

THE ROLE OF DIGITAL MEDIA CONTENT AND SERVICE QUALITY IN INCREASING THE MOTIVATION OF STUDENTS TO STUDY AT THE OPEN UNIVERSITY OF MAJENE

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Abstract

This study aims to analyze the role of digital media content and service quality in increasing the motivation of students to study at Majene Open University. The research uses a literature study method by examining various theories and relevant previous research results, especially in the context of distance education. The results of the study show that interactive, engaging, and easily accessible digital media content has a significant influence on increasing student learning motivation. Meanwhile, the quality of service – including aspects of reliability, responsiveness, and empathy – has also been shown to play an important role in building student satisfaction and commitment to learning. Furthermore, the integration of quality digital content and effective educational services can create an overall positive learning experience, especially for students in places like Majene. This study recommends strengthening the design of digital-based learning content and improving the quality of academic services simultaneously. This finding is expected to be a reference for open higher education institutions in designing learning and service strategies that are more responsive to the needs of students in the region.

Keywords: Digital Media Content, Service Quality, Lecture Motivation.

1 INTRODUCTION

Digital transformation in the world of education has encouraged higher education institutions, including those with open and distance learning systems, to adapt to technology-based approaches. This change is increasingly relevant as the need for flexible and inclusive access to education increases, especially in 3T areas (frontier, outermost, and disadvantaged) such as Majene in West Sulawesi Province. The Open University (UT), as a higher education institution that prioritizes a distance learning system, utilizes digital media content and an integrated service system to support the geographically dispersed student learning process.

In this context, the role of digital media content is becoming increasingly crucial. Content that is designed interactively, communicatively, and based on student needs has been proven to be able to increase engagement and understanding. This is in line with constructivist learning theory which states that learning will be more effective if learners are actively involved in

building knowledge through media that is relevant to their environment (Piaget, 1950; Vygotsky, 1978). In addition, Bandura (1986) in social cognitive theory also emphasizes the importance of media in shaping perceptions, motivations, and learning behaviors through observational reinforcement and vicarious experience.

On the other hand, the quality of educational services is also a determining factor that affects student satisfaction and motivation. Zeithaml, Parasuraman, and Berry (1990) stated in the SERVQUAL model that the quality of service is influenced by five main dimensions: tangibles, reliability, responsiveness, assurance, and empathy. When the services provided by the university meet or even exceed the expectations of students, it will create satisfaction that contributes to internal motivation to continue studying. In the context of UT, this service includes the provision of teaching materials, guidance systems, administrative services, and access to academic information online.

Motivation for lectures itself is one of the important aspects in educational psychology that affects the success of student studies. Learning motivation theories such as the Self-Determination theory from Deci and Ryan (1985) state that intrinsic motivation arises when a person feels autonomy, competence, and connectedness in the learning process. In the open and distance education system, these three aspects are greatly influenced by how institutions design digital media content and provide services that are responsive to the needs of students.

In several previous studies, it has been proven that engaging and quality digital media content can increase learning motivation. Research by Huang et al. (2020) shows that the use of interactive learning videos can significantly increase student engagement and interest in learning. Meanwhile, research by Rahayu and Mustofa (2021) in the online learning environment in Indonesia revealed that students tend to be more motivated when materials are presented through digital platforms that allow two-way interaction. This finding is strengthened by a study by Ningsih and Putra (2022) which states that students' motivation to learn at online-based universities increases when there is access to multimedia content and active tutors.

In addition to digital content, service quality factors have also been extensively researched. Research by Nasution and Utomo (2020) regarding the relationship between the quality of academic services and student satisfaction shows that the dimensions of reliability and responsiveness have a great influence on student motivation in participating in academic activities. At the Open University, services that are not only fast and precise, but also provide a sense of value and accompaniment, have been proven to affect the sustainability of student studies, particularly in areas with limited access to information and technological support.

However, most of the research was conducted in the context of face-to-face universities or conventional colleges, as well as in areas with relatively more advanced digital infrastructure. There have not been many studies that specifically explore the relationship between digital media content, service quality, and learning motivation in the context of open and distance education in areas such as Majene. In fact, the distinctive geographical and socio-economic context has the potential to significantly affect how students access content, perceive the quality of service, and shape their study motivation.

Therefore, it is necessary to conduct research based on literature studies that systematically examine and compare previous findings regarding the influence of digital media content and service quality on learning motivation, as well as adapt them to the context of Majene Open University. This research not only serves to enrich scientific studies, but also provides a conceptual and operational basis for the development of effective and inclusive learning strategies at UT Majene.

