



THE EFFECT OF LEARNING DISCIPLINE AND E-LEARNING PERCEPTIONS TOWARD ON LEARNING MOTIVATION WITH EMOTIONAL QUOTIENT AS A MODERATE VARIABLE

Eni Erwantiningsih¹

¹Pasuruan Merdeka University, Indonesia
Corresponden Email: enierwanti232@gmail.com

Abstract

Learning during the Covid-19 Pandemic, which requires online methods without being able to meet face-to-face, impacts students, one of which is learning motivation. This impact can be seen from (1) not the maximum number of student attendance, (2) the tendency of students not to concentrate on learning from beginning to end, and (3) lack of understanding of the lecture material.

This study aims to analyze the effect of learning Discipline and perceptions of *e-learning learning* on learning motivation with *emotional quotient* as a moderating variable. The research method used in this study is a causal associative method with a quantitative approach. Sampling was carried out using purposive sampling from students actively participating in lectures at the 5th and 7th semesters of the Faculty of Economics, Merdeka University, Pasuruan, as many as 122 people, all of which were used as research samples.

The results of testing the hypothesis that the Learning Discipline variable (X₁) has a positive and significant effect on learning motivation (Y) by obtaining the original sample value of 0.263 and P Values of 0.002 < 0.05. *E-Learning Learning Perception* Variable (X₂) has a negative and insignificant effect on learning motivation (Y). V with the obtained original sample value of -0.125 and P Values of 0.059 > 0.05. The Emotional Quotient (Z) variable significantly moderated the discipline variable on learning motivation (Y) with P Values of 0.000 < 0.05. The *Emotional Quotient* (Z) variable significantly moderated the *E-Learning Learning Perception* variable on learning motivation (Y) with P Values of 0.021 < 0.05. The emotional quotient (EQ) significantly moderates learning Discipline and E-Learning Learning Perceptions of Learning Motivation. Based on the above analysis, it can conclude that Learning Discipline has a positive and significant effect on learning motivation and *E-Learning Learning Perceptions* have a negative and insignificant effect on Learning Motivation.

Keywords: Learning Discipline, Perception of *E-Learning Learning*, Motivation, and *Emotional Quotient* (EQ)

INTRODUCTION

The Covid-19 pandemic is still a threat in all aspects of life in all countries worldwide. People's lifestyles must change as a form of adaptation to hope that all activities can run smoothly and do not endanger human health. Research conducted (Aeni, 2021) In the health sector, the Covid-19 pandemic has caused many people who have been positively exposed and resulting in death and a decline in several health services. In addition, the Covid-19 pandemic has also affected the economy by decreasing investor sentiment on the market, so the tendency is to have a negative

direction (Nasution, Erlina dan Muda, 2020). Meanwhile, in the field of education, it has resulted in changes in learning patterns that require learning from home and not meeting face to face to avoid the transmission of the Covid-19 virus. (Siahaan, 2020). Responding to the impact of the Covid-19 pandemic, especially in the academic field, the Minister of Education and Culture, through a circular issued in 2020 regarding the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period, implemented learning from home without having to meet face to face so that the online learning system the right one to apply (Melinda dan Lazwardi, 2020).

Starting from the many aspects of life that are affected and the seriousness of the health and even death that occurs, the pattern of socializing while still implementing health protocols must continue to be carried out. Learning with an online system without meeting face-to-face is still the best option until the Covid-19 pandemic ends. Changes in learning, which mostly rely on internet facilities and other remote technology applications, certainly change the way students learn during the conventional learning period, which has so far relied on lecturers as a source of knowledge and allows only one direction. Student enthusiasm and Discipline are needed to maintain time and learning patterns so that students can remain motivated to study while the Covid-19 pandemic is not over.

