



The Effect of E-Learning to Improve Learning Achievement and Student Learning Motivation in Entrepreneurship Subjects at SMKN 1 Bintan Utara

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Abstract. *This study aims to analyze the influence of the use of information and communication technology (ICT)-based learning media, especially E-Learning, on student learning achievement and learning motivation in Entrepreneurship subjects at SMK Negeri 1 Bintan Utara. The study delves into the challenges that arise in the use of E-Learning, including the lack of direct interaction and supervision, which has an impact on student motivation. The study found that although E-Learning provides flexibility in learning, its effect on improving learning achievement and motivation is not significant. Challenges such as limited access to technology and the digital divide are also factors that affect student learning outcomes.*

Keywords: *E-Learning, Information , Communication Technology (ICT), Learning Achievement, Learning Motivation,*

1. INTRODUCTION

The development of information and communication technology has brought significant changes in various aspects of life, including in the field of education (Adisel & Pranansa, 2020) One of the innovations that is currently growing rapidly is the use of E-Learning as a learning medium. E-Learning, which refers to the use of information technology to provide distance learning, has become a solution in facing the challenges of modern education (Dany, A., Rifan, H., & Suryandari, 2024) The COVID-19 pandemic has been a catalyst that has accelerated the adoption of E-Learning at various levels of education, including vocational secondary education (Hasanah, 2022)

At SMKN 1 Bintan Utara, as in many other schools, the implementation of E-Learning is expected to have a positive impact on improving learning achievement and student learning motivation, especially in the subject of Entrepreneurship. This subject is very relevant to the needs of the world of work and the development of 21st century skills that require students to have the ability to think critically, creatively, and (Hasan, 2020) However, there are many challenges in the implementation of E-Learning, especially in ensuring active student involvement and disciplining them in following the online learning process.

Previous research has shown that the use of E-Learning can improve student learning achievement if implemented properly (Judijanto et al., 2024) E-Learning allows learning to be more flexible, where students can learn according to their own pace and learning style (Alimron, 2019) This can improve the understanding of the material and overall learning outcomes. However, on the other hand, the lack of direct interaction between students and

teachers in online learning is often an obstacle in maintaining student learning motivation (Fatmawati, 2022).

At SMKN 1 Bintan Utara, the subject of Entrepreneurship plays an important role in equipping students with the skills needed to enter the world of work and entrepreneurship. Entrepreneurship learning not only emphasizes theoretical aspects, but also hands-on practice in planning, starting, and managing businesses (Yuliansah, 2019) In this context, the application of E-Learning in entrepreneurship subjects is a challenge in itself, considering the importance of interactive and practice-based learning (Afwan et al., 2022).

Students' learning motivation in the learning process is an important factor that affects the success of E-Learning (Pusvyta Sari, 2015) Students' motivation to learn in participating in online learning often decreases due to the lack of direct supervision from teachers and the difficulty of establishing a learning routine at home (Yogi Fernando et al., 2024) Learning motivation is not only related to students' attendance in online classes, but also to their consistency in completing assignments, following study schedules, and complying with rules set by teachers (Vindy Salsabila et al., 2024) Without good learning motivation, students' learning achievement tends to decline even though E-Learning offers various conveniences in the learning process (Mahliza et al., 2023).

In addition, E-Learning also faces challenges in terms of accessibility and the digital divide (A. & Bau, 2023) Not all students have adequate access to technological devices and stable internet connections, especially in areas with limited infrastructure (Zam Zam Hariro et al., 2024) At SMKN 1 Bintan Utara, this challenge is one of the issues that must be overcome to ensure that all students can participate equally in online learning. This access gap can have a direct impact on students' learning achievement and learning motivation, because students who do not have adequate access tend to fall behind in participating in learning (Agit et al., 2023).