The development of digital technology has brought transformation in the world of education, especially in the implementation of distance learning which is the main characteristic of the Open University (UT). In this context, the use of digital media is not only an instrument for delivering information, but also a strategic tool to build meaningful learning experiences and motivate students. One of the important theories underlying the use of digital media in education is the Cognitive Theory of Multimedia Learning by Richard E. Mayer (2001), which states that learning will be more effective if information is presented verbally and visually at the same time. This shows that well-designed digital media content can increase understanding as well as motivate students.

Learning motivation itself is an important psychological aspect in determining the success of studies, especially in institutions like UT that demand high independence from their students. Learning motivation theories, such as the Self-Determination Theory (SDT) from Deci and Ryan (1985), suggest that students' intrinsic motivation will increase if they feel they have autonomy, competence, and connectedness in the learning process. Therefore, interactive and quality digital media, as well as responsive academic services, can strengthen these three aspects and encourage students to remain enthusiastic in pursuing their studies.

In addition, service quality also plays an important role in shaping student perception and satisfaction with educational institutions. The SERVQUAL model from Parasuraman, Zeithaml, and Berry (1988) which assesses service quality through five dimensions (tangibles, reliability, responsiveness, assurance, and empathy) is still relevant to measure service

performance in higher education environments, including in the context of digital and non-face-to-face services at UT. Good service quality can increase students' comfort and confidence, which in turn affects their motivation to complete their studies.

Previous research has also strengthened the importance of these two variables. For example, a study by Santoso & Suryani (2021) shows that varied and communicative digital learning media content can increase students' active participation in online classes. Another study by Yuliana (2020) found that the quality of academic services, especially the speed and accuracy of response to student needs, greatly affects learning satisfaction and motivation. Meanwhile, research by Ramadhan & Novita (2022) concluded that a combination of engaging learning media and well-managed administrative services can reduce dropout rates in distance education programs.

However, most of the previous research still focused on face-to-face universities or has not specifically examined the synergy between digital media content and service quality in relation to student motivation in the Open University environment, especially in areas such as Majene that have geographical challenges and limited internet access. Therefore, this research is important to close the gap in scientific studies and at the same time provide literature-based input for the development of UT service quality and learning in the region.

1.1 Problem Formulation

Based on this background and theoretical study, the formulation of the problem in this study is:

- 1.1.1 What is the role of digital media content in increasing the motivation of students to study at Majene Open University?*
- 1.1.2 How does the quality of service affect the motivation of students to study at the Open University of Majene?*
- 1.1.3 How can the integration between digital media content and overall service quality drive increased student college motivation?*

1.2 Research Objectives

This research aims to:

- 1.2.1 Describe the role of digital media content in increasing the motivation of students to study at the Open University of Majene.*
- 1.2.2 Analyzing the influence of service quality on the motivation of students at the Open University of Majene.*

1.2.3 Synthesize the contribution of digital media content and service quality to increase student motivation in the context of open and distance higher education

1.3 Research Benefits

This research is expected to make a significant contribution, both theoretically and practically, in an effort to understand and increase student college motivation through an approach to digital media content development and improving the quality of educational services. The benefits of this research are explained as follows:

1.3.1 Theoretical Benefits

Theoretically, the results of this study are expected to:

- Enriching the scientific literature in the field of distance education, especially related to the relationship between digital media, service quality, and student learning motivation.
- Develop a conceptual understanding of how educational theories such as *Self-Determination Theory*, *ARCS Model*, *Cognitive Theory of Multimedia Learning*, and *SERVQUAL* can be integrated to explain the dynamics of student motivation in the context of open and distance learning.
- Contribute to advanced research, both qualitative and quantitative, by providing a framework for thinking and synthesis of literature as the basis for the development of empirical models or validation of research instruments in the field of learning technology and higher education management.

1.3.2 Practical Benefits

Practically, this research is expected to be useful for:

- The Open University, especially UPBJJ-UT Majene, in designing a strategy to strengthen digital content that is not only informative but also inspiring and motivates students to continue to be active and consistent in the independent learning process.
- Academic and non-academic service managers, as input for improving the quality of services based on student needs, especially in terms of responsiveness, clarity of information, availability of technical support, and empathy in service.
- Distance higher education policy makers, especially in the 3T region, should pay more attention to the emotional and motivational aspects of students as an important part of online learning and digital service policies.

