

**DOES LEARNING INTEREST MEDIATE COMPUTER SELF-EFFICACY
AND INTERNET USE ON LEARNING ACHIEVEMENT ?
(ACCOUNTING CLASS STUDENT OVERVIEW)**

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Abstract: *Learning achievement is an achievement that has been achieved by students during the learning process according to the target time which is manifested in the form of numbers, letters, symbols and certain sentences as a standard of student completeness in learning. Achievement of learning achievement among students can vary because of many factors that influence it. For example, internal factors in the form of computer self-efficacy and internet use and external factors in the form of interest in learning. This study aims to determine whether interest in learning is able to mediate computer self-efficacy and internet use on learning achievement. By using a quantitative approach, the sample was chosen randomly (proportionate stratified random sampling) obtained 108 students of Class XI Accounting. Data were collected using an online questionnaire (on a Likert scale). Data were analyzed using descriptive statistics, hypotheses were analyzed multiple regression, and path analysis and single test (for indirect effects). The test results conclude that interest in learning can mediate computer self-efficacy and the use of the internet on learning achievement significantly, which means that it can have a direct and indirect effect on the improvement of student achievement in accounting in the form of partial mediation. Researchers recommend that student achievement in accounting will increase if the students' literacy of Computer Self-Efficacy and Internet Use can be mastered properly.*

Keywords: *Computer Self Efficacy, Internet Usage, Study Interest, Learning Achievement, Accounting Students, Vocational High School*

1. Introduction

Education contributes as a process of self-development. With education, human life will be much more organized, both quantitatively and qualitatively (Ketetapan MPR RI Nomor IV/MPR/1999 Tentang GBHN, 1999). Learning can shape changes in an individual and judgment is one of the things used to understand the extent of changes experienced to achieve learning goals commonly referred to as learning achievements (Isti'adah, 2020). Report from (PISA, 2018) released by the OECD revealed that Indonesia's education is ranked 72nd out of 77 countries. Indonesia's reading score of 371 dropped from 64th to 74th. Indonesia's science score of 396 dropped from 62 to 71. For Indonesian math score of 379 dropped from 63rd to 73rd place (Schleicher, 2018). The data released shows that students' learning achievement in

Indonesia is still very low because the assessment results are still far below the international standard.

According to data from (Kemendikbud, 2019) also informs that the average score of the 2019/2020 National Examination at SMK level for Indonesian is 65.72, English is 41.78, mathematics is 35.26 and in particular vocational theory is 44.12 where the overall average score is 46, 72, which means that the value is still less than the criteria for determining graduation with a standard value of 55 on a scale of 1 to 100. The data also shows that the learning achievement achieved by SMK students in Indonesia is still low, especially in vocational theory which only holds a value of 44.12 which is still far away from the determinant standard of graduation. One of the vocational theories of the Accounting Department is the accounting computer which is studied by all students in class XI and class XII. It is hoped that accounting vocational high school education will be able to master the operation of financial applications such as MYOB, Zahir, Accurate, etc. Accounting computer learning activities are declared successful when the achievements obtained by students in these lessons have reached the Minimum Completeness Criteria (KKM) which has become a measure. (Safitri & Setiyan, 2016). However, the data stated above shows that the learning achievement obtained by students in various schools is still low.

One of the things that becomes the background is not optimal student learning achievement is about how to learn students themselves, where students have different learning styles. (Rosyid et al., 2019). The number of problems that cause low student learning achievement in Indonesia is generally strongly influenced by two factors, namely internal factors (Prasertcharoensuk et al., 2015) and external factors (Marbun, 2018).

Computer self-efficacy is included in internal factors in the form of self-concept (Drosten, 2019). Computer self efficacy is the belief in the ability to operate a computer in order to achieve a goal (Jokisch et al., 2020). With CSE, a person is more confident and responsible for success in achieving their scholastic goals (Alghamdi et al., 2020) and when faced with a problem of belief being able to overcome it so that it affects his learning success (Indriyani et al., 2019). But in fact, in a study (Husna & S, 2018) revealed that there is still a complete lack of attention from the teacher's attention to the student's self efficacy. Students with low CSE certainly do not have confidence in their abilities so if they encounter a problem, they will consider it as something to avoid, resulting in a decrease in their learning achievement. (Sugiyana, 2015).