In the context of Entrepreneurship subjects, the use of E-Learning also raises concerns regarding the effectiveness of practice-based learning. This subject requires students to be active in conducting business simulations, business planning, and other entrepreneurial activities that are ideally carried out directly (Pratomo et al., 2018) With E-Learning, there are concerns that the practical aspects of these subjects cannot be maximized. However, various technology platforms such as online business simulations and entrepreneurship applications can be solutions to overcome these limitations (Satrianny et al., 2024).

Therefore, this research is important to find out how E-Learning affects student learning achievement and motivation, especially in the subject of Entrepreneurship at SMKN 1 North

Bintan. By understanding this influence, it is hoped that schools can take the right policies in optimizing the use of E-Learning, so that they can improve student learning achievement while maintaining their motivation to learn online. This research is also expected to contribute to the educational literature on the effectiveness of E-Learning in vocational schools, which until now still needs more empirical studies (Maulana & Hamidi, 2020).

In particular, this study will analyze the factors that affect the success of E-Learning in improving student learning achievement and learning motivation, as well as identify the challenges faced by students and teachers in the online learning process. This research will also examine the efforts that can be made by schools and teachers in overcoming these challenges, so that E-Learning can be implemented more effectively.

This research is relevant considering the importance of the subject of Entrepreneurship in preparing students to enter the world of work and entrepreneurship. In addition, students' learning motivation in following the learning process is one of the main keys in achieving optimal learning achievement. Thus, the results of this research are expected to provide useful recommendations for schools in improving the quality of learning and character development of students in this digital era.

2. METHODS

Quantitative research is the method used in this study. Quantitative research is a methodology that relies on positivism to investigate a specific population or sample (Sugiyono, 2020) This research involves random sampling, data collection with the help of instruments, and statistical data analysis. The research variables are considered to have a causal relationship according to the quantitative research paradigm.

Explanatory research is a method used because it is in line with the purpose of the research, which is to test and assess the impact of independent variables on dependent variables. This type of explanatory research is defined as research that is carried out with the purpose of explanation (explanatory or confirmative) and that uses hypothesis testing to establish explanations or causal relationships between variables (Singarimbun & Effendi, 1989).

The population in this study is students of SMK Negeri 1 Bintan Utara, class X which totals 532 students. The sample in this study is a total of Class X students. 100 students.

3. RESULTS AND DISCUSSION

SMK Negeri 1 Bintan Utara, which is located on Jl. Wisata Bahari, Teluk Sebong Village, North Bintan District, Bintan Regency, Riau Islands Province, has a vision to become a vocational school that excels in producing graduates who are competent, have noble character, and are highly competitive at the national and international levels. To achieve this vision, this school has several missions, including: improving the quality of education based on information and communication technology, developing the potential of students through training and practices that are in accordance with industry needs, collaborating with various parties to improve the quality of education and distribution of graduates, and building the character of students who are disciplined, responsible, and have an entrepreneurial spirit.

SMKN 1 Bintan Utara offers several expertise programs, such as Computer and Network Engineering (TKJ: *Teknik Komputer dan Jaringan*), Automotive Light Vehicle Engineering (TKRO: *Teknik Kendaraan Ringan Otomotif*), Motorcycle Business Engineering (TBSM: *Teknik Bisnis Sepeda Motor*), Accounting and Institutional Finance (AKL: *Akuntansi dan Keuangan Lembaga*), Online Business and Marketing (BDP: *Bisnis Daring dan Pemasaran*), and Multimedia (MM). To support the teaching and learning process, the school is equipped with various facilities and infrastructure, including computer, network, and multimedia laboratories, automotive workshops, libraries, classrooms with modern facilities, as well as sports fields and extracurricular support facilities.

In addition, SMKN 1 Bintan Utara provides various extracurricular activities that students can participate in, such as Scouts, Paskibra, Youth Scientific Groups (KIR: *Kelompok Ilmiah Remaja*), sports (futsal, volleyball, basketball), and arts and culture (dance, music, theater). In an effort to prepare students for the world of work, the school collaborates with various local and national industries for internship programs, industrial work practices (Prakerin: *praktek kerja industri*), and graduate distribution, especially with companies in the technology, automotive, and business sectors.

