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The Influence Of Free Internet And E-Learning Learning On Student Learning Motivation Smk Negeri 1 Boyolangu

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***Abstract*— This study aims to determine the effect of free internet and e-learning on learning motivation of students of SMK Negeri 1 Boyolangu. The background of this research is the development of technology that encourages the use of the internet and e-learning in education. The method used is a quantitative approach with multiple linear regression techniques. The sample in this study was class XI students majoring in TKJ totaling 70 respondents, selected by total sampling technique. The results showed that simultaneously, free internet and e-learning learning had a significant effect on student learning motivation. However, partially, only e-learning learning has a significant effect, while free internet does not have a significant effect on learning motivation. This finding indicates that although internet access is important, its use needs to be directed in a structured learning system to be effective in increasing learning motivation.**

Keywords*— *Free internet, E-Learning, Motivation to learn

I. INTRODUCTION

Nowadays, the development of science is progressing very quickly. The internet is one of the results of scientific and technological advances created by humans [1]. Technological developments have spread to various aspects of life. The availability of technology, especially the internet, has affected the mindset of people's lives, one of which is in the field of education. The use of technology, especially the internet and computers, has many benefits. The influence of this technology can be exemplified by the emergence of e-books or e-libraries that make it easier for students to access textbooks online without having to come to the bookstore or library. According to Khaeriyah and Mahmud, "the internet is one of the technologies that make it easy to find fast sources of information according to your needs."[2]. In the field of education, the internet is widely used by teachers in the teaching and learning process, such as as a medium for obtaining material in the form of learning videos, images, actual information about the material being studied and so on. With the freedom and convenience that students can access, this has an impact on their learning motivation[3]. Utilizing communication and information technology in the world of education, namely in schools, is one of the efforts to improve the quality of education in Indonesia, by utilizing teaching materials that are packaged in the form of Information and Communication Technology-based media, such as E-Learning[4]. The use of E-Learning media is expected to improve student learning process and increase learning motivation. E-Learning is a form of utilizing internet technology for learning experience. E-Learning is a way of utilizing digital technology for the learning process so that learning can be more open, distributed and flexible. In the field of education, the internet and e-learning increase the efficiency and motivation of student learning. However, its utilization also faces challenges such as limited direct interaction and network access gaps. SMK Negeri 1 Boyolangu is one of the schools that has provided free internet services and implemented e-learning to support the learning process. Based on these conditions, this study was conducted to determine the extent of the influence of free internet and e-learning on student learning motivation at SMK Negeri 1 Boyolangu.

II. LITERATURE REVIEW

A. Internet

Rusman explained that the internet is a combination of two or more computers that have connectivity so that it can intertwine millions of computers in the world into a network. so as to be able to intertwine millions of computers in the world into a global network, so that they can exchange information. global network, so that they can exchange information. Tracy Laquey said if the internet is a thousand computer networks that reach all humans inhabitants of the world [5].

1. Internet benefits
   Some of the benefits of the internet in education include [6]:
   a. Abundant sources of information
   b. Additional learning resources
   c. Internet such as online library
   d. Internet provides multimedia tools
   e. Make learning fun
   f. Make it easier for students to understand the subject matter
   g. Encourage independence
   h. Facilitates communication
2. Impact of the Internet
   There are six positive impacts of the internet according to [7]:

a. The emergence of the e-learning distinction as open education from the development of the internet
b. The sharing of resources between various institutions
c. Sources of knowledge obtained by students without being limited by time and space
d. The emergence of teleconference-based classes
e. The emergence of multimedia to replace the blackboard as interactive information
f. The emergence of educational software in the form of children's educational programs

Negative impacts resulting from the internet according to [7]:

a. The existence of various dangerous and negative content
b. The occurrence of many frauds
c. Cyber bullying
d. Internet addiction, which is the excessive use of the internet

B. E-Learning

E-Learning is an electronic-based learning media that utilizes computers, laptops or mobile phones that can be connected to the internet network. For example, website, teacher's room, zenius, google classroom, etc[8].