Another factor that also contributes to learning achievement is the use of the internet which is an external factor. Internet usage is the frequency and duration of internet usage for browsing certain things and completing all tasks easily and quickly (Isaac et al., 2019). In the research (Wuryani et al., 2019) revealed that internet use has no influence on learning achievements due to inaccuracies in internet utilization, lack of internet knowledge, and low speed of internet access thus inhibiting the benefits of the internet as a learning resource (Feng et al., 2019). Moreover, in 2020 WHO determined the emergence of the Covid-19 pandemic globally, nearly 18 million cases were detected (Qiu et al., 2020). It immediately received a response from the Ministry of Education to conduct school closures nationwide and launched Circular Letter No.3 of 2020 on the prevention of covid-19 in the education unit (Sudarsana et al., 2020). The closure of schools has made learning switch from offline to online (Saleh,

2020). So that it triggers the high use of internet technology to expedite the learning process and is expected to be more effective and efficient (Sukendro et al., 2020).

However, in the implementation of learning amid the pandemic, UNICEF survey results to 4,018 respondents from 34 provinces concluded that the main problems faced by students in learning online were 35% difficulty accessing the internet, 38% lack of teacher guidance, 7% did not have gadgets, 4% could not access applications. online, and 3% minimum parental assistance (UNICEF, 2020). The data (BPS, 2020) also revealed that as many as 87.20% of school-age children in urban and rural areas use the internet for social media. In addition, 62.13% is for entertainment only, reading news information is 69.90% for school work, 25.86%. From these data, it shows that the amount of use of the internet for productive things is still minimal when compared to the use of social media. Due to the inaccuracy and lack of internet knowledge literacy, it can have an impact on students' low learning achievement.

Internal factors that also affect learning achievement are interest in learning. Interest in learning arises because it is perceived as a necessity and meaningful to the individual. Interest must be accompanied by concrete steps in the form of enthusiasm for learning so that you can achieve achievements, because without this it will be difficult to achieve success in learning. (Syahputra, 2020) (Suardii, 2018). Students who are accepting lessons without strong encouragement tend to have difficulty being sincere because they are not motivated towards the lesson, in the end they tend to reduce their learning achievement. (Meyanasari & Widiyanto, 2017).

Based on the facts presented, computer self-efficacy and internet use only contribute a little to their direct impact on learning achievement. Therefore, researchers use interest in learning as a mediating variable to determine the emergence of direct and indirect effects on student achievement. The position of interest in learning is expected to be able to contribute significantly in mediating the influence of computer self-efficacy and internet use on learning achievement. Thus, the problem in the study was formulated "is there the influence of computer self-efficacy and internet use on accounting learning achievement mediated by interest in learning?". Furthermore, it can explain that interest in learning through mastery of computer self-efficacy and use of the internet can be developed to improve student achievement in Accounting student at Vocational High School (SMK).

2. Research Methods

This study uses a quantitative method with a survey category (Sugiyono, 2015). Survey research can be carried out with large or small populations but observed data can be found through relative events, channeled and interactions between variables and mostly for generalization of observations that are not intense (Ansori & Iswati, 2020). The research was conducted on students of class XI Accounting at SMK Negeri 1 Slawi, Tegal Regency, Academic Year 2020/2021. The sampling technique is *proportionate stratified random sampling* of 108 respondents (Sugiyono, 2015). The data collected in the study used primary data (questionnaires) which were distributed to respondents via google form and secondary data in the form of documentation of student scores (Untari, 2018).