SMKN 1 North Bintan has also achieved various achievements in the academic and non-academic fields, both at the district, provincial, and national levels. This school is known to actively participate in national-level expertise and skills competitions, such as the SMK Student Competency Competition (LKS: *Lomba Kompetensi Siswa*). With all this, SMKN 1 Bintan Utara is committed not only to improving students' technical skills, but also to developing character and work ethics in accordance with the needs of the industry.

Respondent Age Category	Sum
< 17 years old	30
17 – 18 years old	50
> 18 years old	20

This study involved 100 respondents who were selected based on gender and age characteristics. Based on gender, respondents were divided evenly between men and women, 50% each. In terms of age, respondents were grouped into three categories, namely under 17 years old (30%), 17-18 years old (50%), and over 18 years old (20%). The majority of respondents, 50%, were in the 17-18 year age group, indicating that most of them were in the age range relevant to the study.

All variables (E-Learning Use, Learning Achievement, and Student Learning Motivation) have good validity, because the question items in these variables are significantly correlated with each other and relevant in measuring the concept to be tested. However, in terms of reliability, all variables have a Cronbach's Alpha value of around 0.55, which means that the reliability is moderate. Therefore, although this measuring tool can be used to measure the variables to be studied, it is worth making adjustments or refinements to some items to improve the consistency and accuracy of the measuring tool in the future.

Description of Use of E-Learning

E-Learning usage is measured through 7 question items. The use of E-Learning Item 1 to the use of E-Learning Item 7 shows a variation between a value of 1 (strongly disagree) to 5 (strongly agree), with an even distribution. The average score for each item ranged from 3 to 4, indicating that most respondents agreed with statements regarding the use of E-Learning, although there were some variations in the level of use.

The results of the correlation matrix analysis show that the correlation between items is in a fairly moderate range, with some items showing a fairly strong correlation with others. This indicates that the items in the E-Learning Usage variable have a good correlation and measure the same concept, namely the respondent's perception of the use of E-Learning.

The Cronbach's Alpha value for the E-Learning Usage variable is 0.552. This shows that the reliability of the question items in this variable is moderate. While there is sufficient consistency in respondents' answers, some items may need to be adjusted or improved to improve the reliability of these variables. This shows that most of the respondents feel that they are quite helped in the learning process using E-Learning. However, the variation in scores between items suggests that some aspects of E-Learning may not have been adopted evenly, and some respondents may feel that E-Learning does not fully support their learning needs.

These results correspond to Constructivism Theory, where students build their knowledge independently through learning experiences. Technology in E-Learning provides an opportunity to learn independently and find solutions (Vygotsky, 1985) The theory of constructivism is the foundation for learning methods in which students act as active participants in the learning process. Technology in online learning allows students to develop understanding independently through exploration, interaction, and collaboration (Nanjappa & Grant, 2002) The principles of constructivism can be integrated in E-Learning platforms, allowing students to build knowledge based on their own experiences (Koochang et al., 2009) However, this result was not significant enough in its effect on learning achievement, which was seen from a p-value of 0.198, which was greater than 0.05, indicating no statistically significant effect.

Description of Learning Achievement

Learning achievement was measured through 5 question items that reflected the respondent's perception of the influence of E-Learning on their learning achievement. The average score for Learning Achievement Items 1 to 5 ranged from 2 to 4, with the majority of respondents showing a moderate level of agreement. This shows that although E-Learning plays a role in learning achievement, its influence tends to be less significant for most respondents.

The correlation between items in the Learning Achievement variable also showed positive results, with the items correlated with each other at a fairly high level. This shows that every question asked in the questionnaire related to respondents' learning achievement has good validity in measuring the concept.

