

## THE ROLE OF LEARNING READINESS IN MODERATING THE EFFECT OF PARTICIPATION AND MOTIVATION ON THE STUDENTS UNDERSTANDING OF ECONOMICS LEARNING DURING DISTANCE EDUCATION

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### ABSTRACT

*This study aims to determine the level of understanding of students' economic learning during the implementation of distance education in terms of participation, motivation and readiness to learn. In addition, this study also uses the learning readiness variable not only as an independent variable but also as a moderating variable that will strengthen or weaken the independent variable. This study uses a quantitative approach with explanatory research methods. The number of samples in this study amounted to 104 respondents consisting of students of economic education at the State University of Malang Batch 2020. The data analysis used in the study to test the hypothesis was the Moderated Regression Analysis (MRA) test, and for hypothesis decision making, the coefficient of determination test (R Square) was used. ) and partial test (t-test). The results showed that participation and motivation had a significant positive effect on students' understanding of economic learning during distance education with learning readiness as a moderating variable. The findings in this study also show that the learning readiness variable can not only be a moderating variable, but the learning readiness variable can also be an independent variable that can have a significant effect on the dependent variable. Future researchers are expected to be able to use other variables that are used as moderating variables more specifically and following the character of the research subject and can use a combination of deeper data collection methods such as interviews and observations.*

Keywords: learning readiness, motivation, participation, learning understanding, distance education

### INTRODUCTION

The education system must play an important role in the implementation of innovation in the teaching and learning process following changes in the current technological era. The emergence of the covid-19 virus has forced the world of education to shift from conventional face-to-face learning methods in the classroom to online learning methods, namely distance education in a very short time (Rafique et al., 2021). In addition, distance education has also become a widespread and growing phenomenon as a tremendous impetus for the use of information and communication technology in universities (Markova et al., 2017). Thanks to the sophistication of today's technology, it is very helpful in facilitating access during the implementation of the learning process through distance education. This is in line with the opinion (Hassan et al., 2015) that innovative learning methods can produce an active learning environment and increase the level of students' understanding of what has been learned.

Learners can significantly improve their understanding of the learning process if supported by a well-designed learning structure. Comprehension refers to the way content available in different learning contexts is converted into knowledge through absorption, action, interaction, and reflection (Al-Samarraie et al., 2013). Apart from the advantages possessed by distance education, in practice, the tendency of students to lose focus and attention while studying can certainly occur. This can harm students' understanding during distance education. Because to see the understanding of students in distance education also requires identification of factors that influence it such as participation, motivation and readiness to learn. In short, according to (Baber, 2021; Al-Samarraie et al., 2013) to determine the success of developing students' understanding during e-learning, it can be characterized by their motivation, interactivity, and participation which are needed to develop their thinking skills during the online learning process.

Through distance education, it is important for every learner to be proactive, act as an independent learner, and prepare for the online learning experience. According to (Rohayani et al., 2015) learning readiness is recognized as one of the most important aspects to achieving successful implementation of online learning programs in universities. (Demir Kaymak & Horzum, 2013) also state that learning readiness is a variable that is often emphasized and measured in distance learning research and online learning. Through his research (Rafique et al., 2021) found the factors that impacted the level of readiness of students for online learning during the pandemic, namely: 1) initial readiness and motivation for online learning, 2) self-efficacy beliefs about online learning, 3) learning independent online, and 4) support for online learning. Based on this, the readiness for online learning will certainly significantly affect students so that they can stay focused and understand what they are learning.

The achievement of students' success in understanding a lesson can be influenced by various factors, one of which is the readiness factor in learning. Currently, because learning is done with an online system, many students consider learning activities to be less fun because they have to sit for hours in front of the screen to listen to the existing learning, based on this, the learning readiness factor becomes an important thing. This is in line with the opinion (Joosten & Cusatis, 2020) that one of the important things for success in an online learning environment is the readiness of students, which is often referred to as online learning readiness. According to (Slameto, 2003) readiness is the overall condition of a person who makes him ready to respond or answer in a certain way to a certain situation. From this statement, of course, it can be understood that at this time, during the implementation of distance education, the learning readiness of students should be something that educators must pay attention to. Because through learning readiness can reflect the initial conditions of a learning whether students will be able to give an appropriate response so that the objectives of learning will be achieved.

