

**THE EFFECT OF INTERNET MEDIA USAGE TOWARD  
LEARNING INTEREST THROUGH LEARNING MOTIVATION AS  
A MODERATOR VARIABLE**

**Devi Silviana, Mohammad Naim Musafik, Irwan Sulistyanto**  
naimmusafik@uniska-kediri.ac.id, irwan@uniska-kediri.ac.id

**ABSTRACT**

This research aims at analyzing the significant effect of: (1) the effect of internet media usage toward learning interest; (2) the effect of learning motivation toward learning interest; (3) the effect of internet media usage toward learning motivation and (4) the impact of internet media usage toward learning interest through learning motivation as a moderator variable. The method used is a quantitative approach, with questionnaire to measure the variable. The samples consist of 199 students who are taken by random sampling at the first grade of SMA Negeri 7 Kediri, it is calculated using Slovin Pattern formula. The path analysis used to analyze the data is (1) simple linear regression and (2) multiple linear regression. The result reveal that: (1) Internet media usage has positive significant effect toward learning interest about 26,3%; (2) Learning motivation has positive significant effect toward learning interest about 42,7%; (3) Internet media usage has positive significant effect toward learning motivation about 24,4% and (4) Internet media usage has an indirect impact toward learning interest through learning motivation as a moderator variable about 25,1%, while the direct impact is about 26,1%. It shows that the result of indirect impact is greater than direct impact. It is recommended that internet media usage is very well used as a new innovation in learning that is able to foster students' learning interest, but it must be accompanied by learning motivation that encourages students to use the internet wisely and finally it has a better effect on improving students' academic performance.

**Key words:** internet media usage, learning interest, learning motivation

**INTRODUCTION**

Learning interest is one of the most basic things for all students. In the early stages of a learning process, it should be started with an effort to increase students' interest, which stimulation brings joy to students and increases their enthusiasm. Learning interest will lead to learning habits, where study habits are methods or techniques that remain in students when receiving lessons, reading books, doing assignments and setting time to complete activities. This is related to Wardiana (2014), which states that learning interest is a feeling love that arises from

someone because of an interest in a learning activity that is carried out and brings satisfaction in a person. According to Ismawati (2011) the use of learning media such as the internet has an effect on student learning interest.

Currently, we have entered the era of globalization, an era where everything is always developing and progressing in various fields, especially in the field of education and technology information. The current demands in the pandemic era, where more students will study and seek information from home, all will be oriented towards the ability to make the best use of technology as a source of finding information and learning references. This is intended to condition students to learn independently. One of the developments in technology and information that is developing very rapidly in Indonesia is the internet. This is in accordance with the data published by Jadmiko (2020) in *Bisnis.com* articles which cites a statement from *Asosiasi Penyelenggara Jasa Internet Indonesia (APJII)*, stated that the increase in internet use and massive digital transformation were the result of the Covid-19 pandemic since March 2020. Understanding the internet in terms of science is a large library in which there are millions (even billions) of information or data in the form of electronic media.

Internet can affect various aspects of life, one of which is the aspect of education. Internet technology in this era of modernization and globalization has a positive impact in various fields, one of which is in the field of education which can function as a learning media or learning resource. Education using internet media does not recognize the limitations of time, distance, place of learning and the desire of students to study in their own place. The internet is like a world library that can be accessed easily according to everything we need. Internet media is digital media that provides information in the form of text, images, animation, film and video, so that learning, which usually involves facilities in the form of physical materials such as printed books, develops into digital media by utilizing networks or the internet.

According to Marwoto (2014) states that one of the problem-solving efforts to stimulate interest in learning through the provision of learning facilities, one of which is the internet media in education, which is very useful in the teaching and

learning process in schools, where students can complete their knowledge by the internet. That is because the internet is actually able to provide additional information for broader knowledge to students. Internet media can help students to obtain the latest information and phenomena that occur at this time which are then linked to the subject matter presented by the teacher at school so that students become interested in learning.

The internet is said to be the most preferred media by students, because on the internet there are so many learning media models such as blogs and journals that can be obtained for free. Through internet media, students can understand material faster than studying through textbooks, because usually learning media on the internet are made interesting and students will not feel bored. Students can learn new things that they do not get in formal schools, because what is taught in schools is very limited, that students are required to be independent to find additional information outside the formal education environment and the internet is one of the media that can be used for this.

Internet media usage is an extrinsic factor that can increase student motivation in learning. Where, students can access the internet easily because the internet can be accessed anywhere and anytime. The use of internet media in learning can stimulate students in the learning process, so that it will have an influence on learning motivation. This is related to research by Sultoni (2012) which states that the results of the study denote that the use of internet as a learning resource has an effect on student motivation. Learning motivation is the driving force within the individual that encourages us to carry out learning activities to increase knowledge, skills and experience.

