Learning Interest in STIE Semarang Accounting Students During Covid 19 Pandemic

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Abstract

This study aims to determine whether online learning, Educational Technology carried out by lecturers at STIE can increase student interest in learning about effective subjects. The population in this study were accounting students at the Sekolah Tinggi Ilmu Ekonomi Semarang, 126 Students, and 40 samples were obtained using a purposive sampling technique. The method used in this research is multiple regression analysis. The results of this study indicate that online learning has no significant effect on learning interest. Meanwhile, education technology has a significant effect on interest in learning. The value of the determinant coefficient obtained is 0.336, meaning that 33.6% of learning interest is influenced by online learning and educational technology. For future research, it is recommended to add other independent variables such as online learning methods, information technology and online learning media to complement this research further because there are other independent variables outside of this study that might affect interest in learning. Students are expected to maintain good learning. Hopefully, educational technology can be improved because these variables are the most influential and significant on learning interest.

How to Cite

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INTRODUCTION

During the covid '19 pandemic, 215 countries worldwide, including the city of Wuhan (China), were the first country affected by covid at the end of 2019. While the spread of this virus was speedy, it caused the transmission of covid-19 cases in Wuhan to increase rapidly, which made Chinese authorities finally realize the problem. They also implemented strict restrictions in order to prevent the spread of the coronavirus. The tightening impact on the economy in the city of Wuhan (china) is declining, and Indonesia is also experiencing it. To eliminate Covid-19, the Indonesian government has made rules, namely that people should not gather, have social restrictions and social distancing, carry hand sanitizers and always wear masks and wash their hands. using running water (Prasetio & Hariyani, 2021).

The population in Indonesia is estimated to have a longer time to recover in various sectors due to the COVID-19 pandemic compared to other countries. Due to the development of handling the COVID-19 pandemic in Indonesia as of July 23, 2021, nationally, the number of confirmed positive COVID-19 patients increased by 49,071 cumulatively, or the number affected by COVID-19 recorded since the initial case of Covid to date, has reached 3,082,410 cases. However, the daily recovery increased to reach the highest number of 38,988 people recovered daily. This daily recovery rate increased from the previous 36,370 recoveries per day. Thus, today's addition increases the cumulative cure rate to exceed 2.4 million recovered or 2,431,911 people (78.9%). Meanwhile, the deaths increased again by 1,566 cases, and the cumulative number reached 80,598 cases (2.6%) (https://covid19.go.id, 2021).

The government also implements the Work From Home (WFH) policy by urging the public to complete all work at home. The world of education has also been affected, including the impact of the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 concerning the Prevention of COVID-19 in the Education and Culture unit. The circular contains the implementation of distance learning following the conditions of each university (Jamil & Aprilisanda, 2020). This presents challenges for educational institutions, especially universities, both private and public. Online learning is more effective for educational institutions because learning activities can be carried out anywhere and anytime.

In addition, Zhang, et al (2004) show that the use of the internet and multimedia technology can change the way knowledge is conveyed and can be an alternative to learning carried out in traditional classrooms. Online learning in its implementation requires the support of mobile devices such as smartphones, tablets and laptops that can be used to access information anywhere and anytime (Gikas & Grant, 2013). The use of mobile technology has a major contribution in the world of education, including the achievement of distance learning goals (Korucu & Alkan, 2011). The Minister of Education and Culture suggested using educational technology as a learning and teaching tool. The use of educational technology is carried out because learning is carried out online. Online learning is learning that does not meet directly between teachers and students but is assisted by media such as zoom, google drive, and edlink to make teaching and learning activities easier.

Online learning using learning technology as a learning medium has several advantages, namely training independence, training skills for independent study, collaboration, building intrapersonal communication skills, practising good time management because it is flexible both in time and location, has unlimited access, and is more cost-effective. In addition to the advantages, online learning also has several drawbacks, namely the lack of fast response or feedback between students and educators and the lack of control from the teacher; for this reason, the role of parents is very dominant by motivating and controlling students in learning, the subsequent weakness is that educators need time. It takes longer

to prepare material because you must create digital content first, which allows for confusion and frustration. However, the fact is that the implementation of online learning is very dependent on technology. Choosing suitable learning media is important so the teacher can convey the message to students. The use of technology as a medium in online learning is quite effective because it can increase teacher creativity and provide efficiency.

