The Influence of Motivation and Learning Style in the Effectiveness of Online Learning Through the Zoom Meeting Platform and Its Impact on Student Learning Outcomes at the Faculty of Economics and Business, Universitas Negeri Jakarta 2025

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Abstract. The purpose of this study is to find out how the learning style and motivation of students of the Faculty of Economics and Business of Universitas Negeri Jakarta affect how well they learn online through the Zoom Meeting platform and how it affects their learning outcomes. The major changes in the learning system caused by the COVID-19 pandemic led to the background of this study. This change encourages universities to use technology as the main learning tool. One of the most popular platforms, Zoom Meeting is still less effective in encouraging students and learning styles. In this study, a quantitative approach was used along with a survey. Data was collected through questionnaires distributed to one hundred active Universitas Negeri Jakarta Faculty of Economics and Business students. The analysis results show that learning motivation has a positive and significant effect on the effectiveness of online learning and student learning outcomes. This research found that high motivation to learn, methods that suit students' learning styles, and platforms such as Zoom Meeting are essential to achieve optimal online learning outcomes. The results of this study are expected to be a reference for students, teachers, and educational institutions to improve the quality of online learning in the future.

Keywords: learning motivation, learning style, online learning, Zoom Meeting, learning outcomes.

Introduction

Learning is a process of change within an individual that occurs through experience, practice, or interaction with the environment, aimed at acquiring new knowledge and skills. Weigel conceptualized learning through two main approaches: surface learning and deep learning. Surface learning refers to the memorization of facts without linking them to existing knowledge and engaging in routine actions without deep reflection. On the other hand, deep learning occurs when learners are able to connect ideas with prior knowledge, recognize patterns, think critically, and reflect on their understanding. In the context of higher education, these two learning approaches play an essential role in determining the effectiveness of student learning. The shift towards digital learning—especially after the COVID-19 pandemic—has further emphasized the need to evaluate how online learning platforms support or hinder these learning approaches. One of the most commonly used platforms in online education is Zoom Meeting, which allows synchronous interaction between lecturers and students through video conferencing, breakout discussions, and real-time material sharing. While Zoom offers many advantages, such as session recording and accessibility, it also presents challenges like dependence on a stable internet connection and the risk of "Zoom fatigue," which can affect student concentration and participation. At Universitas Negeri Jakarta, Zoom Meeting has become a central tool for delivering hybrid learning, combining both online and offline instruction. Particularly in the Faculty of Economics and Business, the university adopts a Student-Centered Learning (SCL) approach, where students are encouraged to present and engage actively during class sessions. Lecturers assess not only student knowledge but also their participation and engagement throughout the learning process. Additionally, Universitas Negeri Jakarta has implemented academic policies requiring at least 80% attendance—both

online and offline—as a prerequisite for students to participate in final exams. These policies highlight the critical role that Zoom Meeting plays in the academic success of students. However, the effectiveness of Zoom-based learning remains a subject of debate. A previous study by Sri Herwanto Dwi Hatmo revealed that 92% of students experienced difficulties in fully understanding lecture materials during online learning (Sudiyono et al., n.d.). Similarly, a study by (Asep Fron, 2023) found that 86.7% of students encountered technical issues during online classes, which negatively affected their learning outcomes. Preliminary research conducted on Faculty Economics and Business, Universitas Negeri Jakarta students showed that 80% of respondents were neutral toward the effectiveness of Zoom in delivering course materials, while 20% disagreed, suggesting that online learning through Zoom has not yet surpassed traditional face-to-face methods. Regarding student motivation, 40% of respondents felt motivated to actively participate, 40% were neutral, and 20% were not motivated during Zoom-based learning. Interestingly, despite these challenges, 60% of respondents agreed that their academic performance remained stable during online learning, indicating that some students were able to maintain their academic achievements despite the shift in learning methods.