- Open University students as the main subjects will benefit from improved quality of content and services that have a direct impact on their motivation and success in their studies.
- Lecturers and tutors, who can use these findings to develop a more adaptive and personalized approach to learning through digital media, as well as provide more empathetic guidance services.

2 RESEARCH METHODS

This study uses a descriptive qualitative approach with the type of literature study (*library research*). The literature study was chosen as a method because it is in accordance with the purpose of this study, which is to explore and analyze various theories, concepts, and results of previous research related to three main variables: digital media content, service quality, and student lecture motivation. The study of the literature allows researchers to build strong conceptual arguments and identify relationships between concepts through the search for existing scientific references.

This research does not collect primary data from the field, but focuses on searching, collecting, organizing, and critically analyzing relevant secondary data, such as scientific journal articles, academic books, research reports, policy documents, and publications of higher education institutions. With this method, researchers can explore a deep understanding of how digital media content and service quality impact students' college motivation, especially in the context of the Open University as a distance education institution.

2.1 Data Source

The data sources in this study are secondary, collected from various scientific publications and credible documents, both national and international. The data sources used include:

- 2.1.1 *Scientific journal articles that discuss topics related to digital media content, quality of educational services, learning motivation, online learning, and open education systems.*
- 2.1.2 *Books on educational theory and learning technology, especially those describing learning motivation theories (such as Self-Determination Theory and ARCS Model), service theory (such as SERVQUAL), and multimedia learning theory.*
- 2.1.3 *Research reports or thesis/thesis/dissertations that have relevance to the topic, both on an Indonesian and global scale.*
- 2.1.4 *Policy documents and official publications from the Open University, such as performance reports, digital learning modules, and academic services guides.*

2.1.5 *Trusted online sources, such as Google Scholar, ScienceDirect, Scopus, SpringerLink, SINTA, DOAJ, and Garuda.*

The criteria for selecting sources are based on relevance to the topic, actuality (published within the last 10 years), academic validity, and quality of content.

2.2 Data Collection Techniques

Data collection is carried out by the following systematic steps:

2.2.1 *Identify keywords used in the literature search, such as: "digital media content", "quality of higher education services", "student learning motivation", "e-learning motivation", "UT Indonesia", "remote", "online learning", and others.*

2.2.2 *Literature search through scientific databases such as Google Scholar, SINTA, Garuda, ProQuest, and international journal databases.*

2.2.3 *Evaluation of the feasibility of the source based on the criteria of academic quality and suitability with the focus of the research.*

2.2.4 *Compilation and organization of literature using literature synthesis tables to facilitate the analysis process.*

2.3 Data Analysis Techniques

The data analysis technique is carried out with a *thematic content analysis approach*, which consists of the following stages:

2.3.1 *Data Reduction is Summarizing and selecting data from the relevant literature to focus on three main variables of research.*

2.3.2 *Categorization, i.e. Data from various sources is categorized based on topics: digital media content, service quality, and learning motivation.*

2.3.3 *Thematic Coding, which is the coding of key information to identify key themes and patterns of relationships between variables.*

2.3.4 *Data Synthesis is integrating and comparing theories and previous research results, to reveal patterns of linkages and research gaps that are still open.*

2.3.5 *Preparation of Narrative Findings, namely The results of data synthesis are compiled in the form of a descriptive narrative that explains how digital media content and service quality contribute to increasing student college motivation.*

2.4 Data Validity Criteria

Even though it does not use primary data, the validity of the data is maintained through:

- Triangulation of sources, that is, comparing the results of various publications with different points of view.

- Criticism of sources, taking into account the validity of the author, publishing institution, and methodology used in previous research.
- Theoretical relevance, namely ensuring that the theories and findings used are in accordance with the context of distance higher education in Indonesia, especially Open University.

3 LITERATURE REVIEW

This theoretical review will show that digital media content and service quality are not only technical or administrative factors, but are closely related to the psychological and pedagogical aspects of students in the learning process. The integration of these various theories is a strong conceptual foundation to understand how the two variables interact with each other in influencing the motivation of UT Majene students, and at the same time becomes a reference in tracing the previous findings in this study

3.1 Digital Media in Distance Education

The development of digital technology has revolutionized the education system, especially in the distance learning (PJJ) model. Digital media is a key component that allows the delivery of learning materials flexibly and interactively. According to Mayer (2001), in the *Cognitive Theory of Multimedia Learning*, the presentation of information that combines visual and verbal elements can improve learning comprehension and retention. In the context of distance learning, digital media not only functions as an information channel, but also as a means of interaction that can facilitate students' independent learning process.