The data analysis used is in the form of analysis requirements test (normality and linearity test) (Sujarweni & Utami, 2019) (Hanief & Himawanto, 2017); hypothesis testing in the form of multiple linear regression analysis (Pianda, 2018), f test, t test, R^2 test (Ghozali, 2016), path analysis test (Ghozali, 2018) by using the IBM SPSS application program version 26. While for the sobel / sobel test using the Sobel Test Calculator for Significance of Mediation application at www.danielsoper.com (Ghozali, 2018).

3. Result and Discussion

3.1. Result

Data on computer self-efficacy, internet use and interest in learning have been tested for validity and reliability first. Furthermore, the normality test shows that the data is normally distributed ($0.200 > 0.005$). For values greater than 0.05, the data is linear, the calculated value between Computer Self Efficacy and Learning Interest is 0.107 (linear data); The use of the Internet for Learning Interest is 0.134 (linear data); Computer Self Efficacy on Learning Achievement of 0.311 (linear data); The use of the Internet for Learning Achievement is 0.335 (linear data).

Regression analysis, there are two regression models used, the first model, namely Computer Self Efficacy, Internet Use and Learning Interest obtained ($Y = 2.293 + 0.697X_1 + 0.421X_2$). In the second model, Computer Self Efficacy, Internet Use, Study Interest and Learning Achievement are obtained ($Y = 23.085 + 0.187X_1 + 0.290X_2 + 0.178X_3$)

To determine the effect of the t-test, which is 2,114 (count) greater than 1,983 (table), so that there is an influence between Computer Self Efficacy on student learning achievement. Furthermore, 3.803 (count) is greater than 1.983 (table), that is, there is an influence between Internet Use on Learning Achievement. And 2,290 (count) is greater than 0.983 (table) so that there is an effect between Study Interest on Learning Achievement.

F test value 52,237 (count) is greater than 2.69 (table). So that the value of Computer Self Efficacy, Internet Use, and Learning Interests simultaneously influences Learning Achievement. It is known that the value of R^2 shows that Computer Self Efficacy, Internet Use, and Learning Interests simultaneously influence Learning Achievement (59%).

The path test is used to assess whether the independent variable is related to the dependent variable directly or indirectly.

Table 1. Coefficients Line Model 1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,293	5,358		0,428	0,670
	Computer Self Efficacy (X1)	0,697	0,087	0,569	7,971	0,000
	Internet Use (X2)	0,421	0,086	0,348	4,879	0,000

a. Dependent Variable: Learning Interest (Z)

Source : Processed by researchers (2021)

From table 1, the significant value of computer self-efficacy and internet use is 0.000 less than 0.005, which means that the hypothesis is accepted, namely that there is a positive influence on Computer Self Efficacy on Learning Interest; There is a positive influence on Internet Use on Learning Interest. Furthermore, in table 1, it is known that the influence of the standardized coefficient number for Computer Self Efficacy on Learning Interest is (56.9%), while for internet use on Learning Interest it is (34.8%), for the value of e_1 (0.284). From the table "Model Summary model 1" shows the value of R^2 (71.6%) which shows the influence of Computer Self Efficacy and Internet use on the combined interest in learning.

Table 2. Path Coefficients Model 2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	23,085	4,273		5,403	0,000
	Computer Self Efficacy (X1)	0,187	0,088	0,228	2,114	0,037
	Internet Use (X2)	0,290	0,076	0,358	3,803	0,000
	Learning Interest (Z)	0,178	0,078	0,266	2,290	0,024

a. Dependent Variable: Learning Achievement (Y)

Source : Processed by Researchers (2021)

Significant value of Computer Self Efficacy = 0.037; Internet usage = 0.000; and Learning Interest = 0.024 which is less than 0.05 so that the hypothesis is accepted and there is a direct influence of Computer Self Efficacy on Learning Achievement; there is a direct and

positive influence of Internet use on learning achievement; there is a direct influence of learning interest on learning achievement. From the table "Model Summary Model 2" also obtained the value of R^2 (60.1%) which shows the magnitude of the influence of computer self-efficacy, internet use and study interest on learning achievement combined of 60.1%. As for the value of e_2 (0.399). Thus the following path diagram is obtained :