The purpose of this study directly answers the problem formulation above. This study aims to analyze the effect of learning motivation and learning style on the effectiveness of online learning through Zoom, determine the effect of online learning effectiveness on student learning outcomes, and evaluate the relationship between motivation, learning style, online learning effectiveness, and student learning outcomes at the Faculty of Economics and Business, Universitas Negeri Jakarta. This research is expected to provide benefits both theoretically and practically. Theoretically, this research can enrich scientific studies in the field of education, especially those related to the effectiveness of online learning and its contribution to the understanding of the concepts of surface learning and deep learning. This research is also an important reference for similar research in the future. Practically, the benefits of the research are addressed to several parties. For students, the results of this study provide an understanding of the importance of motivation and learning styles in supporting online learning, and encourage students to develop effective learning strategies. For lecturers, this research provides important information about the effectiveness of Zoom as a teaching medium and helps them to design more interactive teaching methods that suit students' needs. For educational institutions, this research is useful for evaluating academic policies, especially in improving the quality of technology-based learning infrastructure and developing a more optimal hybrid learning system. Finally, for other researchers, the results of this study can be the basis for developing further studies related to online learning, technical challenges, motivation, learning styles, and the quality of student learning outcomes in the digital era.

Literature Review

This research comprehensively explains the four main concepts that form the basis of the research, namely motivation, learning styles, online learning, and learning outcomes. First, regarding motivation, experts express various views. According to Robert L. Mathis and H. Jackson (2006:89), “motivation is a desire that arises from a person to take an action.” This definition is reinforced by Sutrisno's (2016:110) opinion that “motivation is the result of a person's interaction with a particular situation he faces,” which explains why the strength of motivation can differ between individuals (Motivasi Belajar, n.d.). In addition, Winardi (2001:2) also states that “motivation is the result of a number of processes, which are internal or external to an individual, which cause enthusiasm and persistence in carrying out certain activities.” Thus, motivation in the context of learning is an important driving force, both from within the student and the surrounding environment, which affects interest and involvement in learning.

Furthermore, learning styles explain that each individual has a unique approach in receiving and processing information. Sarasin in Sugihartono explains that learning style is “a specific pattern of behavior in individuals in the process of receiving new information and developing new skills, as well as the process of storing new information during the learning process.” This confirms that learning styles are individual and different between students. Dunn adds that learning styles involve not only how to absorb information (such as seeing, hearing, writing), but also how to process it, both analytically and globally, and how individuals respond to their learning environment (Maya & Pramesti, n.d.). Learning style is a combination of how a person absorbs, and then organizes, and processes information In the process of absorbing information, a person has modalities, namely visual

(learning by seeing), auditorial (learning by hearing), and kinesthetic (learning by moving, working and touching) (*Pengertian Gaya Belajar*, n.d.). Munif Chatib concludes that learning style is "the way information enters the brain through its senses". So how information is delivered will affect how quickly the brain captures and stores the information.

Regarding learning and online learning, Winkel refers to learning as "mental or psychological activity that takes place in active interaction with the environment resulting in changes in knowledge, understanding, skills, and attitudinal values." (*Belajar Dan Pembelajaran*, n.d.). S. Nasution defines learning as a change in behavior through experience and practice, which includes skills, habits, attitudes, and interests. Suryabrata reinforces that learning is a process of effort made by individuals to obtain changes in behavior as a result of interaction with the environment. Aunurrahman (2010) refers to learning as "an effort to change input in the form of uneducated students into educated students." (Prastawati & Mulyono, n.d.). In an online context, Waruwu (2020) refers to learning as something "related to all things related to electronic technology in which all things are delivered, activated or mediated for explicit learning purposes."(Sarto, n.d.).

In the section on learning outcomes, Mustakim (2020) states that learning outcomes are "everything that students achieve with certain assessments that have been determined by the curriculum of the previous educational institution." Dimyati and Mudjiono in Indra (2009) view learning outcomes from two sides: from the student's side as mental development, and from the teacher's side as an evaluation tool for teaching success (*Meningkatkan Aktivitas Dan Hasil Belajar*, n.d.). Motoh (2022) explains that learning outcomes "show what students have known and developed." Meanwhile, Nasution emphasizes that learning outcomes are changes not only in knowledge, but also skills and appreciation in students. Meanwhile, Sutrisno (2020: 22) states that "learning outcomes are the results obtained by students after following certain material from subjects in the form of quantitative or qualitative data." (Asep Fron, 2023). Thus, learning outcomes are an indicator of the success of a holistic educational process and must be analyzed from various dimensions.

