

The Influence of Personality and Learning Motivation on the Transformation of Digital Learning at Community Learning Center in Malang Regency

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ABSTRACT

The purpose of this research to analyze the influence of personality on the transformation of digital learning at community learning center in Malang Regency, to analyze the effect of learning motivation on the transformation of digital learning in community learning center, to analyze the influence of personality and learning motivation on the transformation of digital learning at community learning center. The research method used is quantitative descriptive and quantitative inferential. The population in this study were students in the year 2020-2021 at community learning center, totaling 40 people. Determination of respondents in this study is a population study with the number of students in 2020-2021 totaling 40 students. (1) the personality aspect has a significant influence on the transformation of digital learning, this is evidenced by the t-count of 4.043, (2) the motivational aspect has a significant influence on the transformation of digital learning, because it has a t-count of 3.961, (3) personality and motivation has a significant influence on the transformation of digital learning, this is evidenced by the t count of 3.933. The results of the study are personality and learning motivation partially and simultaneously affect the transformation of digital learning at community learning center. Suggestions that can be given are expected to increase students' motivation to learn and grow a better personality so that the transformation of digital learning will increase.

Keywords: *personality, motivation, digital learning transformation.*

1. INTRODUCTION

The non-formal education unit that is currently developing offers a variety of services and options that are needed by the community in meeting their learning needs. If non-formal education is seen as public education, the forms, goals, and activities of non-formal education should touch all dimensions of community life, as the concept of lifelong education which emphasizes that all life activities can be interpreted as learning or educational activities [1]. According to Law No. 20 of 2003 concerning the National Education System, it has been explained in Article 26 paragraph 4 that non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers, and taklim assemblies, as well as similar educational units.

The readiness of community learning center as one of the PNF Units is a challenge to provide education services in the era of digital transformation as it is today. Migration of changes from manual to digital turns out to also take many victims, especially the existence of past technologies including soft technology that has become obsolete, of course, it can no longer be used to solve current problems [2]. In this

context, artificial intelligence (artificial intelligence) becomes the ruler in the universe of human life today. All human needs and behavior can be met through application design that is created according to human needs.

Empowering learning models become collaborations that are a necessity in order to provide inspiring education services which are an urgent need for community learning center managers in the digital era. In this context, learning is treated as a learning process and effort that is self-learning and self-change by optimizing self-capacity and environmental resources, saying that learning is not just a transfer of knowledge, but also a transfer of learning that able to produce changes in mindset and action patterns that can be implemented in real life [3].

Based on the results of the study entitled Evaluation of Literacy Education Development in Malang City, the obstacles that exist in the PNF program are learning times that are not on schedule, lack of awareness of students in participating in the program, inability of students, difficulty convincing the public, and data collection of candidates. students who do not live up to expectations. To maximize the success of the program and the program can run sustainably, these obstacles must be overcome [4].

These various problems are the focus of this research to have an impact and overcome problems in the learning model applied by non-formal education units in both the equality and literacy education program. The problem that often occurs is how the level of learning participation is low and also the motivation is low for students. It is undeniable that non-formal education programs are still considered “necessary” for the community. Based on the results of research published in the Journal of Nonformal Education on Participatory Learning Strategies in Improving Outcomes of Non-formal Education Programs, it is necessary to identify learning needs that will be met through learning activities [5]. Learning resources assist students in identifying the necessary resources, study materials, aids, and other related information. This effort can increase students' confidence and their skills

Personality is a combination of thoughts, emotions and behaviors that make a person unique, different from one another. and also how one sees oneself. Personality characteristics clearly distinguish one person from others. In addition to the personality of a person, motivation is also needed, especially learning motivation to create a desire to develop.

