrying out learning assignments through various media, and always always responds back to what has been conveyed by the lecturer.
- 4) Lectures that were conducted online during the Covid-19 pandemic have currently taken 2 (two) semesters. Based on the results of academic achievement obtained by students during this pandemic period, it is considered quite good. This indicates that online lectures are quite effective in overcoming lectures that allow lecturers and students to interact in virtual classes that can be accessed anywhere and anytime. Online learning can allow students to study independently.

### Path Analysis

Path Analysis was developed as a method to study the direct and indirect influence or effect of independent variables on the dependent variable. This analysis is an option in order to study the dependence of a number of variables in the model. This analysis is a good method to explain when there is a large data set to analyze and look for causal relationships. The following is the path analysis output which is summarized in the following table.

**Table 1.** Line analysis output

No	Model	Path Coefficient	Compute Value and Coefficient	P <sub>value</sub>
1	$X_1 - Y_1$	0,345	3,706	,000**
	$X_2 - Y_1$	0,449	4,822	,000**
	$X_1 - Y_2$	0,356	4,202	,000**
	$X_2 - Y_2$	0,357	4,050	,000**
	$Y_1 - Y_2$	0,207	2,400	,018**
2	Kofisien Determinasi R <sup>2</sup>		0,660	

Source: SPSS 21.0 output for windows.  
Information. \*\* highly dignificant.

The output results above are included in the structural equation drawing as follows:

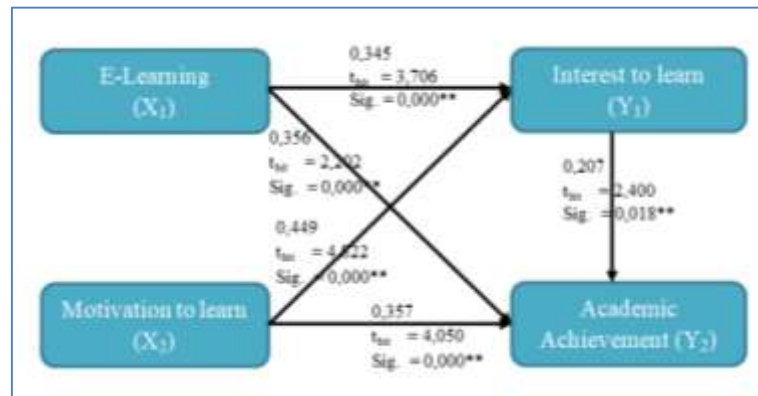


Figure 2. Path Analysis Results

### Hypothesis Test Results

- 1. E-Learning Against Learning Interest.**  
The first hypothesis in this study is that there is an effect of e-learning on interest in learning. Summary of the results of the path analysis as shown in Table 1 above, it is known that e-learning has a positive effect on interest in learning with a path coefficient of 0.345 (\* p < 0.05; p = 0.000). Based on these results, it can be concluded that e-learning has a positive and significant effect on student interest in learning at Gunadarma University Jakarta. With these results it can be stated that the first hypothesis is accepted.
- 2. Learning Motivation Against Learning Interest.**  
The second hypothesis in this study is that there is an effect of learning motivation on interest in learning. Summary of the results of the path analysis as shown in Table 1 above, it is known that learning motivation has a positive effect on interest in learning with a path coefficient of 0.449 (\* p < 0.05; p = 0.000). Based on these results, it can be concluded that learning motivation has a positive and significant effect on student interest in learning at Gunadarma University Jakarta. With these results it can be stated that the second hypothesis is accepted.
- 3. E-Learning on Academic Achievement.**  
The third hypothesis in this study is that there is an effect of e-learning on academic achievement. A summary of the results of the path analysis as shown in Table 1 above, it is known that e-learning has a positive effect on academic achievement with a path coefficient of 0.356 (\* p < 0.05; p = 0.000). Based on these results, it can be concluded that e-learning has a positive and significant effect on student academic achievement at Gunadarma University Jakarta. With these results, it can be stated that the third hypothesis is accepted.
- 4. Learning Motivation Against Academic Achievement**  
The fourth hypothesis in this study is that there is an effect of learning motivation on academic achievement. Summary of the results of the path analysis as shown in Table 1 above, it is known that learning motivation has a positive effect on academic achievement with a path coefficient of 0.357 (\* p < 0.05; p = 0.000). Based on these results, it can be concluded that learning motivation has a positive and significant effect on student academic achievement at Gunadarma University Jakarta. With these results, it can be stated that the fourth hypothesis is accepted.
- 5. Learning Interest on Academic Achievement.**  
The fifth hypothesis in this study is that there is an influence of interest on student academic achievement. Summary of the results of the path analysis as shown in

