

THE INFLUENCE OF INTEREST AND LEARNING SATISFACTION ON ONLINE LEARNING OF STUDENTS

Veronica Luisa Namang¹, Marsofiyati², Eka Dewi Utari³

¹²³Program Studi Pendidikan Administrasi Perkantoran, Fakultas Ekonomi dan Bisnis,
Universitas Negeri Jakarta, Jakarta Timur, Indonesia

Correspondence Email: veronicaalnn24@gmail.com

ABSTRACT

This study aims to analyse the effect of interest and learning satisfaction on student online learning at the Faculty of Economics and Business, State University of Jakarta. The background of this study comes from changes in the education system due to the COVID-19 pandemic which requires learning to be done online. This study examines the relationship between the effectiveness of online learning and students' interest and satisfaction levels. The results show that interest and learning satisfaction have a significant effect on students' online learning. Although there are obstacles such as poor internet connection and lack of interaction from lecturers in the implementation of online learning. This research is expected to provide theoretical contributions in the development of learning methods as well as practical recommendations for lecturers and higher education institutions in improving the quality of online learning as well as the level of student interest and satisfaction.

Keywords: Learning-Interest; Learning-Satisfaction; Online-Learning.

INTRODUCTION

The development of technology today has affected all aspects of human life, including education. Starting from elementary school to university, the world of education has now utilised technological advances through online learning. This phenomenon has become more massive since the COVID-19 pandemic, which encourages the implementation of distance learning as an alternative to face-to-face learning. Technology such as computers, smartphones, and various learning platforms such as Google Classroom, Quizziz, Google Meet, and Zoom are used to support the learning process (Jusmawati, et al., 2020).

However, online learning does not always run effectively. In state universities, there are still many students who have not been able to maximise the online learning process. One of the causes is the low interest in learning when students study from home. Many students feel lazy, unfocused, or sleepy when studying online. This indicates that interest and learning satisfaction are two important aspects that must be considered in the successful implementation of online learning. A low level of interest can have a direct impact on students' academic achievement, as well as their satisfaction with the materials, teaching methods, and facilities used during the online process.

Apart from the students, there are also problems from the lecturers, such as the lack of initiative to teach actively. Many lecturers only give assignments without giving explanations first, so students are required to learn independently without guidance. This condition encourages students to rely on technology, including the use of Artificial Intelligence (AI) in completing assignments. While this may increase efficiency, it also raises concerns about a decrease in understanding of the material and the quality of learning. While some students may be comfortable with the flexibility of the online system, others may be dissatisfied because they find it difficult to understand the material without direct interaction.

These conditions indicate the need for more attention to internal student factors, such as interest and learning satisfaction, in supporting the effectiveness of online learning. According to Tanjung, R., et al (2021) Interest is an impulse from within a person that arises because of interest in something that is liked, without coercion or pressure from others. Interest in learning arises when a person has an interest in a lesson, so he learns enthusiastically, diligently, and without feeling burdened (Nurhasanah, S., & Sobandi, A., 2016). This study aims to analyse the effect of interest and learning satisfaction on online learning for students of the Faculty of Economics and Business, State University of Jakarta.

This research is in line with the Sustainable Development Goals (SDGs), particularly SDG Number 4: Quality Education. According to Oktavian, R., & Aldya, R. F. (2020), online learning will be effective if it fulfils important components such as discussion, interaction, adaptation, and reflection, and is integrated with a digital learning environment that supports students' learning styles, flexibility, and positive experiences. By analysing the inhibiting and supporting factors from the student side, the results of this study are expected to contribute to improving the quality of online learning in higher education, to make it more adaptive, interactive, and in accordance with the needs of students in the digital era.

This is in line with the opinion of The first objective of this research is to analyse the effect of learning interest and learning satisfaction on the effectiveness of online learning, identify factors that influence learning interest and satisfaction in the context of online learning, describe the obstacles faced by students in online learning and their impact on the quality of education received, and provide recommendations based on the findings to support the achievement of SDG 4 of quality education through improving online learning systems and strategies.

RESEARCH METHODS

Technological advancements have brought many changes to the world of education, one of which is the use of online learning which has been increasingly used since the COVID-19 pandemic. Despite being more accessible, online learning does not always go well. Many students feel discouraged and dissatisfied when learning online, affecting the quality of their learning. Problems also arise from the way lecturers teach and students' habit of relying too much on technology such as AI. Therefore, it is important to understand how much learning interest and satisfaction affect the success of online learning, so that education remains high quality and in line with the goals of the SDGs, especially point 4 on inclusive and quality education in this digital era.

