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The Impact of the Learning Environment and Online Learning System using Google Meet on University Students' Motivation

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ABSTRACT

Students' motivation to learn has been impacted by the widespread changes to the school system and learning environment brought on by the COVID-19 pandemic. This research aimed to examine the impact of the learning environment and online learning system using Google Meet on accounting students' motivation at a state Islamic university in Riau during the COVID-19 pandemic. A survey approach was taken, with hypotheses tested and quantitative data used in this investigation. According to the findings of this study, the learning environment and online learning system using Google Meet positively impact students' learning motivation. This demonstrates that changes in the environment and learning system during the COVID-19 pandemic caused students to become more independent and critical thinkers.

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1. INTRODUCTION

The influence of COVID-19 on education is far-reaching. The COVID-19 epidemic has necessitated several policy modifications from the Ministry of Education and Culture (Kemendikbud), all of which have compelled relevant parties, including education professionals, to stretch beyond their usual practices and come up with novel solutions to old problems (Gustiani, 2020). The sudden spread of COVID-19 radically shifted public opinion about the role of science and medicine in ensuring humanity's continued survival. As time goes on, more and more individuals will see the value of technology as a teaching tool. Local and state governments are responsible for achieving this. Negative aspects of online learning can teach educators, policymakers, and administrators a lot about what does and does not work in the field of educational technology. The Ministry of Education and Culture has already acknowledged that emergencies can hinder educational endeavours.

COVID-19 requires a dramatic shift in how universities approach their educational missions. That's learning, too! University curriculums are evolving in response to developments like the Online Learning System. As opposed to traditional classroom settings, the Online Learning System (also known as e-learning) takes place entirely online, with the aid of electronic devices such as laptops, desktops, and mobile phones (Djamil, 2022).

Students' intrinsic motivation to learn is profoundly influenced by the classroom setting. Students used to study in classrooms with their classmates before the pandemic; now, they must adjust to a new learning environment: at home with their parents (Pahriji, 2021). In one study, students viewed the classroom as a positive learning environment and described themselves as highly motivated to learn. Their level of cognitive engagement was affected by two related factors: the teacher's dominance over virtually all classroom activities and students' attitudes toward learning in this context (Hanrahan, 1998).

Nadiem Makarim, the minister of education and culture, has said that the hybrid model being used to implement online education will be adopted permanently. Unfortunately, many parties do not agree with Nadiem Makarim's discourse because there are many aspects that must be considered before implementing permanent online learning activities (Kemendikbudristek, 2020). A fascinating phenomenon currently taking place is the issue with the online learning system of students in the accounting study program at one of the State Islamic Universities in Pekanbaru, Riau. On the academic side, for instance, online lectures can be challenging for students because they may not feel like they are getting enough information, may not understand the information presented by the lecturer, and may only use PowerPoint and audio. There are advantages and disadvantages to the online learning system. A few advantages of this method include increased student autonomy, higher levels of critical thinking, and simpler access to course materials. Students often fall behind in their studies and turn in their assignments late due to the lack of resources available to them, including adequate devices, reliable internet connections, and sufficient bandwidth. During the COVID-19 pandemic, it was not easy to hold online lectures because neither students nor teachers were likely to be prepared.

The education sector was troubled by a number of issues and difficulties during the pandemic, including the archipelago's poor connectivity and accessibility, the challenge of implementing physical distancing in madrasas, inadequate technological knowledge, and inadequate facilities and infrastructure (Mulyana et al., 2020). According to the findings of the study by Almaiah (2020), the following five factors—(1) technological factors, (2) quality factors of e-learning systems, (3) cultural aspects, (4) self-efficacy factors, and (5) trust factor—significantly impact e-learning adoption at universities and should be incorporated into plans. The study also found that there are three major obstacles to the implementation of e-learning systems: (1) problems with change management; (2) difficulties with the technical aspects of e-learning systems; and (3) problems with securing adequate financial support.