Table 1 above, it is known that interest in learning has a positive effect on academic achievement with a path coefficient of 0.207 (\*  $p < 0.05$ ;  $p = 0.018$ ). Based on these results, it can be concluded that interest in learning has a positive and significant effect on student academic achievement at Gunadarma University Jakarta. With these results it can be stated that the fifth hypothesis is accepted.

### Result of the Coefficient of Determination (R<sup>2</sup>)

The coefficient of determination is basically done to see how much the ability of all independent variables to explain the variance of the dependent variable. The coefficient of determination is between zero and one. If  $R = 0$  means that between the independent variable and the dependent variable there is no relationship, whereas if  $R = 1$  means that the independent variable and dependent variable have a strong relationship. Then the results obtained from this study are in accordance with Table 3.

**Table 2.** Test for R and and R Square

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,812 <sup>a</sup>	,660	,649	,13588

a. Predictors: (Constant), Y1\_ Learning\_Interest, X1\_Elearning, X2\_ Learning\_Motivation

The R value of 0.812 indicates a multiple correlation (e-learning, learning motivation and interest in learning) with academic achievement. By considering the variation of the R Square value of 0.660, it means that the percentage contribution of the influence of the e-learning variable, learning motivation and interest in learning is 66%, while the remaining 44% is influenced by other variables not included in this research model.

## Discussion

### 1. There is an Effect of E-Learning on Learning Interest.

The results of this study indicate that there is a positive and significant effect of e-learning on student interest in learning at Gunadarma University. These results are in line with research conducted by Maharani & Kartini (2019), which states that e-learning through google classrooms can increase student interest and motivation, this is because google classroom has complete features so that it can attract participants. students in learning. In addition, Hikmatar et al (2020) also showed that online learning (e-learning) using google classroom media as a learning medium has had a positive impact on improving learning outcomes, interest and motivation of students in learning and fostering creative attitudes in students. nor a student.

Online learning has provided new experiences that are more challenging than conventional (face-to-face) learning models. Unlimited time and place to learn gives students the freedom to choose the right time in learning based on their interests, so that the ability to absorb learning materials is higher than learning in class (Kuntarto, 2017).

### 2. There is an Influence of Learning Motivation on Learning Interest.

From the hypothesis testing, it can be concluded that there is a positive and significant influence between learning motivation and interest in learning. This is in accordance with the theory put forward by Rahmadita in Fauziah et al. (2017) which states that one of the factors that influence learning interest is learning motivation, so



that increased motivation in students will affect the increase in student interest in learning as well.

The importance of motivation to learn is because motivation is a force that drives someone to achieve certain goals. Motivation is very necessary in learning, because basically a student will be motivated in learning to achieve his desires. Without motivation, a child or students will not feel comfortable in learning, and these children usually do not want to follow the learning process. Therefore, in order to increase students' interest in learning, motivation to learn is needed so that the learning process runs smoothly.

The strength and weakness of a person's learning motivation also affects his success. Therefore, the motivation to learn needs to be endeavored, especially those that come from within by always thinking about a future that is full of challenges and must be faced to achieve goals. Senantiaa is determined and always optimistic that her goals can be achieved with learning outcomes (Dalyono, 2015). Motivation has been examined extensively by previous researchers including: (Riyanto et al., 2017), (Bastari et al., 2020), (Prayetno & Ali, 2017), (Rivai et al., 2017), dan (Chauhan et al., 2019), (Aima et al., 2017), and (Masydzulhak et al., 2016).