1. Function of E-Learning

Some functions of e-learning include [9]:

a. Supplement (additional), learners have the freedom to choose whether to utilize electrical learning materials or not.
b. Complement, electronic learning materials are programmed to complement the learning materials received by students in the classroom.
c. Substitute, e-learning as a substitute is used in some universities in developed countries.

The aim is to help make it easier for students to manage learning activities so that students can adjust their time and other activities with learning activities. Students can choose the learning model which is face-to-face, partly face-to-face and partly through the internet, or completely through the internet.

2. Benefits of E-Learning

Some benefits of e-learning include [10]:

a. With e-learning, it can shorten the learning time and make the study cost more economical.
b. E-learning facilitates interaction between learners and materials.
c. Learners can share information with each other and can access learning materials at any time and repeatedly.
d. With e-learning the process of knowledge development does not only occur in the classroom, but with the help of computer equipment and networks, students can be actively involved in the teaching and learning process.

C. Motivasi Belajar

Learning motivation is something that gives rise to encouragement or enthusiasm for learning or in other words as a driver of the spirit of learning. Meanwhile, according to Hermine Marshall, the term learning motivation is the meaningfulness, value, and advantages of learning learning activities that are attractive enough for students to carry out learning activities [11].

1. Learning Motivation Function

The function of motivation in the learning process is [12]:

a. Encouraging students to move, everyone's behavior is caused by an impulse that arises from within which is called motivation. Students' enthusiasm in completing assignments given by the teacher on time and wanting to get good grades because they have high motivation to learn.
b. As a director, the behavior shown by each individual is basically directed to meet his needs or to achieve predetermined goals. Thus motivation functions as a driver of effort and achievement. The existence of good motivation in learning will show good results.

2. Types of Learning Motivation

Based on its nature, motivation can be divided into intrinsic motives and extrinsic motivation [11] :

a. Intrinsic Motivation
Intrinsic motivation is motivation that arises from oneself and is not influenced by something outside of oneself because in every individual there is already an urge to do something.
b. Extrinsic Motivation
This type of motivation arises as a result of influences from outside the individual, whether due to an invitation, suggestion, or coercion from someone else so that under these circumstances the student wants to learn.

III. Research Method

This research uses descriptive quantitative research. Quantitative descriptive research aims to describe in detail the events or phenomena that occur in the field. In this method, researchers observe a particular event or situation and then analyze the data obtained to gain a deeper understanding. The research process begins with collecting information from the field, then the researcher draws conclusions or generalizations

based on these observations. This approach is simple and focuses more on understanding the context and experiences experienced by the research subject [13].

A. Population and Sample

1. Population

The population in this study were all students of the Computer and Network Technology Education Department at SMKN 1 Boyolangu Tulungagung who had used E-Learning learning accompanied by free internet media. But in the research I did not take all generations, only took the 2022 batch because the 2023 batch students were still in the school introduction period and the 2021 batch was the final students who had to focus on practicum exams so that there was less need to use E-Learning learning. So that the research population that I researched with the title "The Effect of Free Internet and E-Learning Learning on Learning Motivation of Students of SMKN 1 Boyolangu" is 2022 students.

2. Sample

According to Sugiyono (2012: 147) cited in[14] the sample is part of the number and characteristics possessed by the population. If the population is large, and research is not possible to study everything in the population, for example due to limited funds, energy and time, then researchers can use samples taken from that population. What is learned from the sample, the conclusion will be applicable to the population. For this reason, the sample taken from the population must be truly representative. In this study, samples were taken from students of SMK Negeri 1 Boyolangu Tulungagung majoring in Computer and Network Technology class of 2022.

Tabel 3.1 Sampel Penelitian

No	Kelas	Jumlah
1	TKJ 1	35
2	TKJ 2	35
Total		70

B. Data Collection Technique

The data collection technique in this study used a questionnaire. Questionnaire is a data collection technique that involves questions that have been systematically arranged. Respondents are asked to provide responses that can be measured through predetermined answer options or by filling in blank spaces. Questionnaires are used to collect data from a larger sample in quantitative research. Before observation, the instrument is first tested.