Santoso and Suryani (2021) emphasized that a variety of digital media content, such as learning videos, infographics, and interactive modules, are able to increase student engagement and participation in online learning. Content designed with the principles of multimedia learning is able to motivate students by providing balanced cognitive stimulation and reducing boredom. This is important in the context of the Open University, where students must have high independence in managing their time and learning process.

3.2 Quality of Education Services and Its Effect on Learning Motivation

The quality of service in distance higher education includes various aspects, ranging from academic services, administration, to technical support provided to students. Parasuraman, Zeithaml, and Berry (1988) through the SERVQUAL model put forward five dimensions of service quality, namely tangibles (physical evidence), reliability (reliability), responsiveness (responsiveness), assurance (guarantee), and empathy (empathy). This model is often used to measure students' perceptions of the services they receive.

Yuliana's (2020) research shows that the quality of good academic services has a significant positive effect on student learning motivation. The responsiveness of the officers in answering questions and helping to solve academic problems makes students feel valued and supported, thus fostering a high spirit of learning. In the context of Majene Open University, where face-to-face interaction is limited, the quality of digital services and effective communication are crucial factors in supporting students' academic success.

3.3 Student Learning Motivation

Learning motivation is a psychological factor that determines the intensity and quality of student participation in the learning process. Deci and Ryan (1985) in *Self-Determination Theory* divide motivation into intrinsic and extrinsic motivations. Intrinsic motivation comes from within students who feel happy and interested in the subject matter, while extrinsic motivation is influenced by external factors such as appreciation and recognition.

In distance education, intrinsic motivation is very important because students must be able to manage themselves without direct supervision from lecturers or tutors. Engaging digital media and responsive services can increase a sense of competence and social connectedness, which are the three basic needs of motivation according to Deci and Ryan. The study by Ramadhan and Novita (2022) found that the combination of interactive digital content and quality services was able to reduce the dropout rate and significantly increase learning motivation.

3.4 The Relationship Between Digital Media Content and Learning Motivation

Various studies have highlighted the importance of quality and variety of digital media content in increasing student learning motivation. Content that is interactive, accessible, and relevant to students' needs can foster interest in learning and strengthen cognitive engagement. According to Gunawan (2019), the use of learning videos, interactive quizzes, and digital discussion forums can help students overcome boredom and increase confidence in understanding the material.

Santoso and Suryani (2021) added that digital media content that is complemented by direct feedback from tutors or fellow students can trigger intrinsic motivation and strengthen learning commitment. In the context of UT Majene which is located in an area with technological access challenges, the provision of lightweight and easy-to-download content is very necessary so that students can still access the material anytime and anywhere.

3.5 The Effect of Service Quality on Learning Motivation

The quality of educational services is an important variable that affects students' motivation to learn, especially in distance education that relies on non-face-to-face services. According to

Yuliana (2020), fast, accurate, and friendly service can increase student satisfaction and motivate them to continue to actively participate in lectures.

Responsiveness and empathy from education providers have been proven to increase students' sense of attachment to institutions. This is in accordance with the results of research by Ramadhan and Novita (2022) which show that students who feel supported by academic services tend to have higher motivation to study and are committed to completing their studies.

3.6 Previous Research and Study Gaps

Research on the influence of digital media content and service quality on learning motivation has been conducted, but most of it still focuses on face-to-face universities or educational institutions that already have good access to technology. Research by Ramadhan and Novita (2022) and Santoso and Suryani (2021) provides an idea that the combination of digital content and good services can reduce the dropout rate and increase learning motivation.

However, studies that specialize in the context of Open Universities in areas such as Majene are still very limited. UT, which has the characteristics of students spread across a wide geographical area with a variety of access to technology, demands content and service development strategies that are adaptive to local conditions. Therefore, this study aims to fill this gap by analyzing the role of digital media content and service quality in increasing the motivation of UT Majene students based on literature review.

3.7 Frame of Mind

Based on a literature review, there is a close relationship between digital media content variables and service quality on student learning motivation. Digital media content designed according to multimedia learning principles can increase students' interest and cognitive engagement. Meanwhile, service quality that prioritizes responsiveness, empathy, and reliability can foster trust and satisfaction, which further increases motivation to learn.