The implementation of distance education at the Universitas Negeri Malang has been running for several semesters during the pandemic, although in the implementation process distance education continues to adopt conventional activity processes which creates a different learning experience for each student. Because to achieve student success in implementing distance education, of course, it is strongly influenced by various learning factors. Where from these various learning factors will also affect how much students can understand the existing learning and the extent to which learning readiness, participation and motivation in learning take a role in their understanding. This is supported by the statement (Entwistle, 2018) which states that sometimes some students are too focused on one or the other so that their understanding is weakened, but other students can adapt to each learning model appropriately.

This study wants to measure the level of understanding of student economic learning during the implementation of distance education by adding learning readiness as a moderating variable that can strengthen the influence of independent variables (participation and motivation) on the dependent variable (understanding of economic learning).

## **HYPOTHESES DEVELOPMENT**

### **1. Participation Has A Significant Positive Effect on Students' Understanding of Economics Learning During Distance Education**

Departing theory from (Lave & Wenger, 1991) as the major premise which says that learning is a participation in the social world, which explains that learning emphasizes that participation is an aspect of learning and between learning and participation is not a separate activity. Then this opinion is supported by the opinion (LeBlanc & Bearison, 2004) as a minor premise which says that learning is generally seen as a lasting change in a person's behaviour due to experience. Where experience is generally seen as knowledge gained from participation in an activity. Therefore learning is based on participation. Based on the explanation of the two premises, the following hypotheses were developed:

Ha1: Participation has a significant positive effect on students' understanding of economic learning during distance education

### **2. Motivation Has a Significantly Positive Effect on Students' Understanding of Economic Learning During Distance Education**

Departing from the Self Determination Theory (Deci & Ryan, 2000) which states that a person's inherent growth tendencies and innate psychological needs will be the basis for self-motivation and integration of their personality, as well as the conditions that encourage this positive process. This theory is supported by a statement (Sardiman, 2011) as a minor premise that says that learning outcomes will be optimal if there is motivation. The more precise the motivation is given, the more successful the lesson will be. Based on these two premises, the following hypotheses were developed:

Ha2: Motivation has a significant positive effect on students' understanding of economic learning during distance education

### **3. Learning Readiness Strengthens the Effect of Participation on Students' Understanding of Economics Learning During Distance Education**

This hypothesis was developed based on proprietary learning theory (Lave & Wenger, 1991) as the major premise which views that learning is participation in the social world, which places learning as an inseparable aspect of social practice, and the learning process is a process through which knowledge passes through the social world. Built simultaneously, the conditions for achieving these goals, one of which is the readiness to learn. Supported by the opinion (Slameto, 2003) which states that readiness is the overall condition of a person who makes him ready to respond/answer in a certain way to a situation. Based on these two premises, the following hypotheses were developed:

Ha3: Readiness to learn strengthens the effect of participation on students' understanding of economic learning during distance education

### **4. Readiness to Learn Strengthens the Effect of Motivation on Students' Understanding of Economics Learning During Distance Education**

Starting from the expectancy-value theory of achievement motivation which is explained by (Wigfield & Eccles, 2000) as the major premise, it explains that the choice, persistence, and performance of students in an activity can be explained by their motivational beliefs. That is, their self-confidence, expected performance, and perceived value of the activity can affect their level of involvement, readiness and persistence in an activity. This is in line with the opinion of (Nasution, 2008) which suggests that learning readiness is the condition that processes the learning activity itself. Without this readiness or willingness, the learning process will not occur. These pre-conditions of learning consist of attention, motivation, and developmental readiness. Based on these two premises, the following hypotheses were developed:

Ha4: Readiness to learn strengthens the influence of motivation on students' understanding of economic learning during distance education

### **5. Readiness To Learn Strengthens The Influence Of Motivation on Students' Understanding of Economic Learning During Distance Education**

Departing from the social cognitive theory proposed by (Bandura, 1997) as the major premise, it is revealed that cognitive factors, environmental factors and interacting human behavioural factors will affect each other. This theory will affect the extent to which social learning plays a role in processing information and knowledge that a person will receive from his environment and affects his readiness. Supported by the opinion (Tu'u, 2004) students who have learning discipline will show their readiness to take class lessons, do homework assignments and have complete learning. On the other hand, students who lack discipline in learning do not show readiness to take lessons. Based on these two premises, the following hypotheses were developed:

Ha5: Readiness to learn has a significant positive effect on students' understanding of economic learning during distance education

**METHOD**

This study uses a quantitative approach with explanatory research methods, which will examine the causal relationship between the independent variables on the dependent variable. In this study, the population was 143 respondents consisting of all undergraduate students of Economics Education, Universitas Negeri Malang, and a class of 2020. The sample was taken using simple random sampling, wherefrom the calculation, the results obtained were 104 respondents as the sample in this study. The following is a framework that is formulated to describe the relationship between variables in this study:

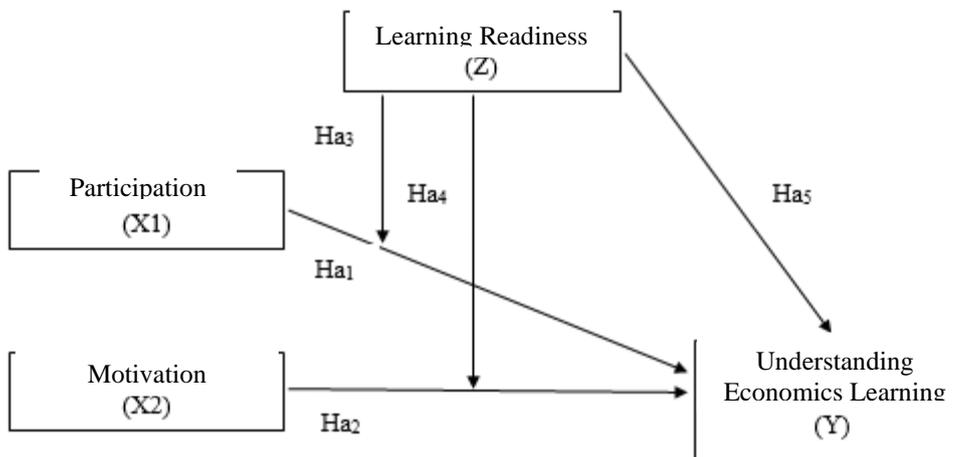


Figure 1. The framework of thinking

In this study, data collection was carried out using questionnaires which were distributed to all respondents via a google form. Previously, the instrument that was made had been tested for validity and reliability using the IBM SPSS Statistic 22 program. Each questionnaire statement in this study has been tested for validity where all questions are declared valid, as evidenced by the r-count value greater than the r-table value, while the reliability results are described in the table below:

Variable	Variable Name	Cronbach's Alpha	Result
X1	Participation	0,910	Reliabel
X2	Motivation	0,889	Reliabel
Z1	Learning Readiness	0,906	Reliabel
Y1	Understanding of Economic Learning	0,914	Reliabel

Source: Processed by researchers (2021)