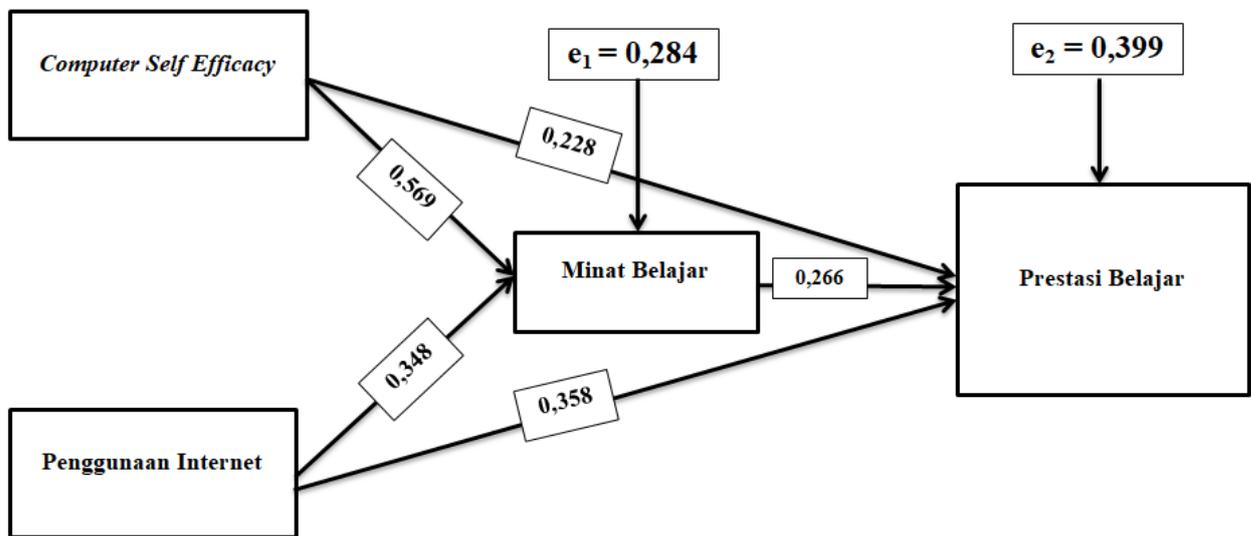


Figure 1. Path diagram

The application of sobel test is done using Daniel Soper's online application. The calculation shows learning interest (2,749) greater than the table (1.96) which means that there is a mediation relationship, as shown below:

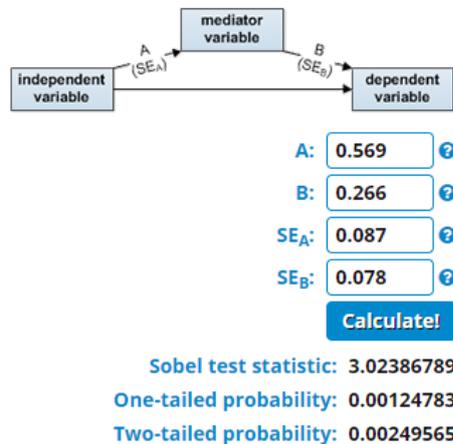


Figure 2. Sobel Test Calculator I

Furthermore, the acquisition of t count (3.023) is greater than t table (1.98) with a significance level of 0.05. In addition, the sobel test produces a one tailed probability value of 0.001 less than 0.05, which means that the indirect effect is significant. Thus, Learning Interest significantly mediates the influence of Computer Self Efficacy on Student Achievement in partial mediation. Furthermore, the result of the calculation shows that the Learning Interest (2.906) is greater than the table (1.96), which means that there is a mediation relationship. The results of the Sobel Test are shown in the following figure:

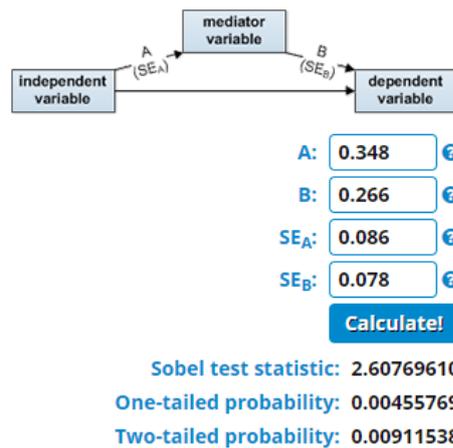


Figure 3. Sobel Test Calculator II

The acquisition of t count (2.60) is greater than t table (1.98). In addition, the sobel test produces a one tailed probability value (0.004) smaller than the table (0.05), which means that the indirect effect is significant. Thus, learning interest significantly mediates between the use of the Internet and student achievement in partial mediation.

3.2. Discussion

Computer Self Efficacy affect Learning Achievement; These results support the theory Bandura (1997) which suggests tradic receoprocality is a reciprocal relationship between the environment, behavior and cognitive. The cognitive factor in question is self efficacy regarding how a person behaves in certain situations depending on the recital between behavior and cognitive conditions related to the belief that he or she is capable or not to perform actions that give satisfaction to him. Cognitive factors that affect learning achievement are computer self-efficacy that students have. Individuals with high computer self-efficacy believe that they are able to operate and run computers so that they can achieve their learning success (Albert Bandura, 1997). Students with high computer self-efficacy are able to use all types of cognitive strategies such as planning, monitoring, and regulating strategies and have higher cognitive involvement when learning something, this can be the strongest predictor of learning achievement. (Kristiyani, 2020).

The results of this study are in line with those stated by (Bayero & A. Y. Dutse and Ahmad, 2017)shows that computer self-efficacy has a significant effect on student achievement. Other research (Indriyani et al., 2019) which shows that there is a positive and significant influence between self-efficacy on learning achievement. Research conducted (Uran et al., 2019) also shows that there is an effect of self-efficacy partially or simultaneously on learning achievement. Furthermore, (Utari & Senen, 2018) states that self-efficacy has a positive effect on learning achievement, this shows that the higher self-efficacy students have, the better their learning achievement will be and vice versa. Further research (Ansong et al., 2019) suggest that the results of increased self efficacy indirectly lead to an increase in academic achievement.

Internet use has a positive effect on learning achievement; based on the social cognitive theory put forward by Bandura (1997), There are three important components,

namely environment, behavior and cognitive. A person's behavior is influenced by cognitive and the surrounding environment. Likewise, a person's cognitive is also influenced by their environment and behavior, and the environment is influenced by their behavior and cognitive (Albert Bandura, 1997). Based on this, it can be argued that student learning behavior in the form of learning achievement is influenced by cognitive possessions and their environment. The environment in question can be a learning environment in the form of the internet as an environment that affects education and provides an important influence on a student's learning achievement.

The results of this study are in line with the research (Mutmainah et al., 2020) which states that the use of the internet has an influence on learning achievement. In other studies (Xu et al., 2019) argued that the discipline of internet use behavior plays an important role in academic achievement. Research conducted by (Johnson & Handayani, 2016) shows that the proper use of the internet as a learning medium can have a positive and significant effect on student achievement. Next, the research was carried out by (Arwansyah & Aulia, 2018) suggests that there is a positive and significant influence between the use of the internet on learning achievement, the higher the use of the internet as a learning resource, the maximum learning achievement will be obtained. And further research (Ruslan & Monica, 2018) which suggests that there is a positive and significant influence between the use of the internet on student achievement.

Learning Interests affect Learning Achievement; Interest in learning is a high inclination or a great willingness for something to carry out all the desired activities (Irawan, 2017) (Mardi & Kurniawati, 2014). The theory of social learning by Bandura (1997) states that there are three factors that are interrelated in the learning process, namely cognitive, behavioral and environment. Thus interest in learning is influenced by the surrounding environment. An environment that is able to encourage students to study well can increase their interest in learning. The environment in question is a place where learning activities take place which has external influences so that it affects the continuity of learning activities. The environment influences the learning process, if the environment is good it can increase interest in learning so that it affects better learning achievement (Albert Bandura, 1997).