The population in this study were all active students of the Faculty of Economics and Business, State University of Jakarta. While for the sample used, namely using random sampling techniques

(Random Sampling). This is because this study included all active students in the Faculty of Economics and Business, State University of Jakarta without any other conditions. So that all these students can take part in filling out the research questionnaire. The number of samples in this study was targeted at 50 respondents.

In this study, the variables used consist of two independent variables, namely learning interest (X1) and learning satisfaction (X2), and one dependent variable, namely online learning (Y). The research instrument is arranged in the form of statements that represent each variable. For online learning variables, the instrument items cover aspects of student activeness, material clarity, lecturer interaction, technical constraints, and satisfaction with the use of digital platforms. On the learning interest variable, the statement items describe motivation for self-learning, interest in online systems, technology utilisation, enthusiasm for learning, and preference for online learning. Meanwhile, for the learning satisfaction variable, the instrument includes satisfaction with material quality, teaching methods, learning effectiveness and flexibility, discussion opportunities, and technology skills improvement.

The data collection technique used in this study is to use the method of distributing questionnaires or Google Form questionnaires online. The questionnaire also contains respondents' assessments measured using a Likert Scale from 1-5 which respondents will fill in according to their experience of the questions asked in the questionnaire. In this study, the data used is primary data because it directly uses survey results from respondents.

Meanwhile, for data analysis techniques in this study, namely descriptive statistical techniques and inferential statistics with simple regression tests. Descriptive statistics in this study aims to describe the tendency of respondents' data on how students' perceptions of the influence of interest and learning satisfaction on online learning (Average, distribution, and percentage of student answers). Then, inferential statistics with this regression test aims to test the effect of independent variables (X1: Learning interest and X2: Learning Satisfaction) on the dependent variable (Y: Online learning) of students of the Faculty of Economics and Business, State University of Jakarta.

RESULTS AND DISCUSSION

Results

Descriptive Statistical Test Results

This descriptive statistical measurement is carried out to see an overview of the average value (Mean), the lowest value (Minimum), and the highest value (Maximum), as well as the standard deviation of the Pre-Reset data of each variable, namely Learning Interest (X1), Learning Satisfaction (X2), and Online Learning (Y).

Tabel 1. Table Descriptive Statstics
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Minat Belajar	50	5.00	25.00	16.5200	3.83986
Kepuasan Belajar	50	12.00	25.00	18.0400	2.98267
Pembelajaran Daring	50	7.00	20.00	15.1800	2.18240
Valid N (listwise)	50				

- From these data it can be concluded that the Learning Interest Variable (X1) has a minimum value of 5 while the maximum value is 25. Then for the average value (Mean) of 16.5200 and with a standard deviation of 3.83986.
- From these data it can be concluded that the Learning Satisfaction Variable (X2) has a minimum value of 12 while the maximum value is 25. Then for the average value (Mean) of 18.0400 and with a standard deviation of 2.98267.
- From these data it can be concluded that the Online Learning Variable (Y) has a minimum value of 7 while the maximum value is 20. Then for the average value (Mean) of 15.1800 and with a standard deviation of 2.18240.

Pearson Correlation Test

The Pearson Correlation Test is conducted to see the relationship between Variable X and Variable Y whether Variable X will affect Variable Y or not. Then after doing the Pearson Correlation Test, the following results were obtained:

Tabel 2. Table Pearson Correlation

		Correlations		
		Minat Belajar	Kepuasan Belajar	Pembelajaran Daring
Minat Belajar	Pearson Correlation	1	.752**	.403**
	Sig. (2-tailed)		.000	.004
	N	50	50	50
Kepuasan Belajar	Pearson Correlation	.752**	1	.529**
	Sig. (2-tailed)	.000		.000
	N	50	50	50
Pembelajaran Daring	Pearson Correlation	.403**	.529**	1
	Sig. (2-tailed)	.004	.000	
	N	50	50	50

- a) In the Learning Interest Variable (X1) on the Online Learning Variable (Y), shows a Pearson Correlation Value of 0.403 which means that there is a moderate correlation between Learning Interest (X1) and Online Learning (Y). As for the Significance Value of 0.004 (< 0.05), meaning that Learning Interest (X1) has a significant effect on Online Learning (Y).
- b) In the Learning Satisfaction Variable (X2) on the Online Learning Variable (Y), shows a Pearson Correlation Value of 0.529 which means that there is a moderate correlation between Online Learning (X) and Learning Satisfaction (Y2). As for the Significance Value of 0.000 (< 0.05) even (<0.01), meaning that Learning Satisfaction (X2) has a very significant effect on Online Learning (Y).

