

Determinant Analysis of Learning Interest in Informatics Management Students at STMIK Mulia Darma

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Abstrak– Penelitian ini bertujuan untuk menganalisis pengaruh kecerdasan intelektual, motivasi belajar, dan perilaku belajar terhadap minat belajar mahasiswa Program Studi Manajemen Informatika pada STMIK Mulia Darma. Perguruan tinggi berperan strategis dalam meningkatkan kualitas sumber daya manusia, khususnya dalam membentuk kemampuan intelektual dan profesional. Namun, berbagai permasalahan masih dihadapi, antara lain rendahnya kualitas pendidik, keterbatasan sarana pendidikan, serta lemahnya keterkaitan antara dunia pendidikan dengan kebutuhan dunia kerja. Kecerdasan intelektual tanpa dukungan motivasi dan perilaku belajar yang positif tidak mampu menghasilkan proses pembelajaran yang optimal. Mahasiswa dengan motivasi dan perilaku belajar yang rendah cenderung menunjukkan kurangnya tanggung jawab dan partisipasi dalam kegiatan akademik. Penelitian ini menggunakan pendekatan *Structural Equation Modelling* (SEM) dengan metode *Partial Least Squares* (PLS) untuk menguji hubungan antar variabel laten. Hasil penelitian diharapkan memberikan kontribusi dalam upaya peningkatan mutu pembelajaran dan pengembangan minat belajar mahasiswa di pendidikan tinggi.

Kata Kunci: Kecerdasan Intelektual; Motivasi Belajar; Perilaku Belajar; Minat Belajar; SEM PLS

Abstract– This study aims to analyze the influence of intellectual intelligence, learning motivation, and learning behavior on the learning interest of students in the Information Management Study Program at STMIK Mulia Darma. Higher education institutions play a strategic role in improving the quality of human resources, particularly in shaping intellectual and professional abilities. However, various problems still exist, including low-quality educators, limited educational facilities, and weak links between education and the needs of the workforce. Intellectual intelligence without the support of positive motivation and learning behavior cannot produce an optimal learning process. Students with low motivation and learning behavior tend to show a lack of responsibility and participation in academic activities. This study uses the Structural Equation Modeling (SEM) approach with the Partial Least Squares (PLS) method to test the relationship between latent variables. The results of this study are expected to contribute to efforts to improve the quality of learning and develop student interest in learning in higher education.

Keywords: Intellectual Intelligence; Learning Motivation; Learning Behavior; Interest in Learning; SEM PLS.

1. INTRODUCTION

Education is an effort to help students in developing and emphasizing knowledge, skills, values, attitudes, and behavioral patterns that are useful for their lives [1]. An educator must be sensitive to the conditions of his students, because each student has a different absorption capacity and conditions [2]. This situation may be minimized if the teacher can coordinate the class by applying teaching methods according to the subjects taught, therefore coordination [4] has an impact on student motivation, universities have a very strategic role in delivering and preparing students to become professional candidates who have good ethical values. Ethical attitudes and behavior [5] are attitudes and behaviors that are in accordance with generally accepted social norms regarding beneficial and harmful actions [6], [7], [8]. The reality that we can see, a student who is equally disciplined in attending lectures and has the same attention when attending lectures, but has different achievements in understanding the interests of studying Informatics management [8], [10], [11]. This abnormal condition raises the question of how the role of intellectual intelligence, learning behavior, learning motivation on the interest in learning Informatics management. Low learning interest makes their motivation in understanding Informatics management decrease, low learning motivation makes students not have the motivation to like the lecture material so that they will find it difficult to accept and master the Informatics management course [12], [13], [14]. This study is a replication of previous research conducted by Eko Budi Waluya, Luqman Hakim & Norida Canda Sakti, [14] The Influence of Interest and Motivation on Learning Outcomes of Sharia Economic Insert with Spiritual Intelligence Intervening in Economics Subjects. Researchers are interested in conducting research with the title The Influence of Intellectual Intelligence, Learning Motivation, Learning Behavior on Interest in Learning Informatics Management in STMIK Mulia Darma Students [26]. Novelty of the Proposal from the Approach and Method Aspect: The approach and method that provide novelty in this study Using a quantitative approach with SEM-PLS (Structural Equation Modeling-Partial Least Square) analysis Rarely used in the field of vocational education/informatics management. Allows simultaneous causal relationship analysis between latent variables and their indicators, which is more comprehensive than the usual regression method. Using modern, efficient, and robust PLS software for small to medium sample sizes, it is very suitable for the research population at STMIK Mulia Darma. Developing and validating its own questionnaire instrument for the Learning Interest variable, provides originality and

adaptation to the local context. This research is practically and applicatively oriented, with outputs that are not only in the form of scientific articles, textbooks or local references, IPR (Intellectual Property Rights), making the results more impactful in the long term. This research excels in terms of the focus of the study (learning interest of informatics students), analytical approach (SEM-PLS), and applicative results (outputs in the form of journals, books, and IPR). Thus, this research not only expands the existing literature, but also provides solutions that can be implemented directly in vocational higher education institutions.