During the pandemic, the educational process cannot be carried out freely in schools or on campus without protocols (Firman & Rahayu, 2020). Learning is carried out using an online system. Online learning media does not have to be complicated to use, and you can look for media that are simple and easy to understand so that they can provide a learning experience for students. However, for students, the impact is that online learning becomes a burden. This is because, for the Indonesian people, whose average economic condition is middle to lower, with this learning method, they must automatically prepare various things to support learning activities. Among them are sophisticated communication tools, a capable internet network, and large internet quotas (Kurniawan, 2021). So teaching and learning activities have changed completely; which were initially done face-to-face and now turned online. In face-to-face learning, students and teachers meet in a class so that teachers can directly know the development of their students. Meanwhile, online, the teacher can only monitor via mobile phone (HP), so it is difficult to observe whether the student is taking part in the lesson or not (Soeatini, 2021).

There is no exception at STIE Semarang implementing distance lectures with an online learning system. No exception for accounting students also feels the impact of online learning with many accounting courses that must be studied. This needs to get more attention, considering the accounting learning capacity received is more than in other Study Programs. Various obstacles arise due to the transition from face-to-face or offline learning to online learning, so this online learning has

many comments from students who complain about expensive internet packages and unstable networks. The end-of-semester exam system through an online system with a high level of complexity and the specified time significantly affects student interest and grades (Aini, 2021).

So, in this case, online learning is very influential for students' interest in learning and their level of understanding of what is being taught. The higher our seriousness in accessing social media during online learning will impact students' interest in learning to participate in learning activities because it is not impossible when students will be more active with social media than participating in online learning activities. The lack of observations from teachers and parents, especially the lack of teachers' ability to use online learning technology, will indirectly impact students' interest in learning. Students are interested in learning during this pandemic season, and there is a decrease in student interest in learning and where the interest can also impact the grades students get. Achievement of interest in learning has benefits as a strong driver for learning activities. The higher the interest in learning, the more impact on learning achievement. Online lectures can attract interest in learning with all the concepts that are not monotonous. However, some think that their interest in learning is declining online because they do not meet directly with the teacher and understand better if they get a direct explanation from the teacher (Oktarika, 2015).

Interest in learning is an impulse in a person to move to do something. According to (Winkel, 2005), interest is a feeling of pleasure reinforced by a positive attitude. In line with Slameto's opinion about interest, interest can also be interpreted as the tendency of the human heart or soul to focus on an activity or activity. Someone interested in an activity pays attention to it consistently and is accompanied by pleasure. Nurhasanah and Sobandi (2016) expressed their opinion about interest in learning which is classified as an attitude of learning obedience, regarding the planning of the

study schedule and the initiative to take the effort seriously. Most students were also affected and had to adapt to online learning. So that it also affects students who experience a decrease in enthusiasm and interest in learning.

The results of previous research refer to the research of Kurniawan (2021) on the Effect of Online Learning Methods on Student Learning Interest during the Covid-19 Pandemic. The results of this study indicate that online learning methods have a positive, although not significant, effect on student learning interest during the COVID-19 pandemic. 19. This means that the better the quality of online learning, the higher the student's interest in learning. The magnitude of the influence of online learning methods on student interest in learning is only 3.8%. That means that although it is not significant, the lecturers' ability to implement online learning methods still influences student interest in learning.

The results of previous research conducted by Karyanto et al. (2020). on the Effect of Online Learning Media on Accounting Student Learning Knowledge Researchers assume that online learning media will positively and significantly influence student learning knowledge. This is because the transfer of the process of delivering information from teachers to students offline to online requires adjustments for both parties (educators and students) so that it can influence student knowledge by using online learning media for e-learning.