Multiple Regression Tests

Regression test was conducted to see the effect of Learning Interest (X1) and Learning Satisfaction (X2) of students on Online Learning (Y). Based on the Regression Test, the results of Hypothesis Testing H1 and H2 were obtained with the t test.

$$\text{Nilai } t \text{ tabel} = t (\alpha/2 ; n-k-1) = t (0,025 ; 47) = 2,012$$

Tabel 3 : Table Multiple Regression

		Coefficients^a				
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.207	1.659		4.947	.000
	Minat Belajar	.007	.107	.012	.062	.951
	Kepuasan Belajar	.380	.137	.520	2.769	.008

- a) Testing the First Hypothesis (H1)
It is known that the Sig. value for the effect of X1 on Y is 0.951 > 0.05 and the calculated t value is 0.062 < t table 2.012, so it can be concluded that H1 is rejected, which means that there is no effect of X1 on Y.
- b) Second Hypothesis Testing (H2)
It is known that the Sig. value for the effect of X2 on Y is 0.008 > 0.05 and the t value is 2.760 > t table 2.012, so it can be concluded that H2 is rejected, which means that there is no effect of X2 on Y.

Discussion

Previous research shows that:

1. Research by Trisnawati et al. (2023) showed that the use of Google Classroom and Google Meet in online learning increased the interest and learning outcomes of mathematics students, marked by feelings of pleasure, attention in learning, and active participation by 50%.
2. Putriana's research (2022) shows that students are satisfied and have a high interest in online learning. This satisfaction is supported by adequate facilities, clear materials, and easy access to information. Students are also more active and enthusiastic in learning because they can search for additional material independently through the internet, which is considered more flexible than offline learning.
3. Afrizal & Rozi's research (2024) concluded that the quality of online learning has a significant effect on student interest in learning. The better the media and lecturer interaction, the higher the interest in learning. Meanwhile, the learning environment and motivation only have an impact if supported independently by students.
4. Research by Rivai & Mana (2021) shows that online learning has a significant impact on student motivation and interest in learning, especially if supported by varied and communicative media. Time flexibility is an advantage, but constraints such as internet connection and lack of emotional engagement reduce the effectiveness of learning for some students.
5. Research by Lase et al. (2023) concluded that tourism students are quite satisfied with online learning that is interactive, clear, and easily accessible. However, some students were less satisfied due to the limited hands-on practice that is important in the field of tourism.
6. Research by Suliyanthini et al. (2024) shows that blended learning improves student learning outcomes and satisfaction. Online learning provides flexibility and broad access to materials, but lacks depth without direct interaction. The combination with offline learning makes students more satisfied, creative, and able to practice the material directly.
7. Research by Khaq et al. (2025) concluded that online learning has a significant effect on the learning motivation of Guidance and Counselling students, with a contribution of 25.1%. Motivation increases if the material is interesting, relevant, and supported by varied media, although limited interaction remains an obstacle. External factors outside online learning also influence learning motivation.
8. Research by Tanto et al. (2022) showed that although online learning methods were well implemented and received positive perceptions from students, their interest in learning was still moderate due to inconsistent learning enthusiasm. Online learning has a positive effect, but increasing learning motivation still requires additional approaches.
9. Research by Alnursa et al. (2022) concluded that online learning has a positive effect on students' interest in learning. The main supporting factors include easy access to materials, time flexibility, and the use of attractive learning media.
10. Research by Abidin et al. (2022) concluded that face-to-face learning is more effective in increasing learning motivation than online learning. The lack of direct interaction in online learning causes a decrease in motivation, while two-way interaction in face-to-face classes can encourage learning enthusiasm. Therefore, it is recommended that face-to-face learning is still carried out while still paying attention to health protocols.