The pandemic affects students' ability to learn online and the difficulties they face. The research shows that there is a wide range of difficulties that students face while studying online. The quality of their home environment as a classroom presents the most significant problem, while literacy and technological proficiency pose the fewest. According to student responses, the pandemic has made things harder for them, particularly in terms of their ability to concentrate in class, their mental health, their ability to make ends meet, their ability to interact with others, and their ability to get around (Barrot, Llenares, & Del Rosario, 2021).

An increasing number of people are taking classes online, which has made many things more fluid and difficult to predict. Findings from the research assess the usefulness of fully supported video conferencing for online courses. The report evaluates the graduation rates of four different college courses. In some cases, the effectiveness of a traditional reverse classroom can be matched by the online version. Seven effective strategies for implementing online flip classrooms via video conferencing were uncovered. So, this collection of successful strategies can help other online teachers who are thinking about taking a similar approach (Hew, 2020).

Accessible at any time and from any location, e-learning (or online learning) can be used to support the teaching and learning process and enhance the quality of interaction between educators and their students (Anggraeni Putri & Buani, 2021). Indicators of effective use of learning applications include: (1) capturing students' interests; (2) using a range of applications; (3) ensuring that students have easy access to applications; (4) adapting application use to the needs of instructional materials; (5) using a

range of instructional approaches; (6) there is an evaluation at the end of the lesson; (7) saves time and effort; (8) the use of applications facilitates understanding and ability to capture material; (9) stimulates students to be active, (10) students do not feel bored in delivering material; (11) student verbalism disappears; (12) are aware of competency standards and indicators in learning (Rani Dewi Yulyani, 2020).

Google Meet is a popular online learning application at Sultan Syarif Kasim (Suska) Riau State Islamic University (UIN). The role of online learning applications like Google Meet, which students commonly use to conduct lectures, is of particular concern. Observing this phenomenon, the researcher was curious about the impact of using a learning application such as Google Meet on student learning motivation. Some students questioned the effectiveness of this online learning system as well. Much of the information he receives is in writing or assignments, with no direct understanding of vocal or video forms. However, not all lecturers are like this. However, some students have a positive impression of the online learning system, stating that it is very helpful in reducing expenses because there is no need to pay for boarding, food, or clothing. Online lectures can be recorded and replayed; they do not waste time and can be interrupted by other activities. Unfortunately, he can't meet his classmates and is often bored.

The efficiency of one's learning is influenced by one's level of drive to do so. There are two types of learning motivation: internal and external. The existence of exciting learning activities, a suitable setting, and a learning award are all examples of extrinsic factors, while an intrinsic motivation to learn stems from an internal drive to satisfy an expectation. Learners, especially those participating in online courses that factor in the use of technology, need to be intrinsically motivated in order to achieve success. Qualities of highly motivated students include a strong desire to learn and a willingness to put in the effort necessary to accomplish challenging goals and overcome obstacles. (Turnbull, Chugh, & Luck, 2021; (Baticulon et al., 2021). Student Learning Motivation in Online Learning During the COVID-19 Pandemic, the amount of student learning motivation reached 80.27%, which was included in very good criteria for learning motivation. And it can be said that during the COVID-19 pandemic, this was not a reason for students to have high motivation in learning, even though, in practice, it has many shortcomings and obstacles (Fitriyani, Fauzi, & Sari, 2020).

Seeing the phenomenon described above, the researchers created the following study title: The Impact of the Learning Environment and Online Learning System Using Google Meet on Accounting Students' Motivation during the COVID-19 Pandemic. This study's hypotheses are as follows:

H1. It is suspected that the environment in which accounting students at UIN Sultan Syarif Kasim Riau learn affects their desire to learn.

H2. It is suspected that the online learning system at UIN Sultan Syarif Kasim Riau that uses Google Meet has an effect on the students' desire to learn.

H3. It is suspected that the learning environment and online learning system using Google Meet affect the learning motivation of accounting students at UIN Sultan Syarif Kasim Riau simultaneously.

2. METHODS

The type of research in this study is survey research in the form of explanatory research and explanatory testing. The population in this study were all Accounting Study Program students from the Faculty of Economics and Social Sciences (Fekonsos) at UIN Sultan Syarif Kasim (Suska) Riau. Purposive sampling was used, with the following criteria; students in the S1 Accounting Study Program, first semester. The number of samples in this study was 232, in accordance with these criteria.

