FACTORS AFFECTING STUDENT INTEREST IN WEB-BASED LEARNING IN HIGHER EDUCATION

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Research Highlights

Learning is an active process of students in building meaning or understanding of what by learned. The statement is by the constructivist theory that emphasizes the efforts of students to solve problems in the life they face (Huang, 2002). Independent learning for students will be more easily realized if it by technology that has been close to their environment. Computer technology is one tool that can provide facilities for innovation in the preparation of these creative and innovative teaching materials (Chang, Sung & Hou, 2006), (Andersen, Ree, & Sandaker, 2010). One of the learning technologies that can be used is web-based learning, which is increasing rapidly nowadays (Gosper et al., 2016). So that web-based learning can run in accordance with what is expected to provide effectiveness and efficiency in the learning process. Then the support of the institution is also very decisive. Each institution must also ensure that lecturers obtain sufficient expertise in the field while maintaining the highest quality of services and technology. (Nordin, 2008). From several studies conducted by Pebriantika (2017), Parumbuan (2016), Purmadi and Surjono (2016) state that web-based teaching materials are effective to be applied in learning.

Research Objectives

Technology has an important role in improving the quality of education. Learning that is supported by technological devices today seems obligatory to be used in line with the times. Even more varied learning that leads to independent learning for students. Independent learning for students requires teaching materials that can facilitate students in learning, one of which is web-based teaching materials. Web-based learning has been widely implementing in education. The purpose of this study is to determine the factors that influence student interest in web-based learning in higher education using case studies. So that the data and information obtained can later be used as a foundation in the application of web-based learning that is more interesting and better than.

Methodology

This research is descriptive qualitative research with a case study. Samples were taken at random as many as 20 students and four lecturers at Baturaja University in the academic year 2019/2020. Data collection techniques used in the form of questionnaires (questionnaires) and interview techniques to produce complete answers to be used as research data.

Results

From the research conducted, with data collection techniques using questionnaires and interviews, obtained factors that influence student interest by using web-based learning. The results of the study look like the following diagram:

1. Technology

Technology becomes an integral part of human life. The magnitude of the influence of these technologies can provide motivation and increase student interest in participating in web-based learning. Web-based learning can be accessed through technology tools owned by students such as laptops, smartphones, and other technology tools. In this study, as many as 26% of students chose technology as a factor that influenced students' interest in choosing web-based learning.

2. Interaction

Web-based learning enables students to be able to interact more openly and more flexibly. With web-based learning, students can ask questions directly with lecturers without being tied to time, can discuss with friends through chat that has been provided by the application, and can learn anywhere and anytime without limited time allocation such as learning using conventional methods. Students choose as much as 57% Flexible interaction as a factor that significantly influences student interest in web-based learning

3. Interface

The interface of web-based learning makes it easier for students to learn. As many as 12% of students chose the web-based learning interface as a factor influencing student interest in web-based learning.

4. Other Factors

Other factors influence students' interest in participating in web-based learning. Such as necessary encouragement from lecturers to take part in web-based learning, curiosity about web-based learning, just following a schedule, and so on.

Findings

Factors that influence students' asking for web-based learning are: Web-based teaching materials are more comfortable to learn without having to print. The use of technology enables students to access knowledge anytime and anywhere. Interactions that occur in Web-based

learning are more attractive, which allows students to be able to consult with lecturers at any time. The interface of web-based learning is exciting and not dull. Other factors can be sourced from the teaching style of lecturers, and so on. From several factors that influence student interest, it is also found that web-based learning can change the character of student learning more independently and more timely in the following knowledge and doing assignments given by lecturers.

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