Next, observations were made. Structured observation involves systematic observation of pre-determined variables. Researchers use checklists or observation instruments to record and measure observed behaviors, interactions, or phenomena. Structured observation aims to collect numerical data that can be analyzed statistically. The answer to each instrument item can be measured using a Likert scale has gradations from very positive to very negative. Strongly Agree score = 4, Agree score = 3, Disagree score = 2, Strongly Disagree score = 1 [15].

C. Instrument Validity and Reliability

The validity test in this study was carried out using Pearson Correlation to measure the extent to which each item in the questionnaire can accurately measure the variable under study. The decision taken in this test is based on a comparison of the table r value with the table r value using a sig value of 0.05. The validity test results obtained will include the Pearson correlation coefficient value for each item, along with a significance value that indicates whether the relationship between the item and the measured variable is strong enough to be accepted as valid [16]. Before testing the validity of the instrument, testing will be carried out on class XI students majoring in Heavy Equipment Engineering at SMKN 2 Tulungagung. In the validity test using SPSS version 27 as a tool in data testing, to test the validity of the sample size of 28 students using r table 0.374 with questions totaling 57 items, for a significant alpha level of 5% or <0.05.

The reliability test is used to evaluate the extent to which a questionnaire can be considered reliable or consistent. This means that the answers given by respondents to the statements in the questionnaire are stable or consistent over time. The reliability test in this study was tested using Cronbach's Alpha (α) statistics calculated through SPSS. The Cronbach's Alpha value is used in the reliability testing decision. An alpha value greater than zero point 6 (>0.60) is said to be reliable, while a value smaller than zero point 6 (<0.60) is said to be unreliable. [16].

D. Data Analysis Hypothesis Test

In this study, the classical assumption test includes normality test, homogeneity test, multicollinearity test, heteroscedasticity test and linearity test. Furthermore, hypothesis testing is carried out through two approaches, namely partial test (T test) and simultaneous test (F test).

IV. USING THE TEMPLATE

A. Presentation of Research Result Data

This research was conducted to find out "The Effect of Free Internet and E-Learning Learning on Student Motivation". Data collection in this study used a questionnaire as a measuring tool, a questionnaire given to students totaling 57 items, with 70 students of class XI TKJ as a sample in this study.

In the implementation of this research, several data tests were carried out as a result of the research that had been carried out, in this section showing the results of the data for each variable obtained during the research at SMK Negeri 1 Boyolangu with a research sample of 70 TKJ XI class students.

The data from this study include the effect of free internet and e-learning on student learning motivation obtained from the questionnaire results.

B. Hypothesis Test Data Analysis

1. Classical Assumption Test

a. Normality Test

The normality test aims to determine whether the suitability or accuracy is normally distributed or not. The normality test will be carried out using the Kolmogrov-Smirnov method with the SPSS version 27.0 tool. Kolmogrov-Smirnov method is said to be normal if the alpha value> 0.05 then the data is declared normal, if the alpha value <0.05 then the data distribution is not normal. The results of the normality test that has been carried out can be seen in the following:

Tabel 4.1 Normality Test

Asymp. Sig. (2-tailed)	Taraf Signifies	Conclusion
0,109	> 0,05	Normal

The results of the normality test using the Kolmogorov-Smirnov method show that the test statistic value is 0.141. In the Asymp. Sig. (2-tailed) column, the significance value (p-value) of 0.002 with the Lilliefors correction shows that the residual distribution is not normal at the 0.05 significance level because the p value is smaller than 0.05. However, when using an alternative approach through the Monte Carlo significance test, a significance value of 0.109 was obtained with a 99% confidence interval between 0.101 and 0.117. Since this value is greater than 0.05, based on the Monte Carlo method, it can be concluded that the residual data is normally distributed. Therefore, the results of this test illustrate that there are different interpretations depending on the significance method used, but the Monte Carlo approach tends to be more stable and conservative, so the normality of the residuals can be accepted.

b. Homogeneity Test

Homogeneity test is a statistical procedure carried out to determine whether the variance (diversity) of two or more data groups is the same or not. This test is important as a prerequisite before further statistical analysis such as the t test or ANOVA, because the main assumption of these tests is that the data comes from a population that has the same variance. If the homogeneity test results show significant results (p-valeu) greater than 0.05, it can be concluded that the data variance between groups is homogeneous, so that further statistical analysis can be continued with these assumptions met.