This study's variables are the learning environment (X1), the online learning system using Google Meet (X2), and learning motivation (Y). Each research variable's measurement is as follows:

Table 1. Measurement of Research Variables

NO	Variable		Measurement
1	Learning Environment	X1	Likert
2	Online Learning System GM	X2	Likert
3	Learning Motivation	Y	Likert

Source : Research 2022

This research used:

1. Test of Descriptive Statistics

Using the average value (mean), standard deviation, variance, maximum, minimum, sum, range, kurtosis, and skewness, descriptive statistics give an overview or description of something (Ghozali, 2018).

2. Test of Data Quality (Instrument)

Since the questionnaire serves as a data-gathering medium, it is considered credible if respondents give the same answers when asked the same question more than once. It is important to conduct validity and reliability tests on a questionnaire before using it as an indication of study variables.

a. Test validity (Test of Validity)

The validity test was conducted on items compiled in accordance with the concept of operationalization of variables and their corresponding indicators. An item is considered valid if it accurately expresses the disclosed information or the object to be measured. Examine the reliability of this research using *Item-Total Statistics*. The *Corrected item-Total Correlation* value of each statement item can be used to determine the validity of each item of the question.

The statement is considered valid if the *Corrected item-Total Correlation* has a value greater than or equal to 0.30 or 30%. Thus, items with a correlation of at least 30% are considered valid, whereas items with a correlation of less than 30% are considered invalid and will be excluded from further analysis (Ghozali, 2018).

b. Reliability Test (Test of Reliability)

This test employs the *One Shot* criterion, which involves taking a single measurement and comparing the results to those of other questions or measuring the correlation between the responses to the questions. In SPSS, the *Cronbach Alpha* (α) statistical test is used to determine reliability. A construct is deemed reliable if its value is greater than 0.60 (Ghozali, 2018).

3. The Test of Classical Assumptions

a. Test of Data Normality

According to Ghozali (2018), the normality test is the first step of any multivariate analysis, especially if the objective is inference. If there is normality, then residuals will be normally and independently distributed. In this study, the Kolmogorov-Smirnov test was used to examine the normality of the data. If each variable produces a KSZ value with a P> 0.05, it can be concluded that each variable's data is normally distributed.

b. Test of Multicollinearity

The purpose of the multicollinearity test is to determine whether the independent variables in the regression model are correlated. Multicollinearity should not exist in a good regression test model. To determine whether or not multicollinearity exists, perform a correlation analysis is between two independent variables. If there is a correlation between the independent variables and the VIF value is greater than 10, the independent variables in the regression model are multicollinearity. If the VIF is less than 10, there is no multicollinearity among the independent variables in the regression model (Ghozali, 2018).

c. Test for Heteroscedasticity

The objective of the heteroscedasticity test is to determine whether there is an inequality in variance between the residuals of one observation and another in the multiple regression models being examined. In this study, the Glejser test was utilized to examine the presence or absence of heteroscedasticity. A good regression model is one in which heteroscedasticity does not occur or can be said to be homoscedastic. This study utilized the Glejser test to determine the presence or absence of heteroscedasticity. In the Glejser test, heteroscedasticity is indicated if the independent variable has a statistically significant effect on the dependent variable (Ghozali, 2018).

4. Test of Hypothesis

In this study, multiple regression was used to test hypotheses. This study employs SPSS (Statistical Package for the Social SciencesStatistical Package for the Social Sciences) software, which includes multiple linear regression analysis, in accordance with the proposed problems and model formulation, as well as the significance of hypothesis testing. Using multiple linear regression, the significance of the Learning Environment (X1), Online Learning System using Google Meet (X2), and Learning Motivation (Y) was determined (Y). This hypothesis is tested using the following regression equation model:

$$Y = \alpha + \beta 1X1 + \beta 2X2 + e$$

Dimana :