The results of previous research by Jamil and Aprilisanda (2020) on the Effect of Online Learning on Student Interest in Learning during the Covid'19 Pandemic. Based on the analysis results in this study, internet usage attitudes, student perceptions, student experiences, and financial conditions significantly and positively affect student interest in learning during online lectures. At the same time, the ability to learn independently does not significantly affect student interest in learning.

The results of research conducted by Nasution et al. (2021) on the Effect of Online Learning Media on Students' Understanding and Learning Interest in Accounting Studies at Labuhanbatu University. This study aims to determine the effect of online learning on students' understanding and interest in learning in the field of accounting. Based on the analysis of the study, the results showed that it was positive and not significant that students of the accounting study program at Labuhanbatu University did not like or were not happy with the online learning system that was applied, especially in learning accounting materials. Students do not understand accounting learning material carried out online because the material is not entirely delivered due to unstable internet network disturbances and limited learning media for students.

METHODS

This type of research is quantitative descriptive research. This study attempts to describe the effect of online learning and educational technology on interest in learning in the 2018 STIE Semarang accounting class during the covid'19 pandemic. The variables in this study are categorized into two, namely, the independent variable and the dependent variable. The independent variables in this study are online learning and educational technology. Online learning is one way to overcome educational problems regarding the implementation of learning. The dependent variable in this study is interest in learning.

The definition of online learning is a learning method that uses an Internet-based interactive model and a Learning Management System (LMS). Like using Zoom, Google Meet, Google Drive, and so on. Online activities include webinars, online classes, all activities are carried out using the internet and computer networks (Hasibuan, et al, 2019). Aspects of educational technology include theoretical considerations which are the result of research, technical tools and equipment or hardware, and software or software. Several indicators show interest in learning that exists in a student: interest in the benefits of learning, efforts to understand learning materials,

reading textbooks, asking teachers in class, asking friends, asking other people, and working on problems.

The population in this study was STIE Semarang students class 2018, totalling 126 populations. According to Arikunto (2006), several sampling methods are used. If the subject is less than 100, then the research is a population study. However, if the population is more than 100, it can be taken 10%-15% or 20%-25%. Based on this research has more than 100 subjects, so this research uses purposive sampling technique research. The sample criteria in this study are (1) Accounting students class of 2018; (2) During the COVID-19 pandemic. Based on these criteria, the sample in this study amounted to 40 respondents.

The data collection method used in this research is the Questionnaire or Questionnaire method and the documentation method. According to Idrus (2009), the questionnaire method is a list of questions given to other people with the intention that the person given the questionnaire will respond according to the request. This questionnaire or questionnaire is in the form of several questions that lead to the purpose of the researcher, meaning that the author can find out the research results following the author's expectations. According to Arikunto (2006), the documentation method is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas and so on. This documentation is used to obtain data on the STIE Semarang Student List.

The data used in this research is quantitative. Quantitative data is data in numbers or quantitative data that is scored (scoring). The data source in this study was submitted directly to STIE Semarang students class of 2018 through the Google Form media to get valid and reliable answers to the questionnaire. The answers to the questions in the questionnaire/questionnaire are arranged based on the Likert scale. Each statement from each item has an alternative answer in the form of a score of 1-5 as follow in Table 1.

Table 1. Score Each Alternative Answer

Information	Answer Interval
Strongly agree	5
Agree	4
Just Agree	3
Disagree	2
Strongly Disagree	1

This multiple linear regression test is used to test the effect of independent variables such as Online Learning, Educational Technology on the dependent variable, namely Learning Interest. The multiple regression equation model in this study is:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e \qquad (1)$$

Information :
Y : Interest in Learning
X1 : Online Learning
X2 : Educational Technology
α : Constanta
1-2: Coefficient of independent variables
e : Error

According to Ghozali (2016), the simultaneous F test is carried out to show whether all variables influence the dependent variable. The test criteria are: (1) If Sig. < (0.05), then reject Ho. This means that the regression model is significant; all independent variables simultaneously affect the dependent variable and can be used to predict the dependent variable. (2) If Sig. (0.05), then do not reject Ho. That is, the regression model is not significant. All independent variables simultaneously do not affect the dependent variable and cannot be used to predict the dependent variable.