2. RESEARCH METHODOLOGY

The types of research used include quantitative descriptive, exploratory, and causal. This type of research is also quantitative descriptive. Descriptive research is research that aims to obtain an overview and information regarding the Role of Market Orientation, Customer Emotion, Trust in Service Quality as Intervening Factors Impact on Hospital Selection Decisions in the Medan City Area. Descriptive research emphasizes the meaning, reasoning, definition of a particular situation (in a certain context), more researching things related to everyday life. Quantitative research is a type of research that uses quantitative data derived from its sources to be processed and produce a conclusion. Kuncoro (2007), Quantitative descriptive research includes data collection to test hypotheses or answer questions regarding the current status of the research subject. Hermawan, Asep (2017), Exploratory research is a type of social research whose purpose is to provide a little definition or explanation of the concepts or patterns used in the research, as shown in Figure 1.:

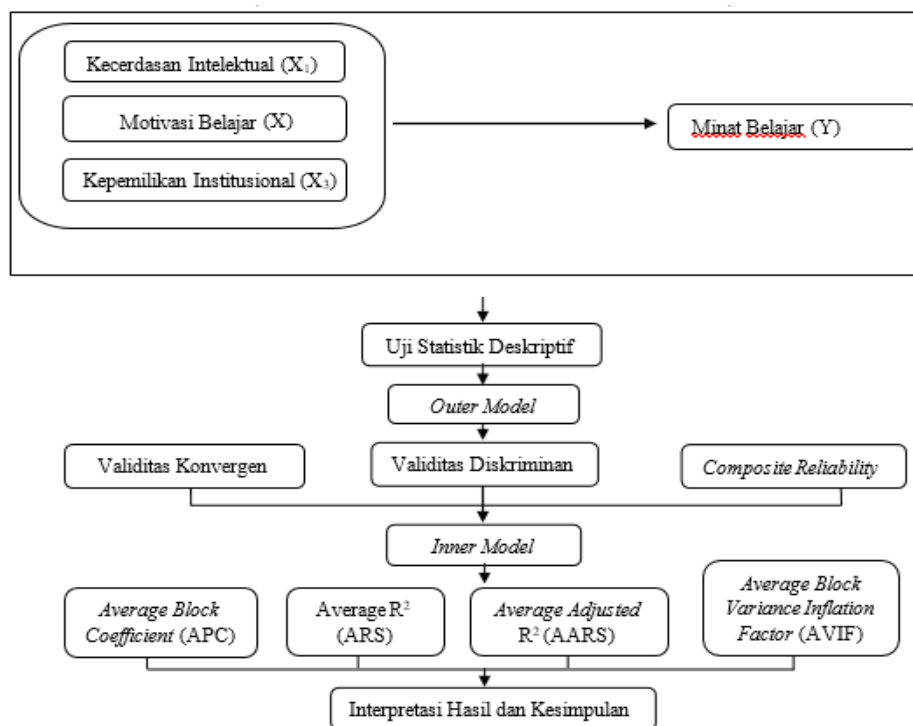


Fig 1. Alur Penelitian

In this study, the data collected was primary data. A questionnaire was administered to student respondents. The questionnaire was administered directly to the respondents. A total of 100 respondents were collected. The questionnaire was adapted and modified from previous research, including [31], [34], [36]. For the independent variables of Intellectual Intelligence, Learning Motivation, and Learning Behavior, the questionnaire was developed by the researcher. The criteria for determining the sample were as follows:

1. All students in the Informatics Management study program at STMIK Mulia Darma.
 2. Active students in the Informatics Management study program in the second semester.
 3. Having taken courses in Information Systems Management, Information Systems, and Office Applications.
- Secondary data will be taken from the Informatics Management study program data file, namely the student course list.