The data analysis used in this study was divided into pre-requisite analysis and hypothesis testing. Pre-requisite analysis tests used include tests for normality, heteroscedasticity and multicollinearity. As for the hypothesis test used Test Moderated Regression Analysis (MRA), and for decision making hypotheses using test coefficient of determination (R Square) and partial test (t-test). In this study, the use of the MRA equation uses an interaction test that contains elements of the multiplication of two or more independent variables by comparing the regression equation to determine the type of moderating variable. The following equation is as shown below:

$$Y = \alpha + \beta_1 X_1 + \epsilon \tag{1}$$

$$Y = \alpha + \beta_1 X_1 + \beta_2 Z_1 + \epsilon \tag{2}$$

$$Y = \alpha + \beta_1 X_1 + \beta_2 Z_1 + \beta_3 X_1 * Z_1 + \epsilon \tag{3}$$

$$Y = \alpha + \beta_1 X_2 + \epsilon \tag{1}$$

$$Y = \alpha + \beta_1 X_2 + \beta_2 Z_1 + \epsilon \tag{2}$$

$$Y = \alpha + \beta_1 X_2 + \beta_2 Z_1 + \beta_3 X_2 * Z_1 + \epsilon \tag{3}$$

$$Y = \alpha + \beta_1 Z_1 + \epsilon \tag{4}$$

Based on the above equation if equations (2) and (3) are not significantly different or the value of  $\beta_2 \neq 0$ ;  $\beta_3 \neq 0$ , Z variable cannot be considered as a moderating variable. If the equations to (1), (2), and (3) are different or the value of  $\beta_1 \neq \beta_2 \neq \beta_3 \neq 0$ , then the Z variable can be a quasi moderator variable that strengthens or weakens the influence of the independent variable on the dependent. if the equations to (1) and (2) are the same, but different from the equation (3) or the value of  $\beta_1 = \beta_2 = 0$ ;  $\beta_3 \neq 0$  then the Z variable can be a pure moderator. Based on the determination requirements above, it will be a reference to test whether the learning readiness used in this study as a moderating variable can be classified as a quasi moderator variable, pure moderator or even cannot be classified as a moderating variable.

**RESULT AND DISCUSSION**

**Test Results Hypothesis 1 (Ha1)**

Based on the hypothesis that has been developed above, the researcher tested this hypothesis using the IBM SPSS Statistic 22 program. The following describes the results of the tests carried out on the first hypothesis (Ha1) for the coefficient of determination test (R Square) and partial test (t-test). Below are the results of the coefficient of determination test (R Square):

Table 1 Results of the Coefficient of Determination Test (R Square) Hypothesis 1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.225 <sup>a</sup>	.050	.041	12,811

Source: Processed by researchers with IBM SPSS Statistics 22 (2021)

From the data from the coefficient of determination test (R Square) above the R Square results obtained are 0.050 where based on these numbers we can conclude that the ability of the participation variable in explaining the contribution of its influence on the variable of understanding economic learning is 0.050 or 0.5 per cent, while for the rest is explained by other factors outside this study. The below are the results of the partial test (t-test):

Table 2 Partial Test Results (t-test) Hypothesis 1

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	41,641	9,645		4,318	.000
	Participation	.365	.157	.225	2,328	.022

Source: Processed by researchers with IBM SPSS Statistics 22 (2021)

From the data from the partial test results (t-test) above, the results obtained are the t-Sig values is 0.022 so it can be seen that  $0.022 < 0.05$  which means that Ha1 is accepted while Ho is rejected. Based on this, we can conclude that partially participation has a significant positive effect on the understanding of economic learning for economic education students during distance education.

The results in this study are also in line with A theory of online learning as online participation (Hrastinski, 2009) which states the importance of increasing participation during online learning because participation plays a role in active learning engagement and the participation of students in participating can show the development of their understanding. Where this is supported by research (Yücel & Usluel, 2016) that participation is one of the important things in the process of building knowledge possessed by students. These results are also in line with proprietary research (Sudarma & Sakdiyah, 2007) that participation in learning has an influence on student learning achievement, where the more students' participation in learning increases, the learning achievement will also increase. Based on the explanation above, it can be concluded that with a good level of participation, students can improve their understanding during distance education based on the indicators that construct the participation variable.

