



THE INFLUENCE OF LEARNING MEDIA *USABILITY* AND LEARNING MOTIVATION ON STUDENT LEARNING OUTCOMES IN ECONOMICS SUBJECT IN THE 2022/2023 ACADEMIC YEAR (Study on Class XI Students of Private High Schools at Sanggar 016 DKI Jakarta)

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ABSTRACT

Conducted this research to analyze the effect of the usability of learning media on student learning outcomes in Economics subjects with learning motivation as an intervening variable. This research was conducted for 3 