To get the human resources that are expected for the realization of learning goals, each individual is expected to have high motivation, so that it will be able to increase self-productivity. "Motivation is a way of satisfying a person's needs, which means that when a person's needs are met by certain factors, that person will exert his or her best efforts to achieve the goal." [6]. Therefore motivation is a very important thing for someone to pay attention to if they want every thing they want to get based on individual achievements. Learning motivation for trainees will be very important to note, because with motivation, a person will have high enthusiasm in carrying out a series of learning processes carried out. [7]. Without motivation, a person cannot meet targets according to standards or even exceed standards because what his personal motives and motivations are not fulfilled. Even if a person has good abilities if he does not have the motivation to learn, the end result of the training process will not be satisfactory. If a good personality and high learning motivation will have an impact on one's competence, especially after attending a training at a training institution [8]. Based on the background described above and the results of research that has been carried out by previous researchers, the authors are interested in conducting research on "The Influence of Personality and Learning Motivation on the Transformation of Digital Learning at Community Learning Center , Malang Regency".

2. METHOD

This study was conducted to explain the influence of personality and learning motivation on the transformation of digital learning at Community Learning Center , Malang Regency. To explain the effect of this, the researcher will test the hypothesis. The research used to test the hypothesis is explanatory research. According to Singarimbun explanatory research or explanatory research is research that explains the causal relationship between variables through hypothesis testing [9]. The causal relationship between the existing

variables will be proven through hypothesis testing. This study is used to explain the influence of personality (X1) and learning motivation (X2) on digital learning transformation (Y). Researchers also find out which variables are dominant in terms of influencing competence. The quantitative approach emphasizes the analysis and inference process of numerical data that has been processed with statistics.

This study uses multiple linear regression. In fulfilling the use of multiple linear regression, classical assumptions must be tested so that the results obtained from the regression analysis are not biased. This multiple linear regression calculation uses the SPSS for Windows 23.0 tool. The following is the classic regression assumption test test, as follows:

This research was conducted to determine the effect of personality and learning motivation on the digital learning transformation of Equality Education students at Community Learning Center . So this study wants to know the causal relationship between the existing variables will be proven through hypothesis testing. This study was used to determine the effect of personality (X1) and learning motivation (X2) on digital learning transformation (Y). The description of the research design is as shown in the image below:

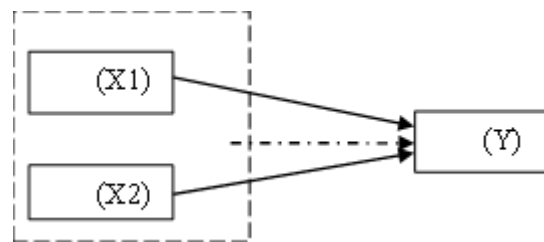


Figure 1. Research Design Model

The validity of the data was tested using triangulation techniques, comparison of the results of the literature review, extension of the research, academic feasibility audits through experts, and confirmation to data sources about the accuracy of the meaning of information.

3. RESULTS AND DISCUSSION

Based on the description analysis in this study, it shows that the average answer to items in equivalence education learning activities can be categorized as good, with a grand mean value of 4.043. We can know that the personality of students at Community Learning Center Malang Regency includes extraversion, easy to get along with, cautious nature, emotional stability, and is open to new things in good condition based on the grand mean value. This indicates that the student's personality from the extraversion indicator recognizes between students and also likes to interact and communicate with other students, gets along easily and is happy to provide help to others and is friendly and cares about other students, being careful and not in a hurry in doing things. get the job done and on time

Based on the results of the respondent's frequency of answers on the personality variable (X1), the highest result was obtained in X1.14 which is about wanting to ask other

people's opinions which basically will help students obtain information about matters related to assignments when participating in the learning given to students by Community Learning Center, so that opinions received from others are able to assist in completing the tasks given by Community Learning Center and are able to improve and enhance student competencies. In the answer table for the frequency of respondents on the personality variable (X1), the lowest results are obtained at X1.8 and X1.12, which are about timeliness as well as creativity and innovation.[10]. If the timeliness in doing whatever students do is low, there will be a loss of ability which will cause a decrease in one's personal competence. The next item on creativity and innovation has the lowest value equal to the value of timeliness. Creativity and innovation are very important for someone, especially students to develop one's abilities and be able to realize one's predetermined targets[11]. If creativity and innovation is increased, it will certainly have a direct effect on the competencies possessed.

Personality according to Feist & Gregory Feist, states that certain patterns of traits and characteristics, which are relatively permanent and provide both consistency and individuality to a person's behavior[12]. The results of this research can be concluded that the student's personality variable has an influence on the digital learning transformation variable. The better the personality of the training participants at the Setia Mandiri community learning center institution, the higher the transformation of digital learning in participating in learning activities.