This study will synthesize findings from various literature to provide a comprehensive picture of how the two variables interact and contribute to student motivation, especially in the Majene Open University environment

4 RESULTS AND DISCUSSION

4.1 Research Results

This study uses the literature study method to examine the role of digital media content, the influence of service quality, and the integration of the two in increasing the motivation of students to study at Majene Open University.

4.1.1 The Role of Digital Media Content in Increasing Student Motivation

Digital media content is a crucial element in distance education, especially for Majene Open University students who rely on online learning resources. Various theories and studies confirm that digital content designed with the principles of multimedia learning can significantly increase learning motivation.

Mayer (2009) in *the Cognitive Theory of Multimedia Learning* explained that the use of a combination of text, images, and audio in learning content can help students process information more effectively, thereby increasing understanding and interest in learning. Interactive content, such as videos, animations, and digital quizzes, provide cognitive stimulation that fosters students' intrinsic motivation (Santoso & Suryani, 2021).

In addition, the *Self-Determination theory* from Deci and Ryan (1985) highlights the importance of meeting students' psychological needs, especially competence and autonomy, which can be fulfilled through varied content and according to the needs of independent learning. Gunawan (2019) shows that relevant and interesting digital media content helps students feel more capable and empowered in managing their learning process, which contributes to increasing college motivation.

4.1.2 *The Influence of Service Quality on Student Motivation*

The quality of educational services directly affects students' motivation to learn, especially in the context of distance learning. The SERVQUAL model developed by Parasuraman, Zeithaml, and Berry (1988) describes five important dimensions in service quality, namely reliability, responsiveness, assurance, empathy, and tangible evidence.

Yuliana's (2020) research suggests that students who receive academic services and technical support that are fast and timely feel more appreciated and supported, so their motivation to learn increases. High service responsiveness is able to reduce administrative and technical obstacles that are often a source of frustration for PJJ students (Ramadhan & Novita, 2022).

In addition, the *Expectation-Confirmation Model* theory (Bhattacharjee, 2001) emphasizes that the fulfillment of service expectations contributes to student satisfaction and intention to remain committed to the learning process. Therefore, consistent and needs-oriented service quality can be an important driver of motivation to study at Majene Open University.

4.1.3 *Integration of Digital Media Content and Service Quality in Increasing College Motivation*

Various literature studies confirm that the optimal influence on student learning motivation is not enough with high-quality digital media content or good educational services separately, but the integration of the two aspects that provides maximum results.

Ramadhan and Novita (2022) found that the synergy between engaging content and responsive services can create a holistic and satisfying learning experience. With digital content that is easily accessible and supported by fast and empathetic services, students are more encouraged to be active and consistent in attending lectures independently.

Liu and Zhang (2020) also emphasized the importance of a positive user experience through a combination of adaptive content and responsive customer service. This experience not only increases short-term learning motivation, but also strengthens students' long-term commitment to completing their education.

Research by Nugroho and Wulandari (2021) on Open University students shows that students who receive adequate service support as well as interactive digital media content show a significant increase in motivation and academic achievement. On the contrary, limitations in one aspect tend to reduce the effectiveness of the distance learning process.

In areas like Majene that have infrastructure challenges, the importance of integrating digital services and content is increasingly felt. Wahyuni and Putri (2020) highlight obstacles to access technology which, if not accompanied by adequate support services, can lead to a decrease in student motivation to learn. Therefore, improving the quality of services must run in parallel with the development of digital media content to create a conducive learning ecosystem

4.2 Discussion

4.2.1 The Role of Digital Media Content in Increasing Student Motivation

The results of the literature study show that digital media content has a very significant role in increasing the motivation of Majene Open University students. The *Cognitive Theory of Multimedia Learning* from Mayer (2009) provides a strong foundation that learning media that effectively combines various multimedia elements can increase understanding and interest in learning. This is in line with the learning principle that emphasizes variety and interactivity as key factors in maintaining student attention and motivation, especially in the context of distance learning that demands high independence.

In addition, the findings of Deci and Ryan (1985) on *Self-Determination Theory* reinforce the importance of content that can meet the psychological needs of students, such as autonomy and competence. Interesting and relevant content not only provides knowledge, but also provides space for students to actively learn and feel capable, thus spurring their intrinsic motivation. Empirical research from Santoso and Suryani (2021) and Gunawan (2019) provides evidence that a variety of digital content formats, such as videos, animations, and interactive modules, play a role in creating enjoyable and empowering learning experiences for students.