2.1 Data Analysis Method

This study used Structural Equation Modeling, better known as SEM, a multivariate statistical analysis method (Hair et al., 2014). SEM is a statistical technique capable of analyzing the relationship patterns between latent constructs and their indicators, between latent constructs, and directly measuring errors. To facilitate SEM data processing, this study used PLS statistical software. [7]

2.2 Descriptive Statistics

Descriptive statistics provide an overview of the variables used in the research, reflecting respondents' perceptions or opinions regarding the questions posed. Descriptive statistical analysis is used to obtain an overview of the characteristics of the respondents and their answers. Data presented in descriptive statistics are usually in the form of a measure of central tendency (mean). Statistical data obtained in the research must be summarized properly and orderly. This is intended to obtain a clearer picture of the data set obtained, whether regarding the sample or the population (Sugiyono, 2013). [7]

2.3 Partial Least Square (PLS)

PLS is a component-based structural equation model capable of simultaneously managing various aspects, from response variables to explanatory variables. PLS has two measurement models: the Outer Model and the Inner Model.

2.3.1. Outer Model

This measurement is assessed using reliability and validity. Reliability can be assessed using a Cronbach's Alpha value with a minimum value of 0.70. In addition to Cronbach's Alpha, a Composite Reliability value is also used, which is interpreted similarly to a Cronbach's Alpha value. Each latent variable must be able to explain at least 50% of the variance in its respective indicator. Therefore, the absolute correlation between the latent variable and its indicator must be >0.7 (the absolute value of the outer standard loadings). Validity is measured using the average value of the extracted variance (Average Variance Extracted/AVE). The minimum AVE value is 0.5. [7]

2.3.2. Inner Model

The inner model is a structural model used to predict causal relationships (cause-and-effect relationships) between latent variables or variables that cannot be measured directly. The structural model (inner model) describes the causal relationship between latent variables that have been built based on theoretical substance. In the structural model test (inner model) using the help of Bootstrapping and Blindfolding procedures in SMART PLS. Tests on the structural model are carried out to test the relationship between latent constructs. The test for the structural model is R Square on the endogenous construct. The R Square value is the coefficient of determination on the endogenous construct with the provision that if the R square is 0.67 (strong), 0.33 (moderate) and 0.19 (weak) (Ghozali, 2014) [7].

2.4 Hypothesis Testing

Hypothesis testing results are conducted by examining the probability value or the significance of the relationship between each research variable. The criterion is that if $p < 0.05$, the relationship between the variables is significant and can be analyzed further, and vice versa. Therefore, by examining the probability (p) value in the output of the entire pathway, it indicates a significant value at the 5% level, or the standardized value must be greater than 1.96 (> 1.96). If using a comparison of the calculated t value with the t table, this means the calculated t value is above 1.96 or > 1.96 , or the calculated t value is greater than the t table. [7].

Based on this description, this study proposes the following hypotheses:

H1: The Effect of Intellectual Intelligence on Learning Interest

H2: The Effect of Learning Motivation on Learning Interest

H3: The Effect of Learning Behavior on Learning Interest

The expected benefits of this research are as follows:

- For researchers, the results of this study are expected to increase knowledge and insight into understanding the analysis of determinants of learning interest among Informatics Management students at STMIK Mulia Darma.
- For investors, the results of this study can serve as information for making investment decisions in the capital market.
- For prospective future researchers, this study is expected to serve as reference material for conducting subsequent research.
- To supplement the literature review at STMIK Mulia Darma.

3. RESULTS AND DISCUSSION

Tabel 1 Descriptive Analysis Results

Variabel	Mean	Median	Min	Max	Standard Deviation
Intellectual Intelligence (X1)	0,000	0,143	-2,756	1,948	1,000
Learning Motivation (X2)	0,000	-0,060	-4,807	2,353	1,000

Learning Behavior (X3)	0,000	0,104	-3,641	2,421	1,000
Learning Interest (Y)	0,000	-0,157	-2,532	2,757	1,000

The research results show that the Intellectual Intelligence Level has a minimum value of -2.756 and a maximum value of 1.948. Meanwhile, the median value is 0.143 with a standard deviation of 1.000. Furthermore, Learning Motivation shows a minimum value of -4.807 and a maximum value of 2.353. Then, the median value is -0.060 with a standard deviation of 1.000. However, Learning Behavior has a minimum value of -3.641 and a maximum value of 2.421. In addition, the median value is 0.104 with a standard deviation of 1.000. Furthermore, Learning Interest shows a minimum value of -2.532 and a maximum value of 2.757. The median value is -0.157 with a standard deviation of 1.000. The loading factor describes how much the indicators are related to each construct. Figure 1 shows that all indicators have a loading factor value of 1,000. This means that these indicators are valid because the loading factor value meets the criteria that the construct loading factor must be above 0.70. These results indicate a good relationship between the indicators and each construct. The results of the inner model from the R-squared test are shown in Table 2. These results indicate that Intellectual Intelligence (X1), Learning Motivation (X2), Learning Behavior (X3) can explain Learning Interest (Y) by 57.8%. While the remaining 43.2%