### **3. There is an influence of E-Learning on Student Academic Achievement.**

From the hypothesis testing, it can be concluded that there is a positive and significant influence between e-learning and student academic achievement. According to Juri (2008) in a study entitled the application of e-learning in learning an innovation step, it is concluded that E-learning is an innovation that is very appropriate to be developed today in accordance with the rapid development of technology, as well as the development of information that is no less rapid. Likewise with the results of research conducted by Ibrahim & Suardiman (2014) that there is a positive effect of the use of e-learning on the motivation and learning achievement of students at SD Negeri Tahun Yogyakarta. Nadziroh's (2017) research results show that e-learning is effective in improving the quality of learning, because the learning process is not only fixed in one time and in a room.

According to Hartanto (2016), there are several logical consequences that occur in using e-learning, including (1) students can easily access learning material anywhere without being limited to time and place restrictions; (2) students can easily learn and discuss with experts or experts in their field of interest; (3) learning materials can even be easily taken in various parts of the world without depending on where students learn. These various opportunities still face challenges both in terms of costs, readiness of information technology infrastructure, society, and regulations that support the continuity of e-learning.

### **4. There is an Influence of Learning Motivation on Student Academic Achievement.**

From the hypothesis testing, it is known that learning motivation has a positive and significant effect on student academic achievement. According to Frith (1997) learning motivation is very important for student success. The sources of motivation are complex. Motivation to learn is personal and comes from within the individual, but can be influenced by external factors and educators must put forward the principles of motivation every time they give lessons. Furthermore, Frith (1997) said that motivation to learn is the most important thing for student success. This is the basis of a person's motivation for achievement as a form of fulfilling the need for self-respect in the form of status, recognition and dignity. High values and the achievement of an achievement are also a form of manifestation of each individual himself.

In addition, Griffin et al., (2013) states that the level of student motivation is the most important determinant of superior academic achievement. Then Richard Griffin et al.

(2013) which states that the driver of superior performance in academics is student motivation, the greater the student's motivation, the better they are in academics. Wahab (2015) argues that learning motivation is an impetus that becomes the driving force in individuals to do something and achieve a goal, namely to achieve achievement. The level of motivation is considered as an indicator of whether or not a student's learning achievement is good.

Motivation have been examined extensively by previous researchers including: (Riyanto et al., 2017), (Bastari et al., 2020), (Prayetno & Ali, 2017), (Rivai et al., 2017), dan (Chauhan et al., 2019), (Aima et al., 2017), and (Masydzulhak et al., 2016).

### **5. There is an Influence of Study Interest on Student Academic Achievement.**

From the hypothesis testing, it can be concluded that there is a positive and significant influence between interest in learning and academic achievement. Bloom (1979) shows that achievement and interest in learning are related and influence each other. Interest in learning is one of the factors that can affect student achievement. Great interest in learning tends to produce high achievement, on the other hand, less interest in learning will result in low achievement. So if a student has a great interest in a subject he will focus more attention than his friends, then because of the intense concentration of attention to the material that allows the student to study harder, and ultimately achieve high achievement.

According to Wahab (2015) Interest means a tendency and high enthusiasm or a great desire for something. Lack of interest in an activity will result in less effective and efficient activities. Not much can be expected to produce a good learning achievement from a child who is not interested in learning something. Lack of interest in a lesson is the main reason students do not move to take notes and pay attention to the material presented.

There are many other factors that influence Academic Achievement and Learning Interest apart from E-Learning and Motivation, including:

- Leadership and managing: (Limakrisna et al., 2016), (Bastari et al., 2020), (Anwar et al., 2020), (Ali et al., 2016), (Harini et al., 2020).
- Resources: (Desfiandi et al., 2017), (Riyanto et al., 2017), (Yacob et al., 2020), (Mansur & Ali, 2017), (Desfiandi et al., 2019), (Ali et al., 2016).
- Services: (Ali & Mappesona, 2016), (Richardo et al., 2020), (Widodo et al., 2017).
- Supply Chain / Supply Chain Management: (Harini et al., 2020), (Desfiandi et al., 2019), (Sulaeman et al., 2019), (Mappesona et al., 2020).
- Work quality: (Elmi & Ali, 2017), (Agussalim et al., 2016), and (Prayetno & Ali, 2020).
- Work Motivation: (Riyanto et al., 2017), (Bastari et al., 2020), (Prayetno & Ali, 2017), (Rivai et al., 2017), (Aima et al., 2017), (Ridwan et al., 2020), (Ridwan et al., 2020).