According to Ghozali (2016), the t-test shows how far the influence of one independent variable individually explains the variation of the dependent variable. The test used a significance level of 0.05 (α=5%). Acceptance or rejection of the hypothesis is done with the following criteria: (1) If the value is significant > 0.05, then the hypothesis is rejected (regression coefficient is not significant). This means

that the independent variable does not have a significant effect on the dependent variable; (2) If the significant value is <0.05, then the hypothesis is accepted (significant regression coefficient). This means that the independent variable significantly influences the dependent variable.

The coefficient of determination (R2) is a tool to measure how far the model's ability to explain the variation of the dependent variable is. The value of the coefficient of determination is between zero and one. A small value of R2 means that the ability of the independent variables to explain the variation of the dependent variable is very limited. Moreover, vice versa, if the value is close to 1, the independent variables provide almost all the information needed to predict the dependent variables. The criteria for the analysis of the coefficient of determination are: (1) If Kd is close to zero (0), it means that the influence of the independent variable on the dependent variable is low; (2) If Kd is close to one (1), it means that the influence of the independent variable on the dependent variable is strong.

RESULTS AND DISCUSSION

This research consists of 3 variables: online learning, technology, and interest in learning. Each variable has several indicators that will be analyzed to get a descriptive picture of the research respondents. In this study, the questionnaires were distributed using a Likert scale. Then the calculation of the respondent's answer index is carried out by the following formula:

$$\text{Index value} = (F1x1) + (F2x2) + (F3x3) + (F4x4) + (F5x5) / 5 \qquad (2)$$

Where F1 is the frequency of respondents who answered 1; F2 is the frequency of respondents who answered 2; F3 is the frequency of respondents who answered 3; F4 is the frequency of respondents who answered 4; and F5 is the frequency of respondents who answered 5

In this research questionnaire, the number of respondents' answers does not start from number 0 but from numbers 1 to 5. Therefore, the index number generated will start from 20 to 100, with 80. In this study, the three-box method was used. , then the range of 80 will be divided by three and produce a range of 26.67. This range will be used as the basis for determining the learning interest index on the variables used in this study (Ferdinand, 2006), which are as follows:

73.36 – 100.00 = Height
46.68 – 73.35 = Medium
20.00 – 46.67 = Low

Respondents' responses as shown in Table 2 show that most of the respondents responded that there was a low level of agreement on online learning that was filled by STIE Semarang students, with a low index value of 27.82. Semarang.

Table 2. Respondents' Responses Regarding Online Learning

Indicator	Score					Quantity	Index	Criteria
	SS	S	CS	KS	STS			
Definition of Online Learning								
Item 1	1	9	16	11	4	115	23	Low
Item 2	5	12	15	5	3	131	26.6	Low
Item 3	2	7	12	17	2	110	22	Low

Indicator	Score					Quantity	Index	Criteria
	SS	S	CS	KS	STS			
Benefits of Online Learning								
Item 4	3	11	14	11	1	124	24.8	Low
Item 5	5	20	13	1	0	145	29	Low
Item 6	3	18	10	7	2	133	26.6	Low
Advantages of Online Learning								
Item 7	7	18	12	3	0	149	29.8	Low
Item 8	4	19	12	4	1	141	28.2	Low
Weaknesses of Online Learning								
Item 9	11	18	7	4	0	156	31.2	Low
Item 10	8	16	12	4	0	148	29.6	Low
Effective Learning Online learning								
Item 11	7	20	11	2	0	152	30.4	Low
Item 12	14	15	11	0	0	163	32.6	Low
Total							333.8	Low
Index x1							27.82	Low