Motivation has an important influence on students, because with the motivation of these students, they can realize how important learning is for the life to come. With high motivation, students will be interested and actively involved, be able to take the initiative to learn and students will try their hardest to learn. If someone have high motivation to learn, it will make someone understand the goals that want to achieve, then will feel compelled to be more active in learning, therefore it requires both extrinsic and intrinsic motivation. From the description

above it can be concluded that internet media usage and learning motivation can influence student learning interest.

## METHOD

The method used is a quantitative approach, with questionnaire to measure the variables. The samples consist of 199 students who are taken by random sampling at the first grade of SMA Negeri 7 Kediri, it is calculated using Slovin Pattern formula. In this research, the instrument is used to collect the data. This research used the questionnaire instrument to measure the internet media usage ( $X_1$ ), learning motivation ( $X_2$ ) and learning interest ( $Y$ ). The questionnaire is made by the researcher. There were 10 items for internet media usage, 11 items for learning motivation and 12 items for learning interest. The questionnaire distributes to all respondents by google form. Before conducting data analysis, the questionnaire must be fulfills the validity and reliability tests.

The significant questionnaire is analyzed by using descriptive statistics, classical assumption and inferential. In the descriptive statistics determined the description of the data which include mean, median, mode, range, standard deviation and variance. While classical assumption test describe the data include normality test, linearity test, multicollinearity test and heteroscedasticity test. The last for analysis the data is use the inferential that is simple linear regression and multiple linear regression.

## RESULT AND DISCUSSION

### 1. The Effect of Internet Media Usage toward learning Interest

**Table 1**  
**Model Summary of Internet Media Usage toward learning Interest**

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .513 <sup>a</sup> | .263     | .259              | 5.639                      |

a. Predictors: (Constant), Internet Media Usage ( $X_1$ )

Based on model summary table show that determination coefficient (R square) is 0,263. It means that the partial effect of internet media usage have contributions about 26,3% toward learning interest.

**Table 2.**  
**Coefficients of Internet Media Usage toward Learning Interest**

| Model |  | Coefficients <sup>a</sup>   |            |                           |       |      |
|-------|--|-----------------------------|------------|---------------------------|-------|------|
|       |  | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|       |  | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)                             | 20.039                      | 2.990      |                           | 6.701 | .000 |
|       | Internet Media Usage (X <sub>1</sub> ) | .616                        | .073       | .513                      | 8.382 | .000 |

a. Dependent Variable: Learning Interest (Y)

The score of t count is 8,382, t table is 1,972. It is shown that t count > t table or 8,382 > 1,972. From the value, we know that Ha is accepted, means that internet media usage has significant effect toward learning interest. In this research can conclude that internet media usage has significant effect toward learning interest, that happens because an idea to created new innovations in learning activities. Especially during the current pandemic Covid19, this has made teaching and learning activities often done virtually via internet and it required students more able to use the internet as a media for learning resource independently. So that it makes the internet media usage has an effect on increase students learning interest, supported by (Prima, 2012).

**2. The Effect of Learning Motivation toward Learning Interest**

**Table 3.**  
**Model Summary of Learning Motivation toward Learning Interest**

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .653 <sup>a</sup> | .427     | .424              | 4.972                      |

a. Predictors: (Constant), Learning Motivation (X<sub>2</sub>)

Based on model summary table show that determination coefficient (R square) is 0,427. It means that the partial effect of learning motivation have contributions about 42,7% toward learning interest.

**Table 4.**  
**Coefficient of Learning Motivation toward Learning Interest**

| Model                                 | Coefficients <sup>a</sup>        |            | Standardized Coefficients<br>Beta | t      | Sig. |
|---------------------------------------|----------------------------------|------------|-----------------------------------|--------|------|
|                                       | Unstandardized Coefficients<br>B | Std. Error |                                   |        |      |
| (Constant)                            | 9.991                            | 2.901      |                                   | 3.444  | .001 |
| Learning Motivation (X <sub>2</sub> ) | .788                             | .065       | .653                              | 12.115 | .000 |

a. Dependent Variable: Learning Interest (Y)

In coefficient table, the score of t count is 12,155 and the score of t table is 1,972. It is shown that t count > t table or 12,155 > 1,972. From the value, we know that H<sub>a</sub> is accepted, means that learning motivation has significant effect toward learning interest. According to the research finding, it can be conclude that learning motivation has significant effect toward learning interest, that happens because in teaching and learning activities the role of motivation, both intrinsic and extrinsic, is very needed. With motivation, students can develop activities and initiatives, which can lead to student persistence in learning activities so that it will increase students learning interest, supported by (Prahmadita, 2014).