The Cronbach's Alpha value for the Learning Achievement variable is 0.543, which also indicates moderate reliability. This indicates that the question items in the questionnaire related to learning achievement have sufficient consistency, although it can still be improved by improving some items that may not be very consistent in their measurement. However, based on the results of regression analysis, a p-value of 0.198 indicates that the influence of E-Learning on learning achievement is not statistically significant. This means that, based on this data, the use of E-Learning does not directly affect the improvement of learning achievement at a level of 5% significance.

These results suggest that although E-Learning provides flexibility and allows students to learn at their own pace, as described by Self-Regulated Learning Theory (Zimmerman, 1990), such flexibility may not be enough to significantly improve academic achievement.

Description of Student Learning Motivation

Students' learning motivation was measured through 6 question items that described the influence of E-Learning on student discipline behavior. The average score for Student Learning Motivation Item 1 to Item 6 ranged from 3 to 4, which indicates that most respondents agreed that E-Learning affects their level of learning motivation.

The Student Learning Motivation variable also shows a fairly strong correlation between items, which means that every question related to student learning motivation contributes to measuring the concept to be measured, namely student discipline in the teaching and learning process through E-Learning.

The Cronbach's Alpha value for the variable Student learning motivation is 0.541, which is included in the moderate reliability category. While this value indicates sufficient consistency in respondents' answers, there is room for improvement in terms of question quality, especially to clarify or correct items that may be less consistent in their measurements. Respondents tend to agree that E-Learning supports them in maintaining learning motivation in completing tasks and attending lessons on time. However, the regression results showed that the p-value of 0.839 for the influence of E-Learning on students' learning motivation was not significant. Thus, the E-Learning variable does not have a significant influence on students' learning motivation.

This is consistent with the Theory of Behaviorism, where stimuli from E-Learning platforms such as task reminders can help shape students' disciplinary behavior, but not all students respond to the stimulus consistently (Nurfadillah et al., 2024)

The Effect of E-Learning on Learning Achievement

The results of this study show that the use of E-Learning does not have a significant influence on student learning achievement in the subject of Entrepreneurship at SMKN 1 Bintan Utara (p-value = 0.198). This finding is different from the results of Hasibuan (2021) research, which found that online learning during the pandemic had a significant influence on student learning achievement. However, contextual differences, i.e. pandemic conditions and different subjects, may be the main factor influencing different outcomes.

Variable	Coefficient	p-value	Conclusion
Use of E-Learning (X) on Learning Achievement (Y1)	0.1465	0.198	The Use of E-Learning has no significant effect on Learning Achievement at a significant level of 5%.

On the other hand, this study is consistent with the findings of Munir (2020) which states that although E-Learning offers flexibility in learning in Indonesia, its implementation

still faces various challenges that affect its effectiveness in improving student achievement (Khasanah et al., 2021) One of the main challenges is technology accessibility, especially in remote areas where internet connectivity is limited. Many students, especially from low-income families, do not have adequate devices such as smartphones or laptops to access online learning (Pradana & Syarifuddin, 2021) Even when there is a subsidy for data packages, there are still many students who have difficulty utilizing the technology optimally. This can be one of the reasons why E-Learning in the context of SMKN 1 Bintan Utara does not have a significant impact on learning achievement.

The Effect of E-Learning on Student Learning Motivation

The results of this study also show that E-Learning does not have a significant influence on students' learning motivation (p-value = 0.839). This is in contrast to the findings of some studies, although online learning provides flexibility, many students experience a decrease in motivation to learn due to a lack of direct interaction with teachers and strict supervision. Without physical presence and face-to-face communication, students tend to be more easily distracted and procrastinate on assignments, which negatively impacts their academic performance. Many of them find it difficult to stay disciplined and actively involved in online learning (Huang & Wang, 2023) Additionally, low student engagement in online learning is often caused by technical challenges, such as connectivity issues and limited technological skills. Research has also shown that students are more motivated in an in-person learning environment that allows for better direct interaction and supervision than online learning (Xia et al., 2022) However, this study focuses more on learning entrepreneurship under normal conditions, so differences in the context of the research can be the cause of different outcomes.