Universitas Merdeka Pasuruan is a private university in Pasuruan that operates independently with the main source of funding from students. With the limitations that exist during the Covid-19 pandemic, which demands implementing an e-learning learning system with all changes in methods and infrastructure available, the research background is to determine student motivation in completing their learning. Besides the benefits and conveniences obtained from online learning, it also causes problems and obstacles in the learning process. According to research(Kango and Ghazi, 2019) that online learning, besides having advantages, some challenges must be faced, namely infrastructure, learning methods, and student study centers so that they can become independent universities and have learning governance that can answer the challenges of the 21st century. In other words, Universitas Merdeka Pasuruan is at least able to answer the challenges of this online learning model. In the future, it can become an independent university and have maturity in improving future learning governance.

LITERATURE REVIEW

As long as learning is carried out using the distance learning method, Discipline is needed to maintain time and consistent learning patterns. According to (Gunawan Budhi, 2017), Discipline is the condition of a person who can control attitudes and behavior from within himself, following the norms and things that have been regulated. Discipline also has a meaning as attitudes and behavior following written rules or not (Nitisemito, 1982). A study concluded that Discipline in learning has significantly influenced learning motivation during e-learning (Liubana and Puspasari, 2021). Discipline in the learning process is one factor that influences learning motivation. A discipline is a form of individual attitude by obeying and obeying rules and regulations, orderly following teaching and learning activities, and on-time keeping the schedule for completing assignments (Mulyany, 2014). According to research (Dwi L, Muhsin dan Rozi, 2019), learning discipline affects learning motivation by getting used to being disciplined at school and home by maintaining a study schedule so that assignments will complete on time.

The indicators used in measuring learning discipline (Daryanto, 2013) include (1) obeying the rules at school; (2) obedient to learning activities; (3) completing tasks and responsibilities; (4) the Discipline of studying at home. The results of each person's learning discipline will produce differences depending on their respective conditions.

Perception of E-Learning Learning

Online learning can provide different results and tastes for each student because everyone has different expectations and standards. Perception underlies how a person perceives something, which can be the basis for acting. Perception itself is the process of how a person recognizes an object that occurs with the help of the human senses. Information received by the senses of hearing, sight, or touch will be processed by the nerves to be sent to the brain for further selection into a meaningful picture. This perception will move students how to organize and manage themselves in participating in lecture activities regardless of whether they are offline or online. This activity also underlies the skills possessed by each student related to how to learn, thinking processes, to motivating themselves to achieve learning goals (Zhafira, Ertika dan Chairiyaton, 2020). Indicators of student perceptions of e-learning include convenience, perceived benefits, and perceptions of acceptance. Learning carried out online during the Covid-19 pandemic requires all parties involved, both educators and students, to go through it as well as during face-to-face

learning, although with different learning methods and conditions. The success of learning depends on the desire and passion of each individual, which is the main driving motivation.

Motivation

Motivation can explain the intensity, persistence, and quality of behavior that leads to achieving goals (Brophy, 2010). Motivation can also affect how a person's learning patterns and interests are depicted in what is learned, how to learn, and determine the right time when to learn. (Schunk, 2012). With the motivation of a person, it will be encouraged by how he will act following the expected goals, both physically and mentally, so that every activity or activity carried out will be important in maintaining his motivation (Lee and Martin, 2017).

A study illustrates that motivation has an important role in determining the success of a person's learning process. The higher the motivation will provide the high level of success and learning achievement. (Dewi Wardani *et al.*, 2020). Research results (Fitriyani, Fauzi dan Sari, 2020) stated that learning during the pandemic did not reduce students' motivation to learn even though they only relied on technology as a medium to gain knowledge with various existing shortcomings. Similar research concluded that online learning could increase student learning motivation with a correlation of 0.54 (Astuti, Hasanah dan Rochmat, 2020).

This study concludes that the success of one's learning depends on the motivation that is owned as the driving force for each activity carried out. The indicators of learning motivation are (1) desire and desire; (2) drives and needs; (3) future hopes and aspirations; (4) awards; (5) interesting activities; (6) conducive learning environment (Uno, 2011). Every decision and activity planning is well illustrated by how much the expectations and goals are to be achieved.

The motivation studied in this study was the condition of the student's enthusiasm for learning in the learning process taken by the 5th and 7th semesters students of the Faculty of Economics, Merdeka Pasuruan University, who spent the longest time studying with the e-learning system during the Covid-19 pandemic.