However, it should be noted that the effectiveness of digital media content is highly dependent on the quality of the design and the relevance of the material to the needs of students. If the content is too complex or not in context, this can cause excessive cognitive load which actually decreases learning motivation, as stated by Sweller (1988) in *Cognitive Load Theory*.

4.2.2 *The Influence of Service Quality on Student Motivation*

The quality of educational services has proven to be an important factor that affects the learning motivation of Majene Open University students. The SERVQUAL model from Parasuraman, Zeithaml, and Berry (1988) used to measure the dimension of service quality is particularly relevant in the context of distance learning. Responsiveness, reliability, and empathy in academic and technical services are key in creating student satisfaction and trust in the institution.

The findings of Yuliana (2020) and Ramadhan & Novita (2022) support that fast and appropriate services in handling student obstacles can reduce learning barriers and increase motivation to study. This is relevant to *Bhattacharjee's (2001) Expectation-Confirmation Model, which emphasizes the importance of meeting user expectations to maintain satisfaction and commitment to the learning system.*

In the context of Majene Open University, a good quality of service not only provides administrative assistance, but also continuous emotional and technical support. This is important because PJJ students often face the challenge of social isolation and lack of direct interaction, so that an empathetic quality of service can be a reinforcement of motivation and enthusiasm for learning.

4.2.3 *Integration of Digital Media Content and Service Quality in Increasing College Motivation*

The results of the literature study also indicate that the integration between quality digital media content and responsive educational services has a stronger synergistic impact in increasing student college motivation. This synergy answers the needs of students comprehensively, both in terms of learning materials and support received during the learning process.

Research by Ramadhan and Novita (2022) and Liu and Zhang (2020) confirm that a positive learning experience is formed when students get content that is easy to understand, relevant, and interesting, while supported by a fast-responding and attentive service. This experience strengthens students' emotional and cognitive attachment to the learning process, which in turn increases academic motivation and commitment.

In areas with technological constraints such as Majene, the importance of this integration is increasingly evident. Access barriers faced by students can only be overcome if supported by reliable and responsive technical services (Wahyuni & Putri, 2020; Sari & Hadi, 2022). As such, universities need to develop a holistic strategy that focuses not only on the provision of digital content, but also on improving the quality of services, in order to create an inclusive and sustainable learning environment.

5 CONCLUSION

1. Digital media content plays an important role in shaping student learning motivation, especially in distance learning. Content that is engaging, interactive, and in accordance with the needs of students is able to increase engagement and interest in learning. This is evidenced through various modern learning theories such as *Multimedia Learning* and *Self-Determination Theory* which emphasize the importance of relevance, visualization, and active participation in increasing students' intrinsic motivation.
2. The quality of educational services, especially in terms of responsiveness, reliability, and empathy, has been proven to have a significant influence on students' college motivation. Fast responding and emotionally and technically supportive services help students feel supported, appreciated, and not feel alone in the learning process. The quality of this service creates satisfaction that encourages students to be more active and consistent in attending lectures.
3. The integration of quality digital media content and excellent educational services synergistically can increase students' overall learning motivation. The two complement each other: content provides cognitive and affective stimulus, while services provide social and administrative support. This holistic approach is important to address the challenges of learning in 3T areas such as Majene, where student motivation is strongly influenced by limited access, geographical isolation, and the need for ongoing support.

6 SUGGESTION

1. The development of more varied and contextual digital media content needs to continue to be carried out by the Open University, especially at UPBJJ-UT Majene. Learning content should be tailored to the characteristics and needs of students in the 3T area (frontier, outermost, disadvantaged), including increasing easily accessible formats such as short videos, infographics, and interactive modules based on mobile devices.
2. Improving the quality of academic and non-academic services must be a priority, especially in terms of response speed, ease of access to services, and an empathetic

- approach to student constraints. Universities need to strengthen online-based service systems (helpdesks, chatbots, online tutorials) and expand the reach of limited face-to-face services in remote areas through collaboration with village governments or local communities.
3. Building an integrative system between learning content and support services is a strategic step in increasing student college motivation. This integration can be realized through the development of learning platforms that are directly connected to academic services (such as online tutors, tutorial schedules, application for study aids), as well as regular training for lecturers and tutors to understand the principles of digital learning design and excellent service.
 4. The next research is recommended to use mixed methods by involving empirical data such as surveys or direct interviews with students of the Open University of Majene. It aims to reinforce the literature findings with realities in the field as well as identify other factors that influence college motivation, such as family support, economic conditions, and technological infrastructure.

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