Source: Processed data, 2022

Table 3. Respondents' Responses Regarding Educational Technology

Indicator	Score					Quantity	Index	Criteria
	SS	S	CS	KS	STS			
Definition of Educational Technology								
Item 1	7	20	13	0	0	154	30.8	Low
Item 2	5	15	17	2	1	141	28.2	Low
Item 3	4	8	24	3	1	131	26.2	Low
Item 4	9	16	13	1	1	151	30.2	Low
Functions of Educational Technology								
Item 5	3	13	21	2	1	135	27	Low
Item 6	3	10	23	3	1	131	26.2	Low
Total							168.6	Low
Index X2							28.1	Low

Source: Processed data, 2022

Table 4. Respondents' Responses About Interest in Learning

Indicator	Score					Quantity	Index	Criteria
	SS	S	CS	KS	STS			
Definition of Interest in Learning								
Item 1	0	8	22	9	1	117	23.4	Low
Item 2	2	23	14	0	1	145	29	Low
Item 3	4	18	15	1	0	139	27.8	Low
Learning Interest Factors								
Item 4	8	19	12	1	0	154	30.8	Low
Item 5	8	23	7	1	1	156	31.2	Low
Item 6	7	17	14	2	0	149	29.8	Low
Terms of Interest in Learning								
Item 7	6	20	14	0	0	152	30.4	Low
Item 8	5	19	15	1	0	148	29.6	Low
Item 9	9	21	9	1	0	158	31.6	Low
Benefits of Interest in Learning								
Item 10	4	16	19	0	1	142	28.4	Low
Item 11	3	22	13	1	1	145	29	Low
Quantity							321	Low
Inde(Y)							29.18	Low

Source: Processed data, 2022

Respondents' responses, as in Table 3, show that most respondents gave a low agreement to educational technology from STIE Semarang students, with a low index value of 28.1. This means that respondents are dissatisfied with the educational technology provided.

Table 4 shows that most of the respondents agreed with the interest in learning from STIE Semarang students, with a low index value of 29.18. This means that respondents feel dissatisfied with their interest in learning.

The coefficient of this determinant is used to determine how much influence the independent variables have on the dependent variable. The value of the coefficient of determination is determined by the value of the adjusted R square.
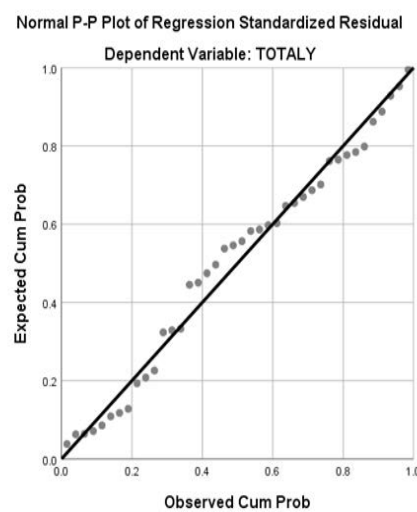

Figure 1. Normality test

The normality test was carried out on the regression residuals. The test is carried out
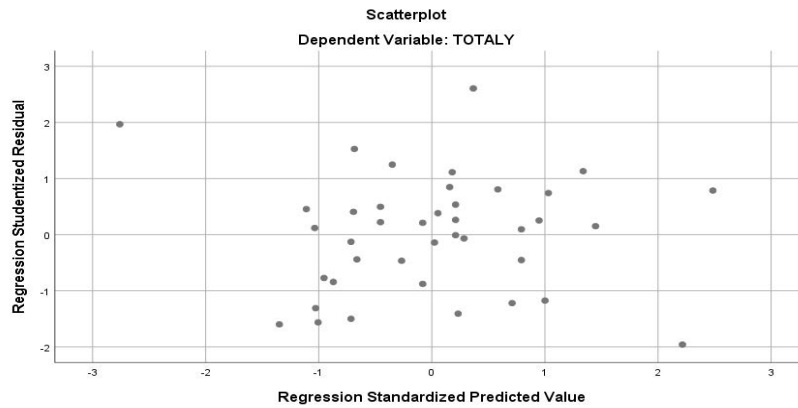
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Figure 2. Heteroscedasticity test

using the P-P Plot graph. Normal data is data that forms points that spread not far from the diagonal line. The results of linear regression analysis with a normal P-P plot of the residual error of the regression mode have shown a normal graph pattern, namely the distribution of points that are not far from the diagonal line. The test results show that the points are not far from the diagonal line. This means that the regression model is normally distributed.