## **CONSLUSSION AND SUGESTION**

### **Conclusion**

Based on the results and discussion, the conclusions of this study are:

- 1) There is an effect of e-learning on student interest in learning at Gunadarma University during the Covid-19 pandemic.
- 2) There is an effect of learning motivation on student interest in learning at Gunadarma University during the Covid-19 pandemic.
- 3) There is an effect of e-learning on student academic achievement at Gunadarma University during the Covid-19 pandemic.

- 4) There is an effect of learning motivation on student academic achievement at Gunadarma University during the Covid-19 pandemic.
- 5) There is an effect of interest in learning on student academic achievement at Gunadarma University during the Covid-19 pandemic.

### Suggestion

Based on the results of the conclusions and previous discussion in terms of increasing student interest in learning and academic achievement, suggestions that may be useful are as follows:

- 1) If the Covid-19 pandemic period continues, in the future it is hoped that educators (lecturers) will be more creative and innovative in presenting material through the web that is attractive and of interest to serve guidance and communication via the internet, and other necessary skills. This is done so that students do not feel bored in attending lectures.
- 2) In the future, it is hoped that lecturers will reduce the assignments given to students, be replaced by presenting interesting materials, or having direct discussions with students. This is done so that students are not burdened by the many piling up tasks that can make students stressful.
- 3) To support the smoothness of the online lecture process, it is hoped that in the future the government will be able to provide wide, fast and low-cost internet network access, so that it can be affordable for all levels of society.

### Bibliography

1. Agussalim, M., Ayu Rezkiana Putri, M., & Ali, H. (2016). Analysis work discipline and work spirit toward performance of employees (case study tax office Pratama two Padang). *International Journal of Economic Research*.
2. Aima, P. H., Adam, R., & Ali, P. H. (2017). Model of Employee Performance : Competence Analysis and Motivation (Case Study at PT. Bank Bukopin, Tbk Center). *Journal of Research in Business and Management*.
3. Ali, H., & Mappesona, H. (2016). Build brand image: Analysis Service Quality and Product Quality (case study at Giant Citra Raya). *International Journal of Economic Research*.
4. Anwar, K., Muspawi, M., Sakdiyah, S. I., & Ali, H. (2020). The effect of principal's leadership style on teachers' discipline. *Talent Development and Excellence*.
5. Agussalim, M., Ayu Rezkiana Putri, M., & Ali, H. (2016). Analysis work discipline and work spirit toward performance of employees (case study tax office Pratama two Padang). *International Journal of Economic Research*.
6. Aima, P. H., Adam, R., & Ali, P. H. (2017). Model of Employee Performance : Competence Analysis and Motivation (Case Study at PT. Bank Bukopin, Tbk Center). *Journal of Research in Business and Management*.
7. Ali, H., Mukhtar, & Sofwan. (2016). Work ethos and effectiveness of management transformative leadership boarding school in the Jambi Province. *International Journal of Applied Business and Economic Research*.
8. Anwar, K., Muspawi, M., Sakdiyah, S. I., & Ali, H. (2020). The effect of principal's leadership style on teachers' discipline. *Talent Development and Excellence*.
9. Bastari, A., -, H., & Ali, H. (2020). DETERMINANT SERVICE PERFORMANCE THROUGH MOTIVATION ANALYSIS AND TRANSFORMATIONAL LEADERSHIP. *International Journal of Psychosocial Rehabilitation*. <https://doi.org/10.37200/ijpr/v24i4/pr201108>
10. Chauhan, R., Ali, H., & Munawar, N. A. (2019). BUILDING PERFORMANCE SERVICE THROUGH TRANSFORMATIONAL LEADERSHIP ANALYSIS, WORK STRESS AND WORK MOTIVATION (EMPIRICAL CASE STUDY IN STATIONERY DISTRIBUTOR COMPANIES). *Dinasti International Journal of Education Management And Social Science*. <https://doi.org/10.31933/dijemss.v1i1.42>