Based on the descriptive analysis in this study, it shows that the average item answers on the learning motivation variable (X2) can be categorized as good, with a grand mean value of 3.961. We can know that the learning motivation of the training participants at Community Learning Center is in good condition based on the grand mean value. This can be seen from without the help of family or fellow students, learning becomes an individual need. Students can learn with individuals without any orders to make their own learning needs implanted in themselves, this can foster motivation to learn in making decisions well and can think conceptually so that decisions taken can provide positive things in something that is done.[13].

Based on the results of the respondent's frequency answer table on the variable of learning motivation (X2), the highest result is obtained at X2.5, which is about without family or colleagues, learning becomes an individual need. When applying awareness of the importance of learning, then the community learning center itself will find it easier to provide learning, because even though they have been given material in learning, each individual can learn more beyond what is taught by community learning center in Malang Regency. In the answer table for the frequency of respondents on the learning motivation variable (X2), the lowest result is obtained in X2.1, which is about memorizing the material well. Memorizing well is difficult for students, because if they only memorize the material, they will find it difficult to develop their knowledge. So it is important in understanding the material without having to memorize,

According to Purwa, in learning activities, motivation can be said as the overall driving force within students that

causes learning activities, which ensure the continuity of direction in learning activities and which provide direction to learning activities, so that the goals desired by the learning subject can be achieved.[14]. This research is strengthened by previous research conducted by Elis Warti[15] There is a positive influence between students' learning motivation and students' mathematics learning outcomes. So the results of research conducted in this study can be concluded that the variable of learning motivation has an influence on the transformation of digital learning in community learning center students. The better the learning motivation in community learning center, the higher the competence it will have.

Based on the descriptive analysis in this study, it shows that the average item answers on the competency variable (Y) can be categorized as very good, with a grand mean value of 3,933. We can know that the competence of the Equality Education students at community learning center is in very good condition based on the grand mean value. This can be seen from the results of the answers regarding being able to think analytically for students, so that they are able to solve problems, especially in learning activities or those that have taken place in community life for the competence they have.

Based on the results of multiple linear regression analysis, the personality variable (X1) and learning motivation (X2) has a value of $F < (\alpha) 0.05$ and $F_{count} > F_{table}$ so that the variables of personality and learning motivation have a significant influence on digital learning transformation student. The results of this study also show that the correlation between personality and learning motivation on the transformation of students' digital learning is included in the strong category. In addition, based on the R Square value, it is known that the personality and learning motivation variables contribute to the students' digital learning transformation variable (Y) of 0.476 (47.6%) and the remaining 52.4% is influenced by other variables not discussed in the study. this.

Innovation in equality education learning must always be done in order to keep up with the existing era. Not always students will use manual and traditional methods. With the development of technology, students must also follow developments and systems in the era of digital transformation. At this time, almost all sectors of life are digital-based. Both in the economic sector, agriculture, industry, transportation, payments and so on. However, there are still many people who are left behind, especially those who do not have access to the digital world and technological sophistication. This is caused by various factors, for example from inadequate infrastructure coverage, community conditions that are difficult to accept change.

4. CONCLUSION

Based on the results of research that has been carried out on students at Community Learning Center in Malang Regency about the influence of personality and learning motivation on digital learning transformation, as for the conclusions that can be drawn from the research results, namely partially personality has a significant effect on

students digital learning transformation at Community Learning Center Malang Regency . Personality contributes to students at Community Learning Center , Malang Regency. So with a better personality, the competence of students will also increase.

Learning motivation has a significant effect on students at Community Learning Center in Malang Regency. Learning motivation contributes 40.8% to the transformation of students' digital learning. So with the increasing motivation to learn, it will also increase the transformation of students' digital learning.

Personality and learning motivation simultaneously have a significant effect on the transformation of students' digital learning. This is evidenced by the significance value of $F < 0.05$, $F_{count} > F_{table}$ and R^2 square of 47.6%. This shows that personality and learning motivation have an effect of 47.6% on the transformation of digital learning. While the remaining 52.4% is influenced by other variables not included in this study.

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