Then, based on the results of descriptive statistics shown in the table, students' interest in learning is classified as moderate, but not high. There are students who are very enthusiastic, but there are also those who are very less interested. Learning satisfaction is also quite good, which means that many students feel quite satisfied with online learning, although there are some who feel less satisfied. According to Kumalasari, D., & Akmal, S. Z (2020), students who are satisfied with online learning tend to be active, understand the material, can work together, are independent in learning, and more easily complete the course. Meanwhile, online learning itself is considered to have run quite well, but not yet optimal. According to Dewantara & Nurgiansah (2021), many students complain about online learning due to high quota fees, no tuition fee waivers, and piled-up assignments, making them lazy to do their college obligations. These results show that although online learning is already running, there are still many things that need to be improved, such as the way lecturers teach, the clarity of the material, and technological support. In addition, the differences between students are quite large, so the approach used cannot be generalised.

The descriptive statistical test results provide an overview of students' interest in learning, learning satisfaction, and online learning implementation. The average student interest in learning

is 16.52 out of a total score of 25, which means that their interest in learning is moderate, but not optimal. The wide range of scores shows that there are students who are very interested and some who are less interested, so the learning approach cannot be the same for everyone.

For learning satisfaction, the average is 18.04, which shows that most students feel quite satisfied with online learning. This is probably because they are used to using digital platforms, get easy access, and feel more flexible in learning. Even so, the differences in opinions between students also need to be considered. Meanwhile, the average score of online learning is 15.18 out of a maximum score of 20, which indicates that the implementation of online learning has been running quite well, but not perfect. There are still things that need to be improved, such as interaction between lecturers and students, clarity of material, and more optimal utilisation of technology.

Overall, although students are quite interested and satisfied with online learning, these results show that there is still room for improvement, especially in improving the quality of the learning system to make it more attractive, easy to understand, and in accordance with the diverse needs of students.

CONCLUSIONS

The study involving 50 students revealed that while interest and satisfaction in online learning were at a moderate level, satisfaction had a stronger and more significant impact on learning effectiveness than interest. Correlation and regression analyses indicated that only learning satisfaction shaped by system quality, teaching methods, and learning facilities significantly influenced online learning success, whereas learning interest did not. This suggests that students' positive experiences and comfort in using online learning platforms play a more crucial role than personal motivation alone. Therefore, educational institutions should prioritize improving service quality, system reliability, and overall student convenience to enhance online learning outcomes. Future research is encouraged to explore effective strategies for maintaining and fostering students' learning interest and enthusiasm in online settings, especially as a preparation for potential future challenges.

ACKNOWLEDGEMENTS

The researcher would like to thank all those involved in this research, including the supervisor who has provided direction and input during this research process. Thanks are also extended to all student respondents of the Faculty of Economics and Business, State University of Jakarta who have been willing to take the time to fill out the questionnaire. As well as to parents and friends who always support the author in making this research.

BIBLIOGRAPHY

2929-Article Text-10173-1-10-20230824. (n.d.).

Alnursa, D. S., Lukman, S., & Abdullah, I. (2022). Pengaruh Sistem Pembelajaran Daring Terhadap Minat Belajar Mahasiswa Program Studi Pendidikan Geografi STKIP Kie Raha Pada Masa Pandemi Covid 19. *Jurnal Ilmiah Wahana Pendidikan*, 8(1), 1–7. <https://doi.org/10.5281/zenodo.5831140>

Apriliana Lase, Angelia Putriana, Siti Aisyah, & Apriliani Lase. (2023). Pengaruh Pembelajaran Daring terhadap Kepuasan Belajar Mahasiswa Pariwisata di Tarutung. *TOBA: Journal of Tourism, Hospitality and Destination*, 2(2), 42–49. <https://doi.org/10.55123/toba.v2i2.4062>

Covid-, P., Afrizal, W., & Rozi, F. (2024). Pengaruh Pembelajaran Daring , Lingkungan Belajar , Dan Motivasi Belajar Terhadap Minat Belajar Mahasiswa Pada Masa. 5(3), 380–392. <https://doi.org/10.15294/baej.v5i3.11811>

Jainal Abidin, Erwina Azizah Hasibuan, & Mahdalia Harahap. (2022). Pengaruh Perkuliahan Daring VS Perkuliahan Tatap Muka terhadap Motivasi Belajar Mahasiswa Pasca Pandemi Covid-19. *Jurnal Pendidikan Mipa*, 12(3), 732–738. <https://doi.org/10.37630/jpm.v12i3.650>

Jusmawati, J., Satriawati, S., & Sabilah, B. M. (2020). Pengaruh Pembelajaran Berbasis Daring Terhadap Minat. *Jurnal Kajian Pendidikan Dasar*, 5(2), 106–111. <https://journal.unismuh.ac.id/index.php/jkpd/article/view/3934/2688>