METHOD

This study describes the relationship between influencing and being influenced by the variables to be studied. This type of research is explanatory research, which is a type of research that explains the relationship between the dependent variable and the independent variable by using a moderating variable. This research is causal associative research using a quantitative approach and aims to determine the effect of two or more variables. Using a quantitative approach because numbers or a numerical scale state the data used to analyze the relationship between variables. The research method used in this study is a causal associative method with a quantitative approach. Sampling was carried out using purposive sampling obtained from students actively participating in lectures at the Faculty of Economics in the fifth (5) and seventh (7) semesters at Merdeka University, Pasuruan, as many as 122 students using the census method.

RESULTS AND DISCUSSION

Based on the data processing that we did, the inner model found an R Square value of 0.749 which means that learning discipline, perception of e-learning learning, and emotional quotient affect student learning motivation by 75%, of which 25% may be influenced by variables not examined in this study. Such as the condition of the home environment, parental support, and learning achievement results, as described in table 1.

Table 1 Value of R Square

R Square			
Matrix	R Square	R Square Adjusted	
	R Square	R Square Adjusted	
variabel y	0.749	0.738	

The influence given is positive or negative for exogenous variables on endogenous variables. It is shown that if the original sample value is in the range of values between -1 and 0, the relationship is negative. At the same time, if the value is in the range 0 and 1, the relationship is positive. The results of this study illustrate that the effect of learning discipline on motivation has a positive influence with the original sample value of 0.263. In contrast, the perception of e-learning learning negatively influences learning motivation with the original sample value of -0.125, and emotional quotient as a moderating variable has a positive influence on motivation. Study with the original sample value of 0.603.

While the P Values indicate whether the effect of exogenous variables on endogenous variables is significant or not, that is, if the P Values are less than 0.05, then the effect of exogenous variables on endogenous variables indicates the significance, and if it is greater than 0.05, then it is not significant. In this study, the data obtained that learning discipline significantly affects learning motivation with P Values of $0.002 < 0.05$. The perception of *e-learning learning* has no significant effect with P Values of $0.059 > 0.05$, although the effect is positive. Meanwhile, *emotional quotient* as a moderating variable significantly affects learning motivation with P Values $0.000 < 0.05$. While the *emotional quotient* variable is significant in moderating learning discipline on motivation with P Values of $0.000 < 0.05$, its function of moderating perceptions of *e-learning learning* on motivation is significant, namely the P Values of $0.021 < 0.05$. This result is shown in table 2

Table 2 Path Coefficient Value

Path Coefficients					
	Mean, STDEV, T-Values, P-Val...	Confidence Intervals	Confidence Intervals Bias Cor...	Samples	
	Original Sampl...	Sample Mean (...)	Standard Devia...	T Statistics (O/...	P Values
Latent Variable ...	0.263	0.270	0.086	3.042	0.002
Latent Variable ...	-0.125	-0.108	0.066	1.895	0.059
X1*Z -> variab...	-0.452	-0.423	0.096	4.699	0.000
X2*Z -> variab...	0.266	0.225	0.115	2.317	0.021
variabel moder...	0.603	0.591	0.075	8.061	0.000

While the results of the predictive relevance analysis describe the quality of the results of this research observation, it is shown that if the resulting Q2 value is above 0, then the results of research observations are in a good category. In this study, the resulting Q2 value of 0.477 can conclude that the predictive relevance is good or the results of observations in this study have a good category.

Table 3 Analysis of predictive relevance

Construct Crossvalidated Redundancy			
Total	Case1	Case2	Case3
	SSO	SSE	Q ² (= 1-SSE/SSO)
Latent Variable 1	366.000	366.000	
Latent Variable 2	488.000	488.000	
X1*Z	122.000	122.000	
X2*Z	122.000	122.000	
variabel moder...	488.000	488.000	
variabel y	610.000	319.156	0.477

To de
looking at the

e is fit or not by
above 0, the model

is already a fit or good model. In this study, the number of 0.737 is obtained, and it can conclude that this research model was able to describe 73.7% as a fit model.