This test aims to test whether there is an inequality of residual variance between one another in the regression model. If the residual variance from one observation to another is constant, it is called homoscedasticity. And if the variance is different, then it is called heteroscedasticity. A good regression model is that there is no heteroscedasticity.

To find out whether there are symptoms of heteroscedasticity, it can be done using a heteroscedasticity graph between the predicted value of the dependent variable and the independent variable. The scatterplots in Figure 2 show that the points spread randomly and are spread both above and below the num-

Table 5. Multicollinearity test

Variable	VIF	Description
X1	1.380	not multicoll
X2	1.380	not multicoll

Source: Processed data, 2022

ber 0 and the Y axis. It can be concluded that there is no heteroscedasticity in the regression model, so the regression model is feasible to be used in conducting the test.

The test results show that the VIF value of all independent variables has a value less than 10. This means that the research variables do not show any signs of multicollinearity in the regression model.

The regression calculation results show that the coefficient of determination (adjusted R^2) obtained is 0.336. This means that online learning and educational technology influence 33.6% of interest in learning. In comparison, the remaining 66.4% of interest in learning is obtained by other variables not examined in this study.

Table 6. Determinant Coefficient

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.608[a]	.370	.336	3.723

a. Predictors: (Constant). Teknologi Pendidikan (X2). Pembelajaran Daring (X1)
b. Dependent Variable : Minat Belajar (Y)

Source: Processed data, 2022

Table 7. F Test Analysis Results

	Model	Sum of Squares	Df	Mean Square	F	Sig.
		ANOVAa				
1	Regression	301.037	2	150.519	10.859	.000b
	Residual	512.863	37	13.861		
	Total	813.900	39			

a. Dependent Variable: Minat Belajar (Y)
b. Predictors: (Constant). Teknologi Pendidikan (X2). Pembelajaran Daring (X1)
Source: Processed data, 2022

Table 8. Results of the t test hypothesis

Model	Unstd. Coefficients		Std. Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
			Coefficientsa				
1 (Constant)	20.356	5.121		3.975	.000		
TOTAL Pembelajaran Daring X1	.145	.119	.169	1.217	.231	.886	1.129
TOTAL Teknologi Pendidikan X2	.663	.173	.530	3.824	.000	.886	1.129

Dependent Variable: Total Minat Belajar
Source: Processed data, 2022

Testing the effect of the independent variables together on the binding was carried out using the F test. Statistical calculations showed the calculated F value = 10,859 with a significance of 0.000 < 0.05. education has a positive and significant influence on interest in learning.

The regression equation model that can be written from these results in the form of a regression equation is as follows:
Y= 20.356 + 0.145 X1 + 0.663 X2   (2)

The regression equation can be explained as follows: (1) Constant value of 20.356 means that if the variables X1 and X2 are equal to 0, then interest in learning is 20.356; (2) The value of the beta coefficient on the X1 variable (online learning) is 0.145, which means that each increase in the X1 variable by one unit will increase a learning interest of 0.145 units. Conversely, a one-unit decrease in the X1 variable will decrease interest in learning by 0.145 units, ceteris paribus; (3) The value of the beta coefficient on the X2 variable (educational technology) is 0.663, which means that each increase in the X2 variable by one unit will result in an increase in learning interest of 0.663 units. On the other hand, a decrease of one team in the X2 variable will reduce interest in learning by 0.663 units, ceteris paribus

Online learning is learning that utilizes the internet network in the process. Based on the results of the research that has been done, it is known that online learning has a significant level of 0.231. From the results of the t-test, the online learning variable states that

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the significance of the t-test is more significant than 0.05, and the regression coefficient has a positive value of 0.145. The results are not significant because online learning becomes a burden for students; there are many obstacles, such as internet packages that are too expensive, the network being less stable, and they do not understand the material taught by lecturers, sometimes even those who are offline still do not understand what else online.