Kumalasari, D., & Akmal, S. Z. (2020). Resiliensi akademik dan kepuasan belajar daring di masa pandemi COVID-19: Peran mediasi kesiapan belajar daring. *Persona: Jurnal Psikologi Indonesia*, 9(2), 353–368. <https://doi.org/10.30996/persona.v9i2.4139>

Lase, A., et al. (2023). Pengaruh Pembelajaran Daring terhadap Kepuasan Belajar Mahasiswa Pariwisata di Tarutung. *TOBA (Journal of Tourism, Hospitality and Destination)*, 2(2).

- Nurhasanah, S., & Sobandi, A. (2016). Minat Belajar Sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 128. <https://doi.org/10.17509/jpm.v1i1.3264>
- Nurhayati, H., & , Langlang Handayani, N. W. (2020). Jurnal basicedu. *Jurnal Basicedu*,. *Jurnal Basicedu*, 5(5), 3(2), 524–532. <https://journal.uui.ac.id/ajie/article/view/971>
- Permendikbud. (2013). Permendikbud RI Nomor 109 Tahun 2013 Tentang Penyelenggaraan Pendidikan Jarak Jauh Pada Pendidikan Tinggi. *Permendikbud Nomor 109 Tahun 2013*, 1–8. <https://lppmp.uns.ac.id/wp-content/uploads/2018/03/Permen-Nomor-109-tahun-2013-ttg-PJJ.pdf>
- Proses, A., Islam, I., Islami, K., Islami, L. K., & Islami, K. (2024). *Correspondent Author*: 8(2), 1101–1107. <https://doi.org/10.31316/g-couns.v9i2.6005>
- Putriana, P. (2022). Analisis Kepuasan Dan Minat Belajar Mahasiswa Manajemen Fakultas Ekonomi Dan Ilmu Sosial Uin Suska Riau Terhadap Sistem Pembelajaran Online/Daring Dimasa Pandemi Covid-19. *Jurnal Al-Iqtishad*, 18(2), 174. <https://doi.org/10.24014/jiq.v18i2.18790>
- Rivai, I. N. A. . & M. R. (2021). Pengaruh Pembelajaran Online Terhadap Motivasi Belajar Dan Minat Belajar Mahasiswa Pgmi Di Tengah Pandemi Covid-19. *Jurnal Riset Pendidikan Dasar*, 4 (2)(2), 168–179.
- Sihombing, J. S., Purnawan, P. E., Sababalat, K. Z., & Tafonao, T. (2024). Analisis Faktor Faktor yang Mempengaruhi Minat Belajar Mahasiswa. *Jurnal Ilmiah Multidisiplin*, 1(2), 106–118. <https://doi.org/10.62282/juilmu.v1i2.106-118>
- Sofyana, L., & Rozaq, A. (2019). *Pgri Madiun*. 8.
- Suliyanthini, D., Irwan, A. Z., Noerharyono, M., Haerunisa, I., & Febrilias, A. (2024). Pengaruh Pembelajaran Blended Learning Daring Terhadap Hasil Belajar dan Kepuasan Mahasiswa. *Jurnal Edukasi Dan Multimedia*, 2(2), 1–7. <https://doi.org/10.37817/jurnaledukasidanmultimedia.v2i2.3906>
- Tanjung, R., Ritonga, T., & Siregar, E. Y. (2021). Analisis Minat Belajar Siswa Dalam Pembelajaran Daring Pada Masa Pandemi Covid-19 di Desa Ujung Batu Barus. *MathEdu (Mathematic Education Journal)*, 4(1), 88–96. <https://journal.ipts.ac.id/index.php/MathEdu/article/view/2201>
- Tanto, Y., Saputra, E. M., Armansyah, A., & Herman, H. (2022). Pengaruh Metode Pembelajaran Daring Terhadap Minat Belajar Mahasiswa Dimasa Pandemi Covid-19 di STIE Pembangunan Tanjungpinang. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(2), 1301. <https://doi.org/10.37905/aksara.8.2.1301-1308.2022>
- Yahya, A. (2021). Efektivitas Pembelajaran Daring Terintegrasi di Era Pendidikan 4.0. *Jurnal Teknologi Dan Bisnis*, 3(2), 269–280. <https://doi.org/10.37087/jtb.v3i2.103>