### 3. The Effect of Internet Media Usage toward Learning Motivation

**Table 5.**  
**Model Summary of Internet Media Usage toward Learning Motivation**

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .494 <sup>a</sup> | .244     | .240              | 4.733                      |

a. Predictors: (Constant), Internet Media Usage (X<sub>1</sub>)

Based on model summary table show that determination coefficient (R square) is 0,244. It means that the partial effect of internet media usage have contributions about 24,4% toward learning motivation.

**Table 6.**  
**Internet Media Usage toward Learning Motivation**

| Model | Coefficients <sup>a</sup>              |       |                       |      |       |      |
|-------|--|-------|-----------------------|------|-------|------|
|       | Unstandardized Coefficients            |       | Standardize d<br>Beta | t    | Sig.  |      |
|       | B                                      | Std.  |                       |      |       |      |
| 1     | (Constant)                             | 24.41 | 2.510                 |      | 9.728 | .000 |
|       | Internet Media usage (X <sub>1</sub> ) | .492  | .062                  | .494 | 7.974 | .000 |

a. Dependent Variable: Learning Motivation (X<sub>2</sub>)

In coefficient table, the score of t count is 7,974 and the score of t table is 1,972. It is shown that t count > t table or 7,974 > 1,972. From the value, we know that H<sub>a</sub> is accepted, means that internet media usage has significant effect toward learning motivation.

From the result finding it can be conclude that internet media usage has significant effect toward learning motivation, that happens because the existence of internet media can make it easier for students and optimize their abilities to search and find various information they want as a source of required knowledge so that students can be motivated to study harder because of the direct benefits and impacts that are obtained, which will then increase students learning motivation, supported by (Riyanto, 2012).

**4. The Impact of Internet Media Usage toward Learning Interest through Learning Motivation as a Moderator Variable**

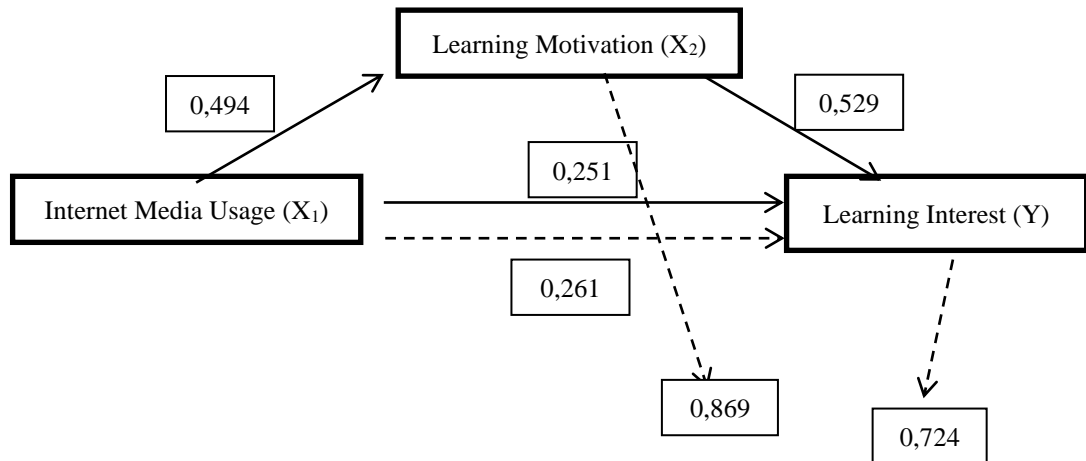
**Table 7.**  
**Model Summary of Internet Media Usage toward Learning Interest through Learning Motivation**

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .689 <sup>a</sup> | .475     | .469              | 4.772                      |

a. Predictors: (Constant), Learning Motivation (X<sub>2</sub>), Internet

Based on model summary table show that determination coefficient (R square) is 0,475. It means that the partial effect of internet media usage through learning motivation have contributions about 47,5% toward learning interest.

The impact of internet media usage toward learning interest through learning motivation as a moderator variable that will be reflected in result discussion mapping below:



**Figure 1. Result Discussion Mapping of Internet Media Usage toward Learning Interest through Learning Motivation**

Based on the result indicated that the direct effect of internet media usage through learning motivation is 0,494, while the indirect effect of internet media usage on learning interest is the multiplication between beta value of internet



media usage on learning motivation toward learning interest ( $0,494 \times 0,529 = 0,261$ ). The total effect of internet media usage toward learning interest is calculated through the sum between the beta value of direct effect and indirect effect ( $0,251 + 0,261 = 0,512$ ). Based on the result above, the value of direct effect is 0,251 or 25,1% while the value of indirect effect is 0,261 or 26,1%. It means that direct effect is less than indirect effect, which indicated internet media usage through learning motivation indirectly has the impact toward learning interest and indirect impact is effective.