Table 4 The results of the fit. model analysis

Model_Fit		
Fit Summary	rms Theta	
	Saturated Model	Estimated Mo...
SRMR	0.089	0.087
d_ULS	1.086	1.040
d_G	0.492	0.553
Chi-Square	342.853	353.854
NFI	0.745	0.737

By the results of data processing with Smart PLS, which indicators have the most influencing values on both exogenous and endogenous variables is also known. For the learning discipline variable, the indicator that has the biggest contribution is 0.909, namely that during e-learning learning, students still obey the rules set by the lecturer. Meanwhile, the variable perception of *e-learning learning*, the indicator that students can receive directions and learning objectives clearly before the lecture starts, contributes a value of 0.884. At the same time, the exogenous variable that has a greater influence on the endogenous variable, namely learning motivation, is the learning discipline of 0.263. *The emotional quotient* as a moderating variable has an indicator with the largest contribution being 0.882, namely the belief that God will give great wisdom if you remain enthusiastic about studying during this pandemic even though the learning model is not yet normal. This moderating variable can also strengthen the influence of learning perceptions on learning motivation but has little influence on moderating the influence of learning discipline on learning motivation.

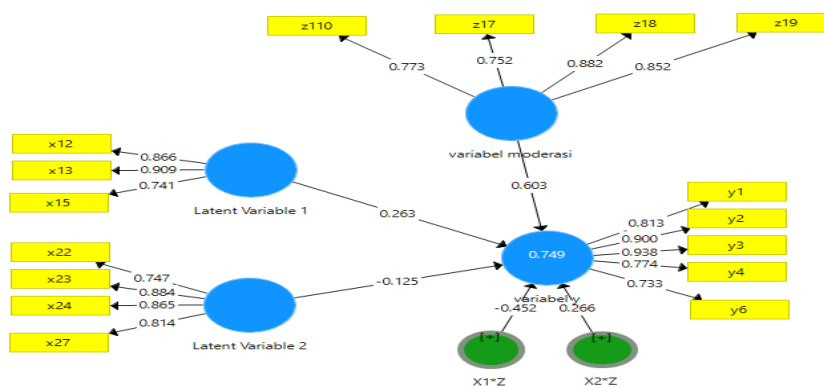


Figure 1 Research Model

CONCLUSION

Based on the description in the discussion, the final step of the researcher in the research entitled *The Effect of Learning Discipline and Perception of E-Learning Learning on Learning Motivation with Emotional Quotient* as a moderating variable can be concluded as follows:

First, the results of testing the hypothesis that the Learning Discipline variable (X1) has a positive and significant effect on learning motivation (Y) is acceptable. This conclusion is supported by obtaining the original sample value of 0.263 and P Values of $0.002 < 0.05$. *Second*, Neither the positive nor significant outcomes of the test of the hypothesis that the *E-Learning Learning Perception* variable (X2) affects motivation for learning (Y) can be accepted as true. The results of the study prove that the *E-Learning Learning Perception* variable (X₂) has a negative and insignificant effect on learning motivation (Y), this conclusion is supported by obtaining the original sample value of -0.125 and P Values $0.059 > 0.05$. *Third*, the results of hypothesis testing that the Emotional Quotient (Z) variable can significantly moderate the discipline variable on learning motivation (Y) is acceptable, supported by the P Values of $0.000 < 0.05$. *Fourth*, the results of hypothesis testing that the Emotional Quotient (Z) variable is significantly able to moderate the *E-Learning Learning Perception* variable on learning motivation (Y) is acceptable, supported by P Values of $0.021 < 0.05$.

Learning conditions that are still not normal because the Covid-19 condition has not completely disappeared by continuing to apply distance learning (*E-Learning*) gives the fact that student motivation to learn can be positively influenced by learning Discipline even though the perception of distance learning is still not clear. It can increase learning motivation because it is possible that the online learning model received so far has not been perfect as expected. However, the student's *emotional quotient* condition strengthened the influence of motivation on the perception of E-Learning learning that was not as expected.

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