Tabel 2 Koefisien Determinasi

	R Square	R Square Adjusted
Interest in Learning (Y)	0,591	0,578

Structural Equation Modeling (SEM) – Partial Least Squares (PLS-SEM) Analysis

The analytical method used was PLS-SEM, a component-based approach suitable for causality analysis with high complexity and potentially weak theoretical support (Sudirjo, Suyitno, & Tirtosetianto, 2024). This study used the latest version of SmartPLS software. The PLS approach is free from any assumptions about data distribution and can handle indicators with nominal, categorical, ordinal, interval, and ratio scales (Putri et al., 2024). PLS-SEM combines factor analysis, structural modeling, and path analysis to examine relationships between latent variables (Rahmawati & Sari, 2023). The goal is to predict relationships between variables and measure the strength and direction of their influence within the research model.

Outer Model Test Results (Measurement Model)

- Convergent Validity Convergent validity is measured via the loading factor of each reflective indicator; the general standard is a loading ≥ 0.60 – 0.70 and Average Variance Extracted (AVE) ≥ 0.50 for acceptance (Sudi & Darmayanti, 2022). Indicators with loading factor values are considered valid/reliable if they have a correlation value above 0.7. However, for exploratory studies or the initial stages of scale development, loading values between 0.5 and 0.6 are considered acceptable (Chin, 1998, as cited in Ghazali, 2014). Conversely, if the loading value is below 0.5, the indicator is considered invalid and must be removed from the model, thus requiring data reprocessing. Based on the results of the first stage of SEM-PLS analysis, the following model and data were obtained:

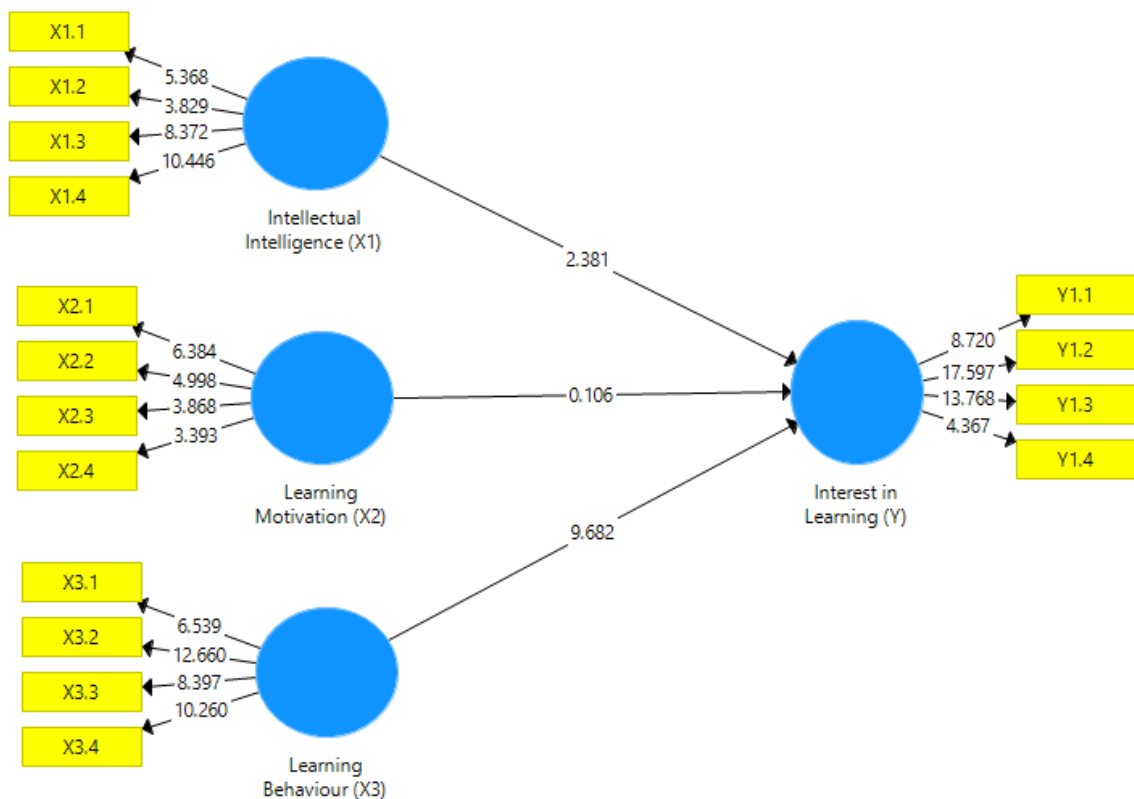


Figure 1 Model for PLS Algorithm Calculation

- Discriminant Validity — Discriminant validity was tested by cross-loading and comparing the square root of the AVE of each construct with the correlation between constructs (Putri et al., 2024).
- Reliability test results can be assessed based on Composite Reliability and Cronbach's Alpha values, as presented in the following table.:

Table 3 Results of Composite Reliability and Cronbach's Alpha

Variable	Composite Riliability	Cronbach's Alpha	Description
Intellectual Intelligence (X1)	1,000	1,000	Reliable
Learning Motivation (X2)	1,000	1,000	Reliable
Learning Behavior (X3)	1,000	1,000	Reliable
Learning Interest (Y)	1,000	1,000	Reliable

The results in Table 3 show that the Composite Reliability and Cronbach's Alpha values for all variables were greater than or equal to 0.70. This indicates that all variables met the minimum threshold for reliability, indicating that the measurement model exhibited good reliability and was suitable for further analysis..

Results

The Influence of Intellectual Intelligence on Learning Interest

This study found that a person's intellectual intelligence will influence how students understand a lesson, and this is also true for students studying information management. Increasing a student's intellectual intelligence will increase their abilities. Therefore, students with high intellectual intelligence are better able to answer exams given by their lecturers. This correlation between intellectual intelligence and students' overall GPA and understanding of information management was tested.

The Influence of Learning Motivation on Learning Interest

The results of this study align with those of Ferdy, M. (2020), who stated that motivation influences accounting understanding. Motivation is indeed crucial for a person's learning success, but it doesn't always have a direct correlation. Essentially, a person's motivation is bound to fluctuate, especially since motivation originates not only

from within but also from outside themselves. Both internal and external motivation impact every action taken, particularly in lectures. Students' understanding of accounting doesn't necessarily increase with internal motivation. Motivation is a psychological element that influences all other abilities, either facilitating or hindering them. However, it's not uncommon to find that the urge to resist one's instincts and self-control to engage in various activities beyond oneself can actually lead to extraordinary anxiety in students. This anxiety ultimately becomes the core of the anxiety-like effect that undermines students' abilities.

The Influence of Learning Behavior on Learning Interest

In this study, student learning behavior is directly proportional to their accounting understanding. Positive learning behavior increases their accounting understanding, while negative learning behavior decreases their understanding of information management. This research aligns with research conducted by Sulistiyawan, A. (2019), which showed that learning behavior influences students' accounting understanding. Positive learning behavior, demonstrated by activities both in and out of class, such as listening, paying attention, writing, taking notes carefully and marking them with specific colors, and reading extensively, will influence students' accounting understanding (Wahab, 2015). Students who consistently demonstrate positive learning behavior will naturally become accustomed to these positive actions, leading them to spontaneously perform them. Reading more, taking notes carefully, paying attention, reviewing lessons, and visiting the library, a place that fosters a psychologically stimulating atmosphere, are all beneficial.

4. CONCLUSION

Intellectual intelligence has been shown to increase students' interest in learning, meaning that the higher an individual's cognitive abilities, the greater their ability to understand and apply lecture material. These results support the views of Su'udiyah (2017) [4] and Agustini (2013) [8] who stated that intellectual intelligence is one of the main determinants of academic success. Learning motivation has a positive effect on learning interest. Students with high intrinsic and extrinsic motivation show better academic engagement. These results are consistent with the findings of Ferdy (2020) [15] and Lestari et al. (2018) [19], that motivation is a psychological factor that strengthens students' enthusiasm for learning. Learning behavior also has a significant effect on learning interest. Students who demonstrate positive study habits, are disciplined, and actively participate in academic activities have a higher interest in learning. These findings strengthen the research results of Sulistiyawan (2019) and Wahab (2015) in Ferdy (2020) [15], that good learning behavior is directly related to increased interest and understanding of the material. Simultaneously, the three independent variables were able to explain the variation in students' learning interests by 57.8%, while the remaining 42.2% was influenced by other factors outside this research model (Ghozali, 2014) [7].

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