The results of this study are in line with the research (Sarjono et al., 2020) which shows that there is a positive and significant influence between interest in learning on learning achievement. In other studies (Rahmawati et al., 2017) suggested that interest in learning is the dominant variable affecting learning achievement. Similar research (Zaelani & Margunani, 2016) also suggests that there is an effect of interest in learning on learning achievement, the higher the student's interest in learning, the higher the learning achievement they will achieve. Same case with the research (Priyono & Yushita, 2017) argued that high interest in learning affects the high learning achievement, for that we need efforts to increase interest in learning towards a better direction to improve learning achievement. The individual tends to repeat actions that are based on the interest and the interest itself is able to survive throughout his life. Therefore interest is an important factor in student learning success (Syahputra, 2020)

Computer Self Efficacy affects Learning Interest; Self-efficacy is one of the factors that affect students' interest in learning. In accordance with the social cognitive theory in

Bandura (1997), high self efficacy is perceived to foster a sense of interest or interest in cognitive learning to achieve the goal of learning achievements. Computer self-efficacy is an individual's belief in the ability to complete difficult tasks (Panadero et al., 2017) relating to operating a computer in the hope of achieving success. Meanwhile, interest in learning is an interest in an object that always raises its attention (Birbili & Hedges, 2019) and if the object is a learning activity, it will be done consistently and happily.

The results of this study are in line with the research (Sulistiawan & Nurussaniah, 2019) which states that there is a positive and significant relationship between self-efficacy and interest in learning. In other studies (Widyastuti et al., 2019) shows that there is a strong positive relationship between self-efficacy and interest in learning. Similar research (Chen & Hu, 2020) indicates a significant positive relationship between interest and self efficacy. Further research (Fajarwati, 2016) argues that self-efficacy has a positive and significant direct effect on interest in learning, the better the student's self-efficacy, the higher the student's interest in learning.

Internet use affects learning interest; In accordance with the social cognitive theory, there are three main factors that are competitively related, namely cognitive, behavior and environment. The use of the internet is an environment that affects students' cognitive and behavior because it comes from outside the individual and the presence of the internet can affect the continuity of learning activities. Changes in student behavior related to a sense of interest or interest in learning are influenced by the surrounding environment, namely the use of the internet (Albert Bandura, 1997). The use of the internet in the learning process is used to obtain the broadest possible knowledge (Tarma & Oktaviani, 2019). The facilities provided by the internet make it easier for students to master the material because of the additional animation, pictures and videos, it can reduce boredom in learning so as to increase interest (Satria & Jaya, 2019). The ease of information obtained from the internet is also a driving factor for student interest in learning (Pibriana & Ricoida, 2017).

The results of this study are in line with those stated by (Arisanti & Subhan, 2018) that internet media has a positive and significant effect on student interest in learning. In line with research (Rusi, 2019) suggests that together the ease and benefits of using the internet have a positive effect on interest in learning. Further research (Mahmudah et al., 2019) shows that the use of the internet has an effect on interest in learning. However, it is different from research (Gandur et al., 2020) that there is a significant influence between the progress of internet technology and the low interest in learning positively, meaning that the more advanced internet technology is, the lower the student's interest in learning.

Computer Self Efficacy affects Learning Achievement through Learning Interest as a mediation; Based on the calculation, it is known that the direct effect is (22.8%) while the effect is indirect (15.1%) so that the total effect is (37.9%). The amount of the indirect effect is lower than the direct effect but still significant. This low influence shows the partial mediation of interest in learning as a mediating variable, which means that interest in learning is not able to perfectly mediate the effect of computer self-efficacy on learning achievement in computer accounting. Based on social cognitive theory, self-efficacy can be influenced by

the surrounding environment if the environment is able to encourage it to have good self-efficacy, then good self-efficacy can be formed as well. Cognitive factors play an important role in sorting out the environment that can have negative impacts. With the influence of a good environment, it will affect student behavior in learning so that it can affect high interest in learning (Albert Bandura, 1997).