11. Desfiandi, A., Fionita, I., & Ali, H. (2017). Implementation of the information systems and the creative economy for the competitive advantages on tourism in the province of Lampung. *International Journal of Economic Research*.
12. Desfiandi, A., Yusendra, M. A. E., Paramitasari, N., & Ali, H. (2019). Supply chain strategy development for business and technological institution in developing start-up based on creative economy. *International Journal of Supply Chain Management*.
13. Desfiandi, A., Fionita, I., & Ali, H. (2017). Implementation of the information systems and the creative economy for the competitive advantages on tourism in the province of Lampung. *International Journal of Economic Research*.
14. Elmi, F., & Ali, H. (2017). The effect of incentive, training, and career development on productivity of PT. Pelita Cengkareng paper's workers. *International Journal of Applied Business and Economic Research*.
15. Harini, S., Hamidah, Luddin, M. R., & Ali, H. (2020). Analysis supply chain management factors of lecturer's turnover phenomenon. *International Journal of Supply Chain Management*.
16. Limakrisna, N., Noor, Z. Z., & Ali, H. (2016). Model of employee performance: The empirical study at civil servants in government of west java province. *International Journal of Economic Research*.
17. Mansur, S., & Ali, H. (2017). Impact of customer engagement to reputation of the Bri Syariah Indonesia. *International Journal of Economic Research*.
18. Mappesona, H., Ikhsani, K., & Ali, H. (2020). Customer purchase decision model, supply chain management and customer satisfaction: Product quality and promotion analysis. *International Journal of Supply Chain Management*.
19. Masydzulhak, P. D., Ali, P. D. H., & Anggraeni, L. D. (2016). The Influence of work Motivation and Job Satisfaction on Employee Performance and Organizational Commitment Satisfaction as an Intervening Variable in PT. Asian Isuzu Casting Center. In *Journal of Research in Business and Management*.
20. Prayetno, S., & Ali, H. (2017). Analysis of advocates organizational commitment and advocates work motivation to advocates performance and its impact on performance advocates office. *International Journal of Economic Research*.
21. Prayetno, S., & Ali, H. (2020). The influence of work motivation, entrepreneurship knowledge and advocate independence on advocate performance. *International Journal of Innovation, Creativity and Change*.
22. Richardo, Hussin, M., Bin Norman, M. H., & Ali, H. (2020). A student loyalty model: Promotion, products, and registration decision analysis-Case study of griya english fun learning at the tutoring institute in wonosobo central Java. *International Journal of Innovation, Creativity and Change*.
23. Ridwan, M., Mulyani, S. R., & Ali, H. (2020). Building behavior and performance citizenship: Perceived organizational support and competence (case study at SPMI private university in west Sumatra). *International Journal of Psychosocial Rehabilitation*. <https://doi.org/10.37200/IJPR/V24I6/PR260195>
24. Rivai, A., Suharto, & Ali, H. (2017). Organizational performance analysis: Loyalty predictors are mediated by work motivation at urban village in Bekasi City. *International Journal of Economic Research*.
25. Riyanto, S., Sutrisno, A., & Ali, H. (2017). International Review of Management and Marketing The Impact of Working Motivation and Working Environment on Employees Performance in Indonesia Stock Exchange. *International Review of Management and Marketing*.
26. Sulaeman, A. S., Waluyo, B., & Ali, H. (2019). Making dual procurement and supply chain operations: Cases in the Indonesian higher education. *International Journal of Supply Chain Management*.
27. Widodo, D. S., Silitonga, P. E. S., & Ali, H. (2017). Analysis of organizational performance: Predictors of transformational leadership style, services leadership style and organizational learning: Studies in Jakarta government. *International Journal of Economic Research*.

28. Yacob, S., Sucherly, Sari, D., Mulyana, A., & Ali, H. (2020). An Optimising strategy for minimarket modern retail business performance in Indonesia. *International Journal of Innovation, Creativity and Change*.