**Test Results Hypothesis 2 (Ha2)**

Based on the hypothesis that has been developed above, the researcher tested this hypothesis using the IBM SPSS Statistic 22 program. The following describes the results of the tests carried out on the second hypothesis (Ha2) for the coefficient of determination test (R Square) and partial test (t-test). Below are the results of the coefficient of determination test (R Square):

Table 3 Results of the Coefficient of Determination Test (R Square) Hypothesis 2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.325 <sup>a</sup>	.106	.097	12,433

Source: Processed by researchers with IBM SPSS Statistics 22 (2021)

From the data from the coefficient of determination test (R Square) above the R Square results obtained are 0.106 where based on these numbers we can conclude that the ability of the motivational variable in explaining the contribution of its

influence to the variable understanding of economic learning is 0.106 or 10.6 per cent, while for the rest is explained by other factors outside this study. The below are the results of the partial test (t-test):

Table 4 Partial Test Results (t-test) Hypothesis 2

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31,090	9,531		3,262	,002
	Motivation	,581	,167	,325	3,471	,001

Source: Processed by researchers with IBM SPSS Statistics 22 (2021)

From the data from the partial test results (t-test) above, the results obtained are the t-Sig values. is 0.001 so it can be seen that  $0.001 < 0.05$  which means that  $H_{a1}$  is accepted while  $H_0$  is rejected. Based on this, we can conclude that partially motivation has a significant positive effect on the understanding of economic learning for economic education students during distance education.

The results in this study are also in line with the Self Determination Theory (Deci & Ryan, 2000) that in the learning process each student can be motivated in different ways, where broadly human motivation is related to how they interact so that they have the opportunity to have a better understanding of learning. This result is also in line with proprietary research (Hagger & Hamilton, 2018) which states that students' motivation to learn in class is closely related to their interest and involvement, including the subject matter and academic achievement. Based on the description above, it can be concluded that the main reason motivation has a positive effect on understanding economics learning during distance education is that the motivation for students to be able to have a good understanding of economic learning will be influenced by the level of self-efficacy, intrinsic motivation and extrinsic motivation. This encouragement will determine how far their level of understanding is related to the economic material learned during distance education.

### Hypothesis Test Results 3 (Ha3) with Moderated Regression Analysis

Based on the hypothesis that has been developed above, the researcher tested this hypothesis using the IBM SPSS Statistic 22 program. The following describes the results of the tests carried out on the second hypothesis (Ha3) for the coefficient of determination test (R Square) and partial test (t-test). In addition, this hypothesis test also uses the MRA test to test the contribution of the independent variable to the dependent variable with a moderating variable in it. Below are the results of the coefficient of determination test (R Square):

Table 5 Test Results of the Coefficient of Determination (R Square) Moderation1 (X1\*Z)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,355 <sup>a</sup>	,126	,100	12,412

Source: Processed by researchers with IBM SPSS Statistics 22 (2021)

From the data from the coefficient of determination test (R Square) above, the R Square results obtained are 0.126 where based on these numbers we can conclude that the ability of the learning readiness variable as a moderating variable can increase the contribution of the participation variable in explaining the contribution of its influence on the variable understanding of economic learning that from 0.050 or 5 per cent to 0.126 or 12.6 per cent, while the rest is explained by other factors outside this research. This figure increased by 7.6 per cent. Based on these data, we can see that learning readiness can strengthen the effect of participation on understanding economic learning. The below are the results of the partial test (t-test):

Table 6 Partial Test Results (t-Test) Moderation1 (X1\*Z)

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	146,455	48,930		2,993	,003
	Participation	-1,715	,848	-1,054	-2,022	,046
	Learning Readiness	-2,099	1,060	-1,208	-1,981	,050
	Moderation 1	,042	,018	2,232	2,329	,022

Source: Processed by researchers with IBM SPSS Statistics 22 (2021)

From the data from the partial test results (t-test) above, the results obtained are the t-Sig values. for the effect of the interaction of participation and learning readiness which is denoted by Moderation1 is 0.022. Conditions for a variable can be said to be a moderating variable if the value of Sig.  $< 0.05$  so it can be seen that  $0.022 < 0.05$  and learning readiness can be a moderating variable which means that  $H_{a1}$  is accepted while  $H_0$  is rejected. Based on this, we can conclude that partially learning readiness

can strengthen the influence of participation on the understanding of economic learning for economic education students during distance education.