Previous research has shown strong support for the impact of Zoom Meeting on learning motivation and learning outcomes. Studies by (Astuti Soraya & Negeri Ujung Pandang, 2024), (Rosela Sari et al., 2024), and (Siti Ayu Handira et al., 2022) demonstrate that Zoom as a learning platform significantly boosts student motivation, which in turn enhances the effectiveness of online learning. Additionally, research by (Nuriah et al., 2022), (A. M. M. Devianandа, 2022), and (Elsunarti, n.d.) indicates that Zoom's interactive features cater to various learning styles, thus improving the effectiveness of online learning. Furthermore, studies by (Auli & Melia, 2023) and (Faizah et al., 2023) confirm that learning motivation has a positive influence on learning outcomes, while research by (N. Nisa et al., n.d.) and (Anang Setyo & Nika Fetria Trisnawati, 2020) supports the notion that Zoom, as part of blended learning, enhances learning outcomes by accommodating different learning styles. These studies align with the objectives of this research, suggesting that Zoom's role in fostering motivation and adapting to learning styles contributes positively to learning outcomes.

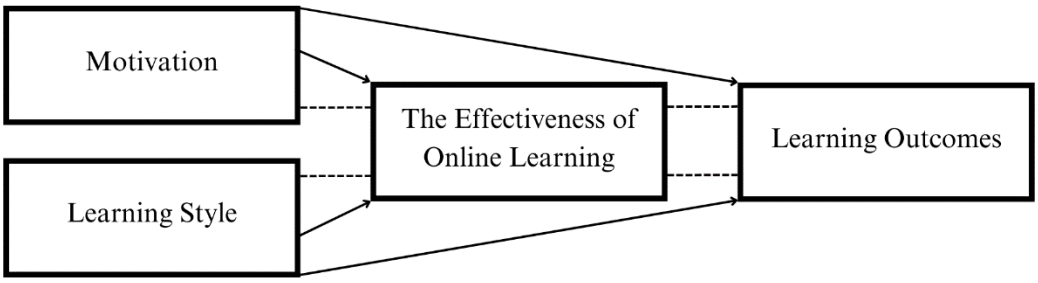

Figure 5 - Research Hypothesis

This research systematically explains the relationship between the variables used in this study, namely learning motivation (X1), learning style (X2), online learning effectiveness through Zoom Meeting (Y), and student learning outcomes (Z). This study aims to examine the extent of the influence of motivation and learning styles on the effectiveness of online learning, as well as how the effectiveness of online learning can mediate the relationship between the two independent variables on student

learning outcomes. This research not only highlights the direct influence of motivation and learning styles on learning outcomes, but also explores the role of online learning effectiveness as a mediating variable. This means that the effectiveness of using Zoom Meeting in the learning process can strengthen or weaken the influence of motivation and learning styles on student academic achievement. This conceptual model is illustrated in the form of a research diagram that shows the flow of relationships between independent variables, intermediate variables, and dependent variables. This model is also the basis for testing the research hypothesis, which will measure the strength of the direct and indirect effects of each variable. With this approach, the research is expected to provide a comprehensive picture of the dynamics of online learning among students of the Faculty of Economics and Business, Universitas Negeri Jakarta, especially in the post-pandemic context that relies on technology integration in the learning process.

Methods

This study employs a quantitative approach using a survey method for data collection. A structured questionnaire, developed based on the relevant variables, was distributed online via Google Forms to 100 active students from the Faculty of Economics and Business at the Universitas Negeri Jakarta who use the Zoom Meeting platform for online learning. The data, which is numeric, is analyzed using appropriate statistical techniques to examine the relationships between variables. A descriptive design is applied to present detailed findings, offering an overview of the population's characteristics, perceptions, and behavioral trends. The Likert scale was used in the questionnaire to convert subjective perceptions into quantifiable data for statistical analysis. The survey method, known for its efficiency in gathering data from larger populations, allows for objective interpretation of results and reliable conclusions. In this study, data analysis was conducted using SmartPLS 4 with the Partial Least Squares Structural Equation Modeling (PLS-SEM) method.

