Jurnal Mantik, 6 (2) (2022) 2596-2601

Published by:Institute of Computer Science (IOCS)

Jurnal Mantik

Journal homepage: www.iocscience.org/ejournal/index.php/mantik/index

The Role Of Digital Talent And Mils Learning Model With Learning Motivation As Intervening Variable

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ARTICLE INFO

Article history:
Received: Jul 25, 2022
Revised: Jul 30, 2022
Accepted: Aug 10, 2022

Keywords:
Profitability;
Liquidity;
Leverage;
Activity Ratio;
Dividend Policy;

ABSTRACT

This study aims to see the effect and effectiveness of using the Mahkota Interactive Learning System (MILS) model as a new learning system and the role of digital talent to overcome learning difficulties, especially in practical courses during the Covid-19 pandemic. The analytical model used in this research is path analysis. Path analysis is used to test and find out how much influence digital talent and Mahkota Interactive Learning System (MILS) have on practical learning and their impact on learning motivation. The population in this study were students of the D3 Accounting and Management Study Program at Mahkota Tricom Unggul University, totaling 225 students. The results showed that partially digital talent had a positive and significant effect on student learning motivation. Partially, MILS has a positive and significant effect on students' learning motivation. Partially, learning motivation has a positive and significant effect on students' practical learning. Partially, digital talent has a positive and significant effect on students' practical learning. Partially, MILS has a positive and significant effect on students' practical learning. Partially, digital talent has a positive and significant effect on practical learning through learning motivation as an intervening variable. Partially, MILS has a positive and significant effect on practical learning through learning motivation as an intervening variable.

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1. Introduction

Since 2020, the COVID-19 pandemic that has hit Indonesia has greatly impacted various sectors, including the education sector. The e-learning-based learning policy is one of the efforts to still be able to prepare students as quality human resources in the sense that they not only master science but also must be able to quickly adapt to technological developments [1]. The concrete realization is that higher education human resources need to be progressive, innovative in order to be able to respond to changes with various kinds of challenges and difficulties.

Currently, the main difficulty for most students studying during the pandemic is practical learning. Students often have difficulty learning to practice because usually for practical learning, technology, tools and media must be supported. In addition, the role of digital talent, namely lecturers who have the ability to use models must also be supportive, and the level of student motivation must also be in line. Low learning motivation can cause low success in learning. For this reason, the role of digital talent in universities is needed which is expected to be able to design a learning system based on digital technology. Mahkota Interactive Learning System (MILS) is designed to be a solution for students who have difficulties in learning, especially in practical courses. This model will be developed by adapting an open source software called Moodle. Moodle is a web-based e-learning software platform specifically designed for flexible

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learning management [2]. Moodle can also be developed and shaped according to the wishes of the lecturer as a teacher, so that in the future it will be easier for various educational purposes. So that today's lecturers are expected to become digital talents.

Digital talent is one of the keys to digital transformation. Digital talent or digital talent is someone who can not only use social media applications or digital technology, but people who have mastery and know how these digital services can operate [3]. In addition, digital talents are people who think digitally and have new approvals for their work, their vision and approach that will influence what they propose, design and implement. [3]. This study aims to see the effect and effectiveness of using the Mahkota Interactive Learning System (MILS) model as a new learning system and the role of digital talent to overcome learning difficulties, especially in practical courses during the Covid-19 pandemic.

This research is very important to do where MILS is expected to be an effective learning model that can overcome learning difficulties, especially in practical courses and with this research it can be seen whether motivation can be a variable that mediates the relationship between the role of digital talent and the Mahkota Interactive Learning learning model Systems (MILS). The novelty in this research is that the Mahkota Interactive Learning System is a new learning model designed by researchers, namely digital talents (lecturers from Mahkota Tricom Unggul University) to overcome the difficulties of students learning practical courses during the covid-19 pandemic.

A digital talent is someone who has knowledge of software and how to solve and study problems. Digital talent is indispensable for today's technology-based social groups [3]. Digital talent is very important for every organization to join in making innovation and organizational success [3]. Digital talent consists of a combination of hardware digital skills and software digital skills. Digital hardware skills include data analysis, programming, artificial intelligence, and machine learning. Digital software skills are problem solving, learning skills, customer centricity, collaboration, and goal-centered thinking [4].

According to Clark and Mayer's theory, e-learning is a network that is able to quickly repair, store or retrieve, distribute, share learning and information using Compact Disk-Read Only Memory (CDROM), internet and intranet technology to achieve distance learning goals. or broad-based [5]. The definition of e-learning is a type of learning system that allows the achievement of teaching materials to students using the internet, intranet or other computer network media [6]. In his research, it has been found that the level of usability of the use of e-learning is significant in the online learning process.

Motivation is a theoretical construction that is built to provide direction, initiation, intensity, persistence, behavior, and encouragement to the goals to be achieved and is able to generate persistence in learning activities and ensure the continuity of learning activities [8]. Internal motivation has a big role when learning is carried out in a network or distance learning this is because in the distance learning process it limits encounters with lecturers so that learning assessments in the form of tests and exams are reduced. On the other hand, the high or low learning motivation possessed by students can be influenced by the circumstances and conditions of students as well as students' readiness to adapt to new learning methods. Learning motivation is a factor that affects the quality of student output [9]. Learning motivation is the overall driving force in students that gives rise to learning activities that ensure the continuity of learning activities and which provide direction in learning activities, so that the goals desired by students can be achieved. Learning motivation plays an important role in the ups and downs of learning achievement. So that the educational process does not just stop due to the corona virus, according to policies made by the government, students are asked to study from home and continue to carry out their duties as students by participating in the learning process through online media via WhatsApp, Zoom Meeting, Google Meet, etc.[10].

However, in the implementation of learning through online media there are many obstacles that are felt by students including inadequate internet facilities, learning processes that cannot be understood, learning materials that are less interesting and too many tasks. So that this has an impact on the decline in student learning motivation. The low motivation to learn will affect the results of the learning process, therefore, the problem of learning motivation needs special attention. Motivation is a theoretical construction to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior [11]. Motivation provides impetus for purposeful action in the desired direction both physically and mentally, so activity becomes a very important part of motivation [12]. Students who have learning motivation will be able to determine the goals of the learning process [13].

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One of the accredited International Journals of Sinta 2 which is used as a reference for researchers to be used as a state of the art for later analysis, namely the title "The Effect of Digital Talent on Individual Innovation Behavior, Skills of Revolution Industry 4.0 as Mediator Variables" [14]. From this study, it was found that the influence of digital talent has a positive effect on skills & abilities (skills 4.0) and the influence of digital talent has a positive effect on individual innovation behavior in Andalas University students, namely indicators that play a significant role are comfort with ambuguity, customer-centricity, entrepreneurial mindset, data driven decision making, cloud computing, search engine optimization, web development, chief internet of things officer, data architect, data engineer, data scientist.

Hypothesis from this research is there is an influence of digital talent on efforts to overcome practical learning difficulties, there is an influence of MILS on efforts to overcome practical learning difficulties, there is an influence of digital talent on learning motivation, there is an effect of MILS on learning motivation, there is an influence of digital talent on efforts to overcome practical learning difficulties through learning motivation, and there is an effect of MILS on efforts to overcome practical learning difficulties through learning motivation.

2. Research Methods

This research is classified as associative research or causal research. Where the results of this study have the aim of knowing how big the degree of relationship or pattern between the independent variables to the dependent variable and building a theory that functions to explain, predict and control a symptom [15].

The population in this study were active students of the D3 Accounting and Management study program at Mahkota Tricom Unggul University, amounting to 225 people. While the sampling technique using total sampling. Total sampling is a sampling technique which states that the entire population is selected to be the research sample. So that the sample in this study amounted to 225 respondents.

Data collection techniques. Data collection techniques in this study are:

a. Questionnaire is a set of questions that are logically related to the research problem, and each question is the answers that have meaning in testing the hypothesis. In this study, the Likert scale uses a 5-level scale that allows respondents to provide answers to research questionnaires that describe digital talent, the MILS learning model and practical learning. The scale used in this study is a Likert scale.
b. Interview, namely the data collected obtained by direct communication with the object of research.

2.1 Data analysis technique

Path analysis is also used to determine the direct and indirect effects of the variables that test and find out how much influence digital talent and MILS have on efforts to overcome online learning difficulties

Equal*:* $Y1 = PZX1 + PZX2 + €1$

$Y2 = PYX1 + PYX2 + PZY + €2$

Information:

X1 = Digital Talent (Exogenous Variabel)
X2 = MILS (Exogenous Variabel)
Z = Motivation (Intervening Variabel)
Y = Practical Learning (Endogenous Variabel)
P = Regression Coefficient Path
€ = Number of Variants (€ = 1 – R2)

3. Result and Discussion

3.1 Structural Equation Hypothesis Testing 1

Based on Table 2, it can be seen that the coefficient of determination (Adjusted R Square) is 0.581 or 58.1%, meaning that the influence of digital talent and MILS on student learning motivation is 58.1% and the remaining 41.9% is influenced by other factors not examined in this research.

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Table 2
Model Summary 1

Model Summary[b]				
Model	R	R. Square	Adjusted. R Square	Std e.Error of the Estimate
1	.687[a]	.527	.581	2.107

a. Predictors: (Constant), Digital_ Talent, MILS
b. Dependent Variable: Motivation
Source : Research Result 2022

3.2 Uji t

The t-test (partial) was conducted to examine the influence of the independent variable, namely digital talent and MILS on the dependent variable, namely learning motivation. The results of the t-test (partial) of structural equation 1 are presented in Table 3 below:

Table 3
Uji t Result 1

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.563	2.586		1.902	.033
	Digital_Talent	.242	.124	.431	3.611	.011
	MILS	.534	.110	.306	2.053	.002

a. Dependent Variable: Motivation
Source : Research Result 2022

Based on Table 3, it can be seen from the partial test results of structural equation 1, it can be seen that the digital talent variable has the highest value of 0.431 while the MILS variable has a value of 0.306 which means that the influence of digital talent. on learning motivation is greater than the effect of MILS on student learning motivation.

3.3 Structural Equation Hypothesis Testing 2

Based on Table 4, it can be seen that the value of the coefficient of determination (Adjusted R Square) is 0.669 or 66.9%, meaning that the influence of digital talent, MILS and learning motivation on practical learning is 66.9% and the remaining 33.1% is influenced by other factors. not investigated in this study.

Table 4
Model Summary 2

Model Summary[b]				
Model	R	R.Squeare	Adjusted R	Std. Error of the Estimate
1	.672[a]	.695	.669	1.523

a. Predictors: (Constant), Motivation, Digital_Talent, MILS
b. Dependent Variable: Practical Learning
Source : Research Result 2022

3.4 Uji t

The t-test (partial) was conducted to examine the influence of the independent variables, namely digital talent, MILS, and learning motivation on the dependent variable, namely practical learning. The results of the t-test (partial) of structural equation 2 are presented in Table 4 below:

Table 5
Uji t Result 2

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	1.621	1.544		.597	.307
	Digital_Talent	.349	.105	.402	1.457	.007

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MILS	.305	.102	.312	3.148	.000
Motivation	.450	.111	.432	3.972	.001

a. Dependent Variable: Practical Learning

Source : Research Result 2022

Based on Table 5, it can be seen from the partial test results of structural equation 2 that it can be seen that the learning motivation variable gets the highest value of 0.432, then the digital talent variable gets a value of 0.402 and the MILS variable is 0.312 which means that the influence of learning motivation on learning practice is greater than the influence of digital talent on practical learning and the effect of MILS on practical learning.

Table 6
Influence Between Research Variables

Independent Variable	Dependent Variable	Intervening	Direct	Indirect	Total
Digital Talent (X1)	Motivation (Z)		0,431		0,431
MILS (X2)			0,306		0,306
Digital Talent (X1)	Practical Learning (Y)	Motivation (Z)	0,402	0,173	0,575
MILS (X2)			0,312	0,096	0,408
Motivation (Z)			0,432		0,432

Source : Research Result 2022

In Table 6, it can be seen that the influence between research variables has been summarized. The effect that occurs on the basis of the results of the regression between research variables is a direct influence between variables. Indirect effect is included with the intervening variable in the calculation of the effect. The result of the multiplication between the direct effect between the independent variables on the mediating variable and the intervening variable on the dependent variable is called the indirect effect.

4. Conclusion

Based on the results of the research and discussion described in the previous chapter, the following conclusions can be drawn: Partially, digital talent has a positive and significant effect on student learning motivation, Partially, MILS has a positive and significant effect on students' learning motivation, Partially, learning motivation has a positive and significant effect on students' practical learning, Partially digital talent has a positive and significant effect on student practical learning, Partially, MILS has a positive and significant effect on students' practical learning, Partially, digital talent has a positive and significant effect on practical learning through learning motivation as an intervening variable, Partially, MILS has a positive and significant effect on practical learning through learning motivation as an intervening variable.

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