This is in line with the research conducted (Bayero & A. Y. Dutse and Ahmad, 2017) that computer self-efficacy has a positive and significant effect on academic achievement and research conducted (Indriyani et al., 2019) that there is a positive and significant influence between self-efficacy and learning achievement. In addition, research (Rahmawati et al., 2017) revealed that interest in learning is the dominant variable affecting student achievement. Further research (Saufika & Mahmud, 2018) shows that interest in learning mediates partially, that is, besides having an indirect effect, it also has a significant direct influence between Computer Self Efficacy on learning achievement through interest in learning.

Internet use affects Learning Achievement through Learning Interests; Based on the calculation, it is known that the effect is direct (35.8%) while the effect is indirect (9.3%) so that the total effect is (45.1%). The amount of the indirect effect is lower than the direct effect but still significant. This low influence shows a partial mediation form of interest in learning as a mediating variable, which means that interest in learning is not able to perfectly mediate the effect of internet use on computer accounting learning achievement. Based on social cognitive theory regarding three factors that are interrelated in learning such as cognitive, behavior, and environment. In line with the variable use of the internet that can be used as a source or tool in learning. However, the internet can have a negative impact if students are unable to sort. Therefore we need cognitive factors that play a role in sorting out the environment that can have negative impacts. The proper use of the internet as a learning tool will affect the high interest in learning (Albert Bandura, 1997).

In line with the research conducted (Arisanti & Subhan, 2018) that the internet media has a positive and significant effect on student interest in learning, and research (Rusi, 2019) that simultaneously the ease and benefits of using the internet have a positive effect on interest in learning. Apart from that research (Sarjono et al., 2020) revealed that there is a positive and significant influence between interest in learning on student achievement. And research conducted by (Saufika & Mahmud, 2018) that interest in learning mediates partially, namely in addition to having an indirect effect it also has a significant direct effect between the use of the internet on learning achievement through interest in learning.

4. Conclusion

Based on the results of the analysis and discussion, it can be concluded that the learning achievement of accounting computers is strongly influenced by all the variables in this study in the form of computer self-efficacy, internet use, and interest in learning. Learning interest is considered capable of mediating computer self-efficacy and the use of the internet on

learning achievement both directly and indirectly in the form of partial mediation. Changes in student behavior in learning related to their learning achievement can be influenced by cognitive factors and the surrounding environment. Cognitive factors that affect student achievement are computer self-efficacy which is owned by students. Individuals with high computer self-efficacy have confidence in their ability to operate computers so they are able to achieve their goals.

Student learning behavior in the form of learning achievement, is influenced by the cognitive they have and the environment. The environment can be a learning environment such as the internet, as an environment that affects education and provides an important influence on student achievement. The existence of an extensive internet network can increase its value and reach if it is used wisely for educational purposes. The use of the internet in education is very good for broadening students' horizons because they do not only learn through books or hear explanations from teachers, but can also search for all information via the internet. Therefore, student behavior is influenced by the learning environment in the form of the use of the internet.

A good environment is used as a place to take place learning activities that have external influences so that it affects the sustainability of learning activities. The environment influences the learning process, so that if the environment is good it will be able to increase interest in learning which in turn affects student learning achievement better. The use of the internet makes it easy for students to study independently, accessing various materials and information so that it can affect students' sense of interest or interest in learning.

Computer self-efficacy is very influential and important for the success that will be achieved by individuals so that they are able to optimize the results of learning computer accounting. Students assume that high and appropriate computer self-efficacy will certainly be able to help them improve their learning achievement for accounting computers without paying too much attention to their learning interests. In addition, students also think that high and appropriate use of the internet will help them improve their accounting computer learning achievement without paying too much attention to their learning interests.

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