Tabel 4.2 Homogeneity Test

Based on Mean	Taraf Signifies	Conclusion
0,407	> 0,05	Homogemites

Based on the homogeneity test results shown, the significance values (p) in all methods (Based on Mean, Based on Median, Based on Trimmed Mean) are 0.407, 0.409, 0.390 respectively. Because the three significance values are greater than 0.05, it can be concluded that the data tested comes from a population that has the same variance or homogeneous. Thus, the assumption of homogeneity in further statistical analysis has been met, so researchers can proceed to the next stage of analysis using parametric statistical methods such as the t test or ANOVA.

c. Multicollinearity Test

Multicollinearity test is an important step in regression analysis to determine whether there is an inequality of residual variances in the linear regression model. In the multicollinearity test in this study using the value of inflation factor (VIF) test using SPSS version 27.0. It is stated that there is no multicollinearity if the Tolerance value> 0.1 and VIF < 10. The results of the multicollinearity test can be seen in the following:

Tabel 4.3 Multicollinearity Test

Variabel	Tolerance	BRIGHT	Serenity
Free Internet (x1)	O,542	1,844	No Multicollinearity
E-Learning (X2)	0,542	1,844	No Multicollinearity

The multicollinearity test results show that the Tolerance value for the Internet and E-Learning variables is 0.542, and the Variance Inflation Factor (VIF) value is 1.844 respectively. Tolerance values greater than 0.10 and VIF less than 10 indicate that there are no multicollinearity symptoms among the independent variables in the model. Thus, the Internet and E-Learning variables do not have an excessive relationship with each other, so both are feasible to be used simultaneously in the regression analysis of the dependent variable, namely Learning Motivation.

d. Heteroscedasticity Test

The heteroscedasticity test aims to determine the inequality of residual variances in linear regression mode or one observation to another. In the heteroscedasticity test using the Glejser test with a value if the significance is> from 0.05 then there is no heteroscedasticity. The results of the heteroscedasticity test in this study can be seen in the table as follows:

Tabel 4.4 Heterokedasticity Test

Variabel	Itself	Sig Status	Serenity

Free Internet (x1)	O,693	0,05	No Heteroscedasticity
E-Learning (X2)	0,649	0,05	Non-Heterokedasticity

The result of heteroscedasticity test shows that the significance value (Sig.) for Internet variable is 0.693 and for E-Learning variable is 0.495. Both values are greater than 0.05, which means there is no significant influence of the independent variables on the absolute residual value (ABS_RES). Thus, it can be concluded that the regression model does not contain symptoms of heteroscedasticity, or in other words, the residual variance is constant (homoscedasticity). This shows that the regression model is feasible to use because it has met the classical assumptions related to the stability of the error variance.

e. Linearity Test

The linearity test is a requirement in linear correlation or regression analysis which aims to determine that the three variables in this study show a relationship in this study that is linear or not significant. The results of the linearity test of this study can be seen in the table as follows:

Tabel 4.5 X1 Linearity Test

Variabel	Deviation from Linearity	Taraf Signifies	Information
(X1) against (Y)	0,001	< 0.05	Non-Linear

The results of the linearity test for variable X1 (Motivation to Study on the Internet) show that the significance value in the Linearity line is 0.000 <0.05, which means that there is a significant linear relationship between variable X1 and the dependent variable. However, the significance value on the Deviation from Linearity line is 0.001 < 0.05, indicating that there is a significant deviation from the linear relationship form. Thus, it can be concluded that the relationship between Learning Motivation and the Internet is not entirely linear, because there is an element of non-conformity to the linear model. This needs to be considered in the selection of further analysis models in research.

Tabel 4.6 X2 Linearity Test

Variabel	Deviation from Linearity	Taraf Signifies	Information
(X2) against (Y)	0,029	> 0,05	Linear

The linearity test result of variable X2 (Learning Motivation towards E-Learning) shows that the significance value on the Linearity line is 0.000 < 0.05, which means there is a significant linear relationship between variable X2 and the dependent variable. However, the significance value on the Deviation from Linearity line of 0.029 < 0.05 indicates that there is a deviation from the linear relationship. Thus, although the relationship between Learning Motivation and E-Learning is generally linear, there is still an element of non-conformity to the linear model. This needs to be a concern in the selection of further analysis models so that the research results are more accurate and representative.