Variable	Coefficient	p-value	Conclusion
The Use of E-Learning (X) on Student Learning Motivation (Y2)	0.0209	0.839	The Use of E-Learning does not have a significant influence on Students' learning motivation.

This study also makes a new contribution by incorporating learning motivation variables in E-Learning analysis, which has not been widely discussed in previous studies such as (Hoerunnisa et al., 2019) By including learning motivation variables, this study enriches the literature on the influence of E-Learning not only on academic achievement, but also in fostering student behavior.

Research (Pratomo et al., 2018) that focuses on entrepreneurial learning and entrepreneurial interest shows that entrepreneurial learning significantly increases students' entrepreneurial interest. Although this study does not measure entrepreneurial interest, the

focus on entrepreneurial learning provides a context that is relevant to the results of this study which shows that online learning is not optimal in improving students' learning achievement and learning motivation in these subjects.

This research is also relevant to other studies, which state that Many studies show that although digital platforms provide various advantages, the level of student engagement remains a significant problem (Martha et al., 2021) One of the biggest challenges is the lack of direct interaction between students and teachers, as well as the lack of real-time supervision, which has an impact on low motivation to learn. These limitations often make students feel isolated and find it difficult to actively engage in the learning process, especially in courses that require intensive collaboration and discussion, such as entrepreneurship. This study also found challenges in student engagement that may have an insignificant impact on achievement outcomes and learning motivation.

From the comparison with previous research, it can be concluded that the influence of E-Learning on learning achievement and student learning motivation is very contextual and influenced by various factors such as the type of subject, learning conditions (online vs. face-to-face), and other external factors such as access to technology and student engagement. The results of this study enrich the literature by adding the aspect of learning motivation as a key variable in the effectiveness of E-Learning in vocational secondary education, especially in the subject of Entrepreneurship.

Overall, although the general perception of the use of E-Learning is quite positive, the results of this study show that E-Learning has not been able to have a significant impact on students' learning achievement and learning motivation. There may be other factors that affect these two variables that are not captured by E-Learning, such as offline learning support, learning environment, or students' personal abilities. The theories underlying the use of E-Learning, such as Constructivism Theory, Behaviorism, and Self-Regulated Learning, provide an understanding of how technology can facilitate the process of self-directed and disciplined learning, but in this study, the influence is still limited to the level of perception without statistically significant effects.

4. CONCLUSION

The Effect of the Use of E-Learning on Student Learning Achievement From the results of the regression analysis, the use of E-Learning does not have a significant effect on student learning achievement in the subject of Entrepreneurship at SMKN 1 Bintan Utara. With a p-value of 0.198 (greater than 0.05), the null hypothesis (H₀) stating that there is no significant

influence between the use of E-Learning on learning achievement is accepted. This means that although E-Learning provides flexibility for students in the learning process, the results of the study show that this technology has not been able to significantly improve the academic achievement of students in the school.

The Effect of the Use of E-Learning on Student Learning Motivation The use of E-Learning also does not have a significant influence on student learning motivation. The regression test results showed that a p-value of 0.839, which was greater than 0.05, indicated that there was no significant influence between E-Learning and student learning motivation. The null hypothesis (H₀) is accepted, which means that even though E-Learning is used, there is no significant change in students' disciplinary behavior during the learning process.

The Contribution of the Use of E-Learning to Student Learning Achievement and Motivation The use of E-Learning in improving student learning achievement and learning motivation in the subject of Entrepreneurship at SMKN 1 Bintan Utara is still limited. Based on the low R-squared value (1.7% for learning achievement and 0.0% for learning motivation), the contribution of E-Learning in influencing these variables is very small. This suggests that other factors, such as face-to-face interaction with teachers and the physical learning environment, may play a greater role in influencing students' achievement and learning motivation.

This conclusion is in line with the results of previous research which showed that, although E-Learning has potential, contextual factors such as support from teachers and direct involvement play a greater role in shaping student achievement and learning motivation.

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