Result and Discussion

In the context of the analysis, outer loading serves as a measure of convergent validity, reflecting how well the indicators represent the construct. All indicators used for constructs X1, X2, Y, and Z exhibit outer loading values greater than 0.70. This indicates that all indicators have a sufficiently strong relationship with their respective constructs and meet the minimum threshold generally used to assess indicator validity in the measurement model. Among all the indicators, the highest loading value is found in X1.4, with a value of 0.852, while the lowest value is X1.1 at 0.709. This demonstrates that all items in the questionnaire effectively reflect the intended construct. Based on the analysis of reliability and construct validity, it is evident that all variables in this study exhibit very good reliability and validity. This is demonstrated by the Cronbach's Alpha values for each construct, which are all above the 0.70 threshold, ranging from 0.851 to 0.886. These values indicate that the research instrument has high internal consistency in measuring each construct. Additionally, the Composite Reliability values (both rho_A and rho_C) also show very satisfactory results, ranging from 0.855 to 0.916. This confirms that the indicators used consistently reflect the constructs. Meanwhile, the Average Variance Extracted (AVE) values for all constructs are above the minimum standard of 0.50, ranging from 0.630 to 0.686. This indicates that more than 50% of the variance in the indicators is explained by the respective constructs, thus fulfilling convergent validity. Therefore, it can be concluded that all constructs in this study meet the criteria for good reliability and construct validity, and are suitable for further analysis in the research model. Based on the collinearity statistics test, indicated by the Variance Inflation Factor (VIF) values, all indicators in the variables of this research model have VIF values below the maximum tolerance limit of 5. The VIF values for all indicators range from 1.450 to 2.490. This suggests that there is no serious multicollinearity between the indicators within each construct. In other words, each indicator can explain its respective latent variable without high linear dependence on other indicators. Therefore, it can be concluded that this research model satisfies the classical assumption of no multicollinearity, making it suitable for further analysis.

Table 7 - Path Coefficient

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
X1 -> Y	0.431	0.432	0.111	3.896	0.000
X1 -> Z	0.375	0.378	0.160	2.342	0.019
X2 -> Y	0.437	0.443	0.114	3.850	0.000
X2 -> Z	0.311	0.300	0.159	1.951	0.051
Y -> Z	0.172	0.185	0.118	1.462	0.144

The path coefficient analysis revealed several key findings regarding the relationship between motivation (X1) and the effectiveness of online learning (Y) shows a positive effect with a path coefficient of 0.431. This indicates that higher student motivation leads to greater effectiveness in absorbing and understanding material delivered via the Zoom Meeting platform. The T-statistic of 3.896 and P-value of 0.000 confirm that this relationship is statistically significant. This supports previous research (Rosela Sari et al., 2024), which highlights motivation as a crucial internal factor for successful learning, especially in online learning contexts.

The relationship between motivation (X1) and learning outcomes (Z) has a path coefficient of 0.375, indicating a positive effect. This means that students with higher motivation tend to achieve better learning outcomes. With a T-statistic of 2.342 and a P-value of 0.019, the effect is statistically significant. Thus, the hypothesis that motivation influences learning outcomes is accepted. This finding aligns with research by (A. M. M. Devianandа, 2022), which emphasizes that motivation not only drives student engagement in online learning but also directly impacts academic performance.

Learning styles (X2) have a positive impact on the effectiveness of online learning, with a path coefficient of 0.437. This suggests that when online learning methods align with students' learning styles (e.g., visual, auditory, kinesthetic), the effectiveness of learning through Zoom Meeting increases. The T-statistic of 3.850 and P-value of 0.000 confirm that this relationship is significant. Thus, the hypothesis that learning styles influence online learning effectiveness is accepted. This result is consistent with research by (A. M. M. Devianandа, 2022), which underscores the importance of adapting online teaching methods to suit students' learning styles for more effective outcomes.