2. Hypothesis Test

a. Partial Test (t)

Conducted to determine whether the independent variables (X1) and (X2) Free Internet and E-Learning affect the dependent variable (Y) learning motivation individually. The results of the partial hypothesis test of the independent variable (X1) Free Internet on the dependent variable (Y) learning motivation, and the independent variable (X2) E-Learning on the dependent variable (Y) learning motivation can be seen in the table and table as follows:

Tabel 4.7 T test

Variabel	Itself.
Free Internet (X1) for Learning Motivation (Y)	0,164
E-Learning (X2) vs. Learning Motivation (Y)	0,000

a) The Internet variable (X1) has a regression coefficient value of 0.213 with a significance value of 0.164 (> 0.05). This shows that partially, the Internet has no significant effect on Learning Motivation. Although the direction of the coefficient shows a positive relationship, statistically the effect is not strong enough to be considered significant. This means that the use of the internet by students in this context has not fully encouraged increased learning motivation, which may be due to the less than optimal use of the internet for learning purposes or the distraction from using the internet for non-academic matters.

b) E-Learning variable (X2) shows significant results on Learning Motivation. The regression coefficient value of 0.513 and a significance value of 0.000 (<0.05) indicate that partially, E-Learning has a positive and significant effect on increasing student learning motivation. This means that the better the implementation of E-Learning based learning system, the higher the students'

learning motivation. E-Learning that is structured, interactive, and easily accessible allows students to be more interested and actively involved in the learning process.

b. Simultaneous Test (f)

Simultaneous hypothesis testing or simultaneous testing aims to determine whether the independent variables (X1) and (X2) affect the dependent variable (Y) simultaneously. In assessing the results of the hypothesis that the independent variable affects the dependent variable using the criteria if F count> F table, H0 is rejected, it can be concluded that there is a significant influence between more than two independent variables together on the dependent variable. The results of simultaneous testing in this study can be seen in the table as follows:

Tabel 4.8 Uji f

Variabel	Itself.
Free Internet (X1) and E-Learning (X2) on Learning Motivation (Y)	0,000

Based on the F test results (ANOVA) presented, the calculated F value obtained is 34.792. This value has a significance level (Sig.) of 0.000. Since this significance value is smaller than 0.05 (α), we can conclude that the overall regression model is statistically significant. This indicates that at least one of the independent variables (E-Learning or Internet) has a significant influence on the dependent variable (Learning Motivation).

More specifically, this finding indicates that E-Learning and the Internet, when considered together (simultaneously), have a significant ability to explain variations that occur in Motivation to Learn. In other words, changes or the presence of E-Learning and the Internet make a meaningful contribution in predicting or understanding the level of Motivation to Learn. Therefore, we can conclude that these two factors are important in influencing students' learning motivation.

ACKNOWLEDGMENT *(Heading 5)*

From the results of the research and discussion that has been described, the following conclusions can be drawn:

1. The T test results obtained a significance value of 0.164 (> 0.05), which shows that free internet has no significant effect on student learning motivation. This is due to various factors, both intrinsic such as boredom, lack of interest, and students' emotional state, as well as extrinsic such as teaching methods and the quality of the learning environment. In addition, distraction from social media and lack of digital skills also hinder the optimal utilization of the internet.
2. The T-test results obtained a significance of 0.000 (<0.05), so there is a significant influence between e-learning on student learning motivation. E-learning is considered to be able to increase students' enthusiasm and desire to learn, especially if it is presented with an interactive design, relevant, and accompanied by supporting elements such as videos, quizzes, and discussions. E-learning also provides flexibility to learn according to each student's style and pace, which has a positive impact on their motivation.
3. The F test results show a significance value of 0.000 (<0.05), which means that free internet and e-learning simultaneously have a significant effect on student learning motivation. However, partially only e-learning has a significant effect, while free internet does not. This shows that internet access alone is not enough to increase learning motivation if it is not accompanied by the utilization of structured and interactive digital learning media such as e-learning.

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