In research conducted by Kurniawan (2021) with the title The Effect of Online Learning Methods on Student Learning Interest in the Covid-19 Pandemic on the t-test, the t-value obtained a score of 0.716 and a significance value of 0.487. These results mean an insignificant positive effect between online learning methods on student learning interest. Research conducted by Jamil and Aprilisanda (2020) entitled The Effect of Online Learning on Student Interest in Learning in the Covid-19 Pandemic. The results obtained by learning ability on interest in Student learning is not proven to have an effect, so it can be interpreted that although students have good/high independent learning abilities, they are not able to increase student interest in learning. There is a positive relationship between learning and student interest in learning during online lectures but it does not have a significant effect. Research conducted by ZR, and Saugi (2020) with the title The Effect Of Online Lecture On Learning Interest Of Students In Islamic Religious Education (Pai) At Iain Samarinda. The results showed that there was a significant influence between online lectures and PAI students' learning interest at Samarinda IAIN with correlation coefficient values (R) = 0.975 can be interpreted that the magnitude of the contribution of the variable online lectures to PAI student learning interest at Samarinda IAIN is 95.06%.

Educational technology is a medium that was born from the development of information tools used for educational purposes. Based on the results of research that has been done, it is known that educational technology has a significant level of 0.000. From the results of the t-test of the educational technology variable, it is stated that the significance of the t-test is less than 0.05, and the regression coefficient has a positive value of 0.663. The results are influential because technology is very important for education, especially during this pandemic; technology can also train independence, train skills for independent study, and collaborate, build good communication skills and practice good time management because it is flexible both in time and location, has easy access unlimited and more cost-effective.

The results of this study are also directly proportional to the results of research conducted by Sunami and Aslam (2021) with the title The Effect of Using Zoom-Based Animation Video Learning Media on Interests and Science Learning Outcomes of Elementary School Students where the variable Use of Learning Media on the t-test gets a value After using treatment, if it looks significant (2-tailed) > 0.05 that animated video learning affects students' interest in learning, proving that the use of animated video media is useful on learning interest in fifth-grade students at SDN Kalisari 01 Pagi. With the application of animated video learning media, in the current technological developments, student interest in learning is increasing. In addition, Ulfaida and Pahlevi (2021) researched the effect of the use of online learning media on learning outcomes through student interest in class X OTKP at SMKN1 Lamongan. The study found that the use of online learning media will increase students' students' interest in learning.

CONCLUSION

The results of the analysis show that the online learning variable (X1) has a regression coefficient of 0.145 (positive sign) on interest in learning (Y) and a t-value of 1.217 with a significance level of 0.231 (> 0.05). This means that online learning (X1) has no significant effect on learning interest (Y). Thus, Hypothesis 1, which states that online learning (X) has

a positive and insignificant effect on learning interest (Y), is rejected. 2. The results of the analysis show that the educational technology variable (X2) has a regression coefficient of 0.663 (positive sign) on interest in learning (Y) and a value of 3.824 with a significance level of 0.000 (<0.05). This means that educational technology (X2) has a significant and significant effect on learning interest (Y). Thus, Hypothesis 2, which states that educational technology (X2) has a positive and significant effect on interest in learning (Y), can be accepted.

This research is limited to using online learning variables and educational technology to explain interest in learning. while in reality there are still many possible variations of other independent variables that can better explain interest in learning. Besides that, the limitation of this research is that it is limited to the case study of STIE Semarang students' classes of 2018 which may not be generalized to other locations. It is hoped that further research will add other independent variables besides online learning and educational technology, which of course, can affect the dependent variable of interest in learning, such as information technology, online learning methods, and the use of online learning media to complement this research further because there are still other independent variables outside this research that might affect interest in learning. STIE Semarang students' classes of 2018 are expected to improve educational technology because these variables are the most influential and significant for asking to learn.

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