Y = Learning Motivation
X1 = Learning Environment
X2 = Online Learning System Using Google Meet
e = Error
α = Constanta
β = Regression coefficient

a. Test of F

This test aims to determine if the regression model can be used to predict the dependent variable. The hypothesis will be tested using a 5% or 0.05 significance level (α). If the significance level is 0.05, then the hypothesis is accepted, and the regression model can be used to predict the independent variable. If the significance level is greater than 0.05, then the hypothesis is rejected and the regression model cannot be used to predict the dependent variable (Ghozali, 2018).

b. Test of t Statistics

This test is used to determine whether or not each independent variable has an individual effect on the dependent variable by determining the extent of the influence of each independent variable on the dependent variable (Ghozali, 2018). Individual independent variables have a significant effect on the dependent variable if the p-value (sig) is less than the significance level (). The applied significance level in this study is = 5%. This indicates that if the p-value (sig) is less than 5%, the independent variable has a significant effect on the dependent variable (Ghozali, 2018).

c. Test of Coefficient of Determination (R 2)

The coefficient of determination is used to evaluate the regression model's fit. The value of Adjusted R Square (R2) indicates the value of the determination coefficient. Adjusted R Square (R2) is utilized because the value of Adjusted R Square (R2) can increase or decrease if an independent variable is added to the model without causing a bias towards the number of independent variables accounted for. The coefficient of determination has a value between 0 and 1. A low R2 value indicates that the ability of the independent variables to explain the variance of the dependent variable is extremely limited. A value close to 1 indicates that the independent variables provide nearly all of the necessary information to predict the variation of the dependent variable (Ghozali, 2018).

3. FINDING AND DISCUSSION

3.1. Descriptive statistics

Descriptive statistics provide an overview or description based on the average value (mean), standard deviation, variance, maximum, minimum, sum, range, kurtosis, and skewness criteria (Ghozali, 2018).

Table 1 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std.	Variance
	Statistic	Statistic	Statistic	Statistics	Statistics	Std. Error	Statistic	Statistic
Learning Motivation	232	28,00	67.00	95.00	77,0732	1,17618	7,53124	56,720
Learning Environment	232	54,00	139,00	193,00	150,0976	2,06504	13,22272	174,840
Online Learning System Google Meet	232	43,00	36.00	79,00	68,9024	1,55069	9,92926	98,590
Valid N (listwise)	232							

Source: Processed data 2022

According to the output above, the number of respondents (N) is 232 individuals. The minimum learning motivation (minimum) for these 232 individuals is 67.00 and the maximum learning motivation (maximum) is 95.00, with a mean value of 77.07 and a standard deviation of 7.53. The minimum learning environment is then 139.00 and the maximum learning environment is 193.00, with an average learning environment value of 150.10 and a standard deviation of 13.0. The smallest (minimum) Google Meet online learning system is 36.00 and the largest (maximum) Google Meet online learning system is 79.00, with a mean value of 68.90 and a standard deviation of 9.93 for the learning environment.

3.2. Test of Data Quality (Instrument)

a. Validity Test

The validity test was conducted on items compiled in accordance with the concept of operationalization of variables and their corresponding indicators. An item is considered valid if it accurately expresses the disclosed information or the object to be measured. Utilizing Item-Total Statistics, the validity of this study was evaluated. The Corrected item-Total Correlation value of each statement item can be used to determine the validity of each item in the question.

The statement is considered valid if the Corrected item-Total Correlation has a value greater than or equal to 0.30 or 30%. Thus, items with a correlation of at least 30% are considered valid, whereas items with a correlation of less than 30% are considered invalid and will be excluded from further analysis (Ghozali, 2018).