The path coefficient for the effect of learning styles (X2) on learning outcomes (Z) is 0.311, indicating a positive effect. However, the T-statistic of 1.951 and P-value of 0.051 show that this effect is not statistically significant, though it is very close to the significance threshold. Therefore, the hypothesis is rejected. This is in line with research by (Devi Asriyanti, 2018), suggesting that learning styles do not have a direct significant impact on learning outcomes. Instead, learning styles may have an indirect effect through the effectiveness of online learning, suggesting that learning styles are more effective when paired with teaching methods tailored to the online learning environment.

The effect of online learning effectiveness (Y) on learning outcomes (Z) has a path coefficient of 0.172, indicating a positive but relatively weak effect. The T-statistic of 1.462 and P-value of 0.144 show that this relationship is not statistically significant. Therefore, the hypothesis that online learning effectiveness impacts learning outcomes is rejected. This is in accordance with research by (Pristian et al., n.d.), which indicates that while students perceive online learning as effective, this does not necessarily translate into improved learning outcomes. Other factors, such as individual comprehension, learning environment, or assessment methods, may influence academic achievement.

Table 8 - Specific Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
X1 -> Y -> Z	0.074	0.083	0.061	1.228	0.219
X2 -> Y -> Z	0.075	0.080	0.056	1.336	0.182

The Indirect Effect of Motivation (X1) on Learning Outcomes (Z) through Online Learning Effectiveness (Y) shows an original sample value (O) of 0.074 and a mean sample value (M) of 0.083, with a standard deviation (STDEV) of 0.061. The T-statistic is 1.228, and the P-value is 0.219. Since the

P-value is greater than 0.05, the indirect effect of motivation on learning outcomes through online learning effectiveness is not statistically significant. This aligns with research by (Hutabarat & Suratno, 2022), (Jainal Abidin et al., 2022), and (Trisnawan dan Andree Raymond, 2022), indicating that online learning effectiveness does not mediate the relationship between motivation and learning outcomes significantly.

The Indirect Effect of Learning Styles (X2) on Learning Outcomes (Z) through Online Learning Effectiveness (Y) reveals an original sample value (O) of 0.075, a mean sample value (M) of 0.080, and a standard deviation (STDEV) of 0.056. The T-statistic is 1.336, and the P-value is 0.182. Similar to the previous variable, the P-value > 0.05 indicates that the indirect effect of learning styles on learning outcomes through online learning effectiveness is not significant. Therefore, online learning effectiveness does not significantly mediate the impact of learning styles on student learning outcomes. This is consistent with the findings of (Nor et al., n.d.), (Matussolikhah & Rosy, 2021), and (Syifa et al., n.d.).

Conclusion

The analysis indicates that both learning styles and motivation significantly affect the effectiveness of online learning and student learning outcomes. The study shows that highly motivated students tend to be more engaged, active, and involved in Zoom meetings. Additionally, it is evident that students' learning styles affect how effectively they learn online. Students with different learning styles (visual, auditory, kinesthetic) respond to lessons differently, and teaching methods tailored to these learning styles help students understand the material better. However, learning styles do not directly influence learning outcomes; instead, they influence through online learning effectiveness as a mediating variable. There is evidence that online learning through Zoom influences student learning outcomes. Students who perceive the learning process as effective tend to understand the material better. However, several additional variables affect this efficiency, including technical issues such as network proble ms, device limitations, and instructional approaches used by teachers. The learning process tends to result in surface learning rather than deep learning, which, in turn, impacts lower academic outcomes. Overall, various factors contribute to students' learning success, including learning styles, learning strategies, motivation, and supporting technical conditions. All parties involved in education should collaborate to make online learning through Zoom more efficient and improve student learning outcomes. It is expected that students will identify and adjust their learning styles while maintaining motivation for independent learning.

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