The results in this study are also in line with Situational Leadership Theory (Hersey et al., 1996) which states that readiness will show the extent to which an individual's ability and willingness to take on a task will affect participation in their learning understanding. This finding is also in line with research (Rohayani et al., 2015) which revealed that the implementation of online learning can be started by measuring the level of readiness of learning so that the implementation of learning can be successful and the understanding of students can also be achieved. also this research is in line with proprietary research (Cahya, 2017) which shows that learning discipline and participation have a positive and significant effect on student achievement either partially or simultaneously. Thus, even in this condition of distance education, of course, students must still have the readiness to learn whether it is preparing themselves or their emotions. Through good learning readiness, students can show their willingness and ability to participate.

**Hypothesis Test Results 4 (Ha4) with Moderated Regression Analysis**

Based on the hypothesis that has been developed above, the researcher tested this hypothesis using the IBM SPSS Statistic 22 program. The following describes the results of the tests carried out on the second hypothesis (Ha4) for the coefficient of determination test (R Square) and the partial test (t-test). In addition, this hypothesis test also uses the MRA test to test the contribution of the independent variable to the dependent variable with a moderating variable in it. Below are the results of the coefficient of determination test (R Square):

Table 7 Test Results of the Coefficient of Determination (R Square) Moderation1 (X2\*Z)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.413 <sup>a</sup>	.171	.146	12,089

Source: Processed by researchers with IBM SPSS Statistics 22 (2021)

From the data from the coefficient of determination test (R Square) above the R Square results obtained are 0.171 where based on these numbers we can conclude that the ability of the learning readiness variable as a moderating variable can add to the contribution of the motivational variable in explaining the contribution of its influence on the variable understanding of economic learning that from 0.106 or 10.6 percent to 0.171 or 17.1 percent, while the rest is explained by other factors outside this research. This figure increased by 6.5 percent. Based on these data, we can see that learning readiness can strengthen the influence of motivation on understanding economic learning. Below are the results of the partial test (t-Test):

Table 8 Partial Test Results (t-Test) Moderation1 (X2\*Z)

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	161,406	50,297		3,209	.002
	Motivation	-1,957	,932	-1,095	-2,101	.038
	Learning Readiness	-2,809	1,126	-1,616	-2,495	.014
	Moderation 2	,054	,020	2,760	2,681	.009

Source: Processed by researchers with IBM SPSS Statistics 22 (2021)

From the data from the partial test results (t-test) above, the results obtained are the t-Sig values. for the effect of the interaction of motivation and learning readiness which is denoted by Moderation2 is 0.009. Conditions for a variable can be said to be a moderating variable if the value of Sig. <0.05 so it can be seen that 0.009 <0.05 and learning readiness can be a moderating variable which means that Ha1 is accepted while Ho is rejected. Based on this, we can conclude that partially learning readiness can strengthen the influence of motivation on understanding economic learning for economic education students during distance education.

The results in this study are also in line with Bandura's Social Cognitive theory which is based on triadic reciprocity, showing that cognitive factors, environmental factors and human behavioural factors interact with each other (Bandura, 1997). And the findings of this study are in line with research (Yilmaz, 2017) which found that students' learning readiness is a predictor of their satisfaction and motivation in learning so that students' learning readiness is related to their satisfaction and motivation. This is in line with research (Al-Samarraie et al., 2013) that the concept of good learning can improve students' understanding, because understanding refers to the way content available in different learning contexts is converted into knowledge through absorption, action, interaction, and reflection.