From the explanation, it is conclude that internet media usage toward learning interest through learning motivation has the indirect impact is greater than the direct impact. The value of internet media usage toward learning interest is 25,1%. It is indicate that internet media usage has small impact toward learning interest. While, the value of internet media usage toward learning interest through learning motivation as a moderator variable is 26,1% units. It indicated that internet media usage has greater impact toward learning interest, if through learning motivation.

That happens because internet media usage will further increase student learning interest if it is accompanied by student learning motivation as we know that motivation is impulse that comes from within students. Without high motivation to learn, the use of internet media only has small impact toward students learning interest. Conversely, if the internet media usage is accompanied by learning motivation, it will help students to optimize their ability to use the internet as a learning resource and be motivated to study harder and further increase their learning interest maximally. It means that motivation has a profound effect on everything a student does and learning interest will arise when students has the motivation to learn, support by Emda (2017).

## CONCLUSION

The result reveal that: (1) Internet media usage has positive significant effect toward learning interest about 26,3%; (2) Learning motivation has positive significant effect toward learning interest about 42,7%; (3) Internet media usage

has positive significant effect toward learning motivation about 24,4% and (4) Internet media usage has an indirect impact toward learning interest through learning motivation as a moderator variable about 25,1%, while the direct impact is about 26,1%. It shows that the result of indirect impact is greater than direct impact. It is recommended that internet media usage is very well used as a new innovation in learning that is able to foster students' learning interest, but it must be accompanied by learning motivation that encourages students to use the internet wisely and finally it have a better effect on improving students' academic performance.

## REFERENCES

- Emda, A. 2017. Kedudukan Motivasi Belajar Siswa dalam Pembelajaran. *Lantanida Jurnal*. (Online) (5) 2, 182. (<https://jurnal.ar-raniry.ac.id/index.php/lantanida/article/download/2838/2064> accessed 11 April 2021).
- Ismawati, I. 2011. *Pengaruh Pemanfaatan Internet sebagai sumber belajar terhadap Prestasi Belajar Melalui Motivasi Belajar Siswa Kelas XI IPS SMA Negei 1 Batu Tahun Pelajaran 2010-2011*. Malang: Fakultas Ekonomi Universitas Negeri Malang.
- Jatmiko, D.L. 2020. *APJII: 196,7 Juta Warga Indonesia Sudah Melek Internet*. (Online). (<https://teknologi.bisnis.com/read/20201110/101/1315765/apjii-1967-juta-warga-indonesia-sudah-melek-internet> accessed 21 February 2021).
- Marwoto. 2014. Strategi Guru Sejarah Dalam Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran Sejarah Di Sman 10 Pekanbaru. *Jurnal Lentera*,(online), (5) 14, 28-30. (<https://media.neliti.com/media/publications/22979-ID-strategi-guru-sejarah-dalam-meningkatkan-minat-belajar-siswa-pada-mata-pelajaran.pdf> accessed 21 February 2021).

- Prahmadita, A. D. 2014. *Faktor-faktor yang Mempengaruhi Minat Siswa Untuk Mengikuti Ekstrakurikuler Drumband di SMP Negeri 1 Sleman*. Skripsi. Yogyakarta: Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta.
- Prima, L. S. 2012. *Pengaruh penggunaan media internet terhadap prestasi belajar ekonomi Siswa Kelas XII IPS SMA SWASTA BERSAMA BERASTAGI TA 2011/2012*. Fakultas Ekonomi universitas Sumatera Utara.
- Riyanto. 2012. *Pengaruh Pemanfaatan Internet Dan Motivasi Belajar Terhadap Prestasi Belajar Siswa Kelas X ( Studi Kasus Pada Kompetensi Keahlian Elektronika Industri di SMK Muda Patria Kalasan)*. Skripsi. Yogyakarta: Fakultas Teknik Univesitas Negeri Yogyakarta.
- Sultoni, A. 2012. *Pengaruh Pemanfaatan Internet Sebagai Sumber Belajar Sejarah Terhadap Motivasi Belajar Siswa Kelas XI IPS SMAN 1 Wiradesa Kabupaten Pekalongan Tahun Pelajaran 2011/2012*. Skripsi. Semarang: Fakultas Ilmu Sosial Universitas Negeri Malang.
- Sutama. 2016. *Metode Penelitian Pendidikan:Kuantitatif, Kualitatif, PTK, R & D*. Surakarta: Fairuz Media.
- Wardiana. 2014. Hubungan antara Adversity Quotient (AQ) dan Minat Belajar dengan Prestasi Belajar Matematika pada Siswa Kelas V SD di Kelurahan Pedungan. (Online). *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha*, (2) 1, 4. (<https://ejournal.undiksha.ac.id/index.php/JJPGSD/article/view/3026/2510> accessed 19 February 2021).