Table 2 Validity Test of Learning Environment Variable

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
LE1	296,0488	691,748	,878	,885	,744
LE2	296,0000	681,000	,869	,891	,739
LE3	295,3415	704,730	,321	,308	,749
LE4	296,1220	693,010	,739	,794	,744
LE5	295,7317	691,351	,811	,805	,744
LE6	296,0976	710,990	,458	,477	,751
LE7	296,1951	694,061	,372	,321	,744
LE8	297,0000	679,300	,744	,735	,738
LE9	295,5610	702,952	,749	,793	,748
LE10	296,9512	672,548	,951	,912	,735
LE11	296,1463	677,428	,555	,552	,738
LE12	297,5122	642,956	,877	,872	,724
LE13	296,0488	682,948	,871	,807	,740
LE14	295,4390	713,952	,518	,579	,752
LE15	296,1463	687,328	,590	,501	,741
LE16	296,0732	688,970	,319	,386	,742
LE17	296,3415	698,730	,961	,912	,747
LE18	297,0000	679,300	,744	,735	,738
LE19	297,6341	663,288	,719	,788	,732
LE20	297,8537	676,178	,431	,411	,738
LE21	296,9024	671,390	,955	,952	,735
LE22	296,1463	690,828	,740	,702	,743
LE23	296,9512	679,848	,852	,823	,738
LE24	296,1463	692,528	,331	,307	,744
LE25	295,9512	679,848	,852	,834	,738
LE26	296,0488	682,948	,871	,807	,740
LE27	296,0488	684,948	,763	,727	,740
LE28	296,8537	672,128	,788	,778	,735
LE29	296,0488	682,948	,871	,807	,740
LE30	297,0000	686,500	,471	,407	,741
LE31	296,0488	682,948	,871	,807	,740
LE32	297,6585	654,230	,839	,889	,728
LE33	296,0488	682,948	,871	,807	,740
LE34	296,1951	691,361	,332	,317	,743
LE35	296,0000	681,000	,869	,896	,739
LE36	296,0000	681,000	,869	,891	,739
LE37	296,0000	681,000	,869	,894	,739
LE38	296,7317	673,451	,578	,584	,736
LE39	297,8293	652,195	,865	,850	,728
LE40	297,8537	654,028	,900	,860	,728
LEARNING ENVIRONMENT	150,0976	174,840	1,000	1,000	,933

Source: Processed data 2022

As shown in table 2, The Corrected item-Total Correlation value of all items has a critical value greater than 0.3 or 30%. Consequently, the learning environment items are categorized as valid and appropriate for use in further testing.

Table 3 Validity Test of OLSGM Variable

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
OLSGM 1	134,2927	350,462	,812	,824	,703
OLSGM 2	134,3659	353,388	,827	,872	,705
OLSGM 3	134,7805	366,076	,704	,739	,716
OLSGM 4	134,0732	357,720	,772	,722	,709
OLSGM 5	134,5610	383,452	,380	,304	,730
OLSGM 6	134,0732	362,670	,699	,695	,713
OLSGM 7	134,7805	388,226	,927	,970	,736
OLSGM 8	134,0244	375,224	,391	,309	,725
OLSGM 9	134,1951	387,161	,934	,942	,733
OLSGM 10	135,3171	389,672	,930	,900	,736
OLSGM 11	133,7561	394,239	,811	,807	,738
OLSGM 12	135,2195	374,726	,368	,384	,725
OLSGM 13	134,6341	363,138	,737	,775	,713
OLSGM 14	133,6585	386,830	,320	,397	,732
OLSGM 15	133,8780	392,560	,745	,746	,736
OLSGM 16	133,6829	370,172	,699	,685	,719
OLSGM 17	133,5854	380,449	,499	,494	,727
OLSGM 18	134,2195	376,976	,435	,446	,725
OLSGM 19	134,5854	367,349	,777	,772	,716
OLSGM 20	135,5122	391,956	,350	,396	,738
ONLINE LEARNING SYSTEM GOOGLE MEET	68,9024	98,590	1,000	1,000	,844

Source: Processed data 2022

As shown in Table 3,The Corrected item-Total Correlation value of all items has a critical value of greater than 0.3 or 30%. Thus, the items of the Google Meet-based online learning system are classified as valid and suitable for further testing.

Table 4 Validity Test Learning Motivation Variable

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
LM1	150,0244	224,974	,710	,799	,735
LM2	149,9756	223,474	,861	,864	,731
LM3	150,3902	212,394	,775	,753	,716
LM4	149,8049	223,111	,466	,469	,731
LM5	150,3902	208,194	,817	,870	,710
LM6	150,0000	217,800	,479	,494	,724
LM7	150,6098	211,844	,379	,389	,720
LM8	150,0732	226,920	,333	,376	,740

LM9	150,0732	209,870	,639	,689	,713
LM10	151,3902	210,094	,728	,779	,713
LM11	150,2927	210,212	,730	,797	,713
LM12	150,8293	205,295	,615	,649	,709
LM13	150,1951	212,611	,536	,562	,718
LM14	150,0976	228,440	,327	,329	,739
LM15	149,8049	219,261	,396	,361	,726
LM16	149,8537	217,978	,521	,505	,724
LM17	149,5366	218,805	,536	,559	,725
LM18	150,4146	220,099	,985	,989	,728
LM19	150,4390	214,302	,750	,796	,718
LM20	151,6585	206,680	,648	,678	,710
LEARNING MOTIVATION	77,0732	56,720	1,000	1,000	,836

Sources: Processed Data 2022

As shown in table 4, The Corrected item-Total Correlation value of all items has a critical value of greater than 0.3 or 30%. Thus, the learning motivation items are classified as valid and suitable for further testing.

b. Reliability Test

Table 4. Reliability Test

Variable	Cronbach's Alpha Based on Standardized	Criteria	Note
LE	0,950	0,60	Reliable
OLSGM	0,826	0,60	Reliable
LM	0,844	0,60	Reliable

Source : Processed Data, 2022

As shown in table 4, Cronbach Alpha () values for the learning environment variable (LE), online learning system using Google Meet (OLSGM), and learning motivation (LM) are greater than 0.60. So, it's safe to say that all of the variables are reliable and can be used for more testing.

3.3. Classic Assumption Test

a. Data Normality Test

Table 5. Data Normality Test

Variable	Sig. (2 tailed)	Criteria	Note
LE	0,359	0,05	Normal
OLSGM	0,926	0,05	Normal
LM	0,129	0,05	Normal

Source : Processed data, 2022

The significance value of the Kolmogorov-Smirnov test for all research variables is greater than 0.05, as shown in table 5. It is possible to say that the data for each variable are normally distributed and can be used in other ways.

b. Multicollinearity Test

Table 6. Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	
1	(Constant)	29,977	34,729		,863	,393		
	Learning Environment	,388	,145	,681	2,675	,011	,861	1,620
	Online Learning System, Google Meet	,162	,193	,213	,838	,407	,936	1,970

a. Dependent Variable: Learning Motivation

Source: Processed data 2022

Based on the tolerance values in table 6, none of the variables has a tolerance value less than 0.10 and none have a VIF value greater than 10. Therefore, it can be concluded that multicollinearity between independent variables has no effect on any of the research variables in the model of regression.

c. Heteroscedasticity Test

Table 7 Heteroscedasticity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,457	2,163		1,136	,265
	Learning Environment	,138	,193	,129	,715	,480
	OLSGM	,233	,173	,239	1,351	,187

b. Dependent Variable: AbsUt

Source: Processed data 2022

According to the significance values in Table 7, all variables in the research have significance values greater than 5%. Therefore, it can be concluded that heteroscedasticity does not affect the regression model.

3.4. Hypothesis Testing

a. Coefficient of Determination Test

Table 8 Model Summary Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
1	,888[a]	,879	,877	3,55948

a. Predictors: (Constant), ONLINE LEARNING SYSTEM USING GOOGLE MEET, LEARNING ENVIRONMENT

b. Dependent Variable: LEARNING MOTIVATION

Source: Processed Data 2022

Based on the data presented in Table 8, the adjusted R2 value is 0.977, indicating that 97.7% of the variance in learning motivation can be explained and influenced by the two independent variables. The rest (100%-97.7% = 2.3%), however, is affected by other variables.

b. F-Test

Table 9 ANOVA F-Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1787,325	2	893,663	70,534	,000[a]
	Residual	481,455	38	12,670		
	Total	2268,780	40			

a. Predictors: (Constant), ONLINE LEARNING SYSTEM, GOOGLE MEET, LEARNING MOTIVATION
b. Dependent Variable: LEARNING MOTIVATION
Source: Processed Data 2022

Based on the information in Table 9, the calculated F value is 70.534, with a probability of 0.00. Due to the fact that the probability is significantly less than 0.05, it can be concluded that the variables of the learning environment and the online learning system utilizing Google influence student learning motivation.

c. T-Test

Table 10 T- Test

Model		Unstandardize dCoefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29,977	34,729		,863	,000
	Learning Environment	,388	,145	,681	2,675	,011
	Online Learning System Google Meet	,162	,193	,213	,838	,004

a. Dependent Variable: Learning Motivation
Source: Processed Data 2022

Based on the data presented in Table 10, the magnitude of the significance value for all independent variables is less than 0.05. Due to the fact that the probability is significantly less than 0.05, it is possible to conclude that all research hypotheses are accepted, which is that variables of learning environment and online learning using Google Meet have a positive impact on the learning motivation of accounting students at UIN Sultan Syarif Kassim Riau, as shown by the following equation:

Learning Motivation = 29,977 + 0,388 LE + 0,162 OLSGM

From the above equation, it can be concluded that:

a. The constant of 29,977 states that if the independent variable is assumed to be constant, the average learning motivation is 29,977.
b. The learning environment regression coefficient is 0.388, indicating that for every increase in the learning environment, learning motivation will increase by 0.388.
c. The attitude regression coefficient of 0.162 indicates that for every increase in the Google Meet online learning system, learning motivation will increase by 0.162.

The results of this study are in accordance with the theory that the environment is one of the supporting factors in achieving learning success (Gustiani, 2020). Students can concentrate better

when they are in a pleasant environment. Students will achieve better results and enjoy the learning process if the proper environment is created. Learning is a change in a person that occurs as a result of experience; in this case, the importance of behavioural changes, whether observable or not, is also emphasized (Capone & Lepore, 2021).

Students will engage with their environments as part of the educational process. The individual receives cues from their surroundings and formulates a response based on those cues. Interactions can bring about shifts in individual behaviour. Changes in behaviour can have beneficial or bad effects (Chiu, Lin, & Lonka, 2021) and (Liubana & Puspasari, 2021). Students do best when they can concentrate on their studies in a setting that meets all of these needs, including comfort, silence, and lack of distractions (Tafdhila, Lily Marleni, 2021). Students need a comfortable space where they can learn and focus without distractions (Maatuk, Elberkawi, Aljawarneh, Rashaideh, & Alharbi, 2022).

The Google Meet app enhances the utility of digital instructional resources by facilitating the distribution of course materials to students. Google Meet's features are accessible to all users, including video conferences that students and professors can join, screen recording during video conferences (with participants' permission), and a chat room where participants can have private conversations. All things considered, this study's findings are consistent with those of Puji Nur Hikmah (2021), who also discovered that students' motivation to learn increases when utilising the Google Meet learning tool. Therefore, it is believed that students will maintain their motivation despite the COVID-19 pandemic, and that they will be able to improve their academic performance with more study.

Some online learning students are more independent in their learning and can adjust their time to repeat the material that has been assigned to them. According to the findings, online learning had a 28.3% influence on learning motivation during the pandemic (Sur, Hasanah, & Mustofa, 2020). Hakim and Mulyapradana (2020) stated that student satisfaction has an effect on online learning because students understand how to use online learning media well. However, for student learning motivation in online learning, it is said to be minimal when lecturers present material due to the fact that there are still obstacles in the internet connection and various internet packages. The results of the study showed that 86.9% of students understood the instructions for online learning and that 85.6% of students were motivated to finish the tasks they were given. Nursing students' feelings about attending online lectures were 43.4% dissatisfied and 56.6% happy, indicating that students' learning motivation during online learning was high. Researchers state that even when students learn online, they retain a high level of learning motivation (Iskandar, Masthura, & Oktabiyana, 2020).

4. CONCLUSION

According to the findings of the study, the research showed that the learning environment had a beneficial impact on the learning motivation of accounting students. In the same manner, the online learning system at UIN Suska Riau that makes use of Google Meet has a favourable influence on the learning motivation of the accounting students there. This demonstrates that students in the accounting programme at UIN Suska Riau have personalities that are congruent with the program's motto, which is the capacity to adjust one's behaviour in response to shifting conditions and the progression of time. Even if the epidemic is over, it is recommended that researchers investigate the use of appropriate online learning media for online learning. This can be done as part of ongoing research.

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