From the description above, it can be concluded that the better the emotional, cognitive and behavioral conditions of students in shaping their learning readiness, the better the influence of motivation on understanding economic learning. In the process of implementing distance education, it certainly forms a different pattern of readiness conditions for each student when compared to conventional implementation.

**Test Results Hypothesis 5 (Ha5)**

Based on the hypothesis that has been developed above, the researcher tested this hypothesis using the IBM SPSS Statistic 22 program. The following describes the results of the tests carried out on the second hypothesis (Ha5) for the coefficient of determination test (R Square) and partial test (t-test). Below are the results of the coefficient of determination test (R Square):

Table 9 Results of the Coefficient of Determination Test (R Square) Hypothesis 5

Model Summary				
Model	R	R Square	Adjusted R Square	Estimate
1	.294 <sup>a</sup>	.087	.069	12,626

Source: Processed by researchers with IBM SPSS Statistics 22 (2021)

From the data from the coefficient of determination test (R Square) above the R Square results obtained are 0.087 where based on these numbers we can conclude that the ability of the motivational variable in explaining the contribution of its influence to the variable understanding of economic learning is 0.087 or 8.7 percent, while for the rest is explained by other factors outside this study. The below are the results of the partial test (t-test):

Table 10 Partial Test Results (t-test) Hypothesis 5

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43,075	7,950		5,418	.000
	Learning Readiness	.442	.166	.254	2,653	.009

Source: Processed by researchers with IBM SPSS Statistics 22 (2021)

From the data from the partial test results (t-test) above, the results obtained are the t-Sig values is 0.009 so it can be seen that 0.009 < 0.05 which means that Ha1 is accepted while Ho is rejected. Based on this, we can conclude that partially learning readiness has a significant positive effect on the understanding of economic learning for economic education students during distance education. From these results as a whole we can also conclude that in addition to being a moderating variable that strengthens the effect of participation and motivation as independent variables on understanding economic learning as the dependent variable, learning readiness can also be an independent variable that influences the dependent variable.

The results in this study are also in line with research (Jena, 2016) which reveals that learning readiness is one of the factors that can affect learning outcomes. And the findings of this study are also in line with the statement (Issa & Jaaron, 2017) that online learning readiness is a process to determine the difference between what students know and what students need to know to use e-learning effectively to broaden their understanding. Based on the explanation above, it can be concluded that the reason for learning readiness can have a significant effect on students' understanding of economics learning because learning readiness becomes an attitude reference for students to be able to provide encouragement for themselves. This is important because learning readiness can help students to be more productive so that they have higher learning experiences and understandings. In addition, good learning readiness can also increase student enthusiasm in learning economics.

**CONCLUSION**

Based on the data findings and discussion in this study, it can be concluded that this study confirms the related conditioned learning theory, social cognitive theory, and self-determination theory in explaining the effect of participation and motivation on students' understanding of economic learning during distance education moderated by learning readiness.

The results of this study also indicate that the learning readiness variable can not only be a moderating variable that can affect strengthening or weakening the influence of the independent variable on the dependent variable, but the learning readiness variable can also be an independent variable that can have a significant effect on the dependent variable. Based on this, we can also prove that the learning readiness variable is included in the quasi-moderator variable. Because with the conditions of implementing learning with the distance education system, of course, the readiness to learn from each student certainly plays an important role because changing learning conditions can change the process of their understanding. Based on the explanation above, it can be concluded that the reason for learning readiness can have a significant effect on students' understanding of economics learning because learning readiness becomes an attitude reference for students to be able to provide encouragement for themselves. This is important because learning readiness can help students to be more productive so that they have higher learning experiences and understandings. In addition, good learning readiness can also increase student enthusiasm in learning economics.

In addition, further researchers are expected to be able to use other variables that are used as moderating variables more specifically and following the character of the research subject. In addition, further researchers can also use a combination of more in-depth data collection methods such as interviews and observations. This combination will further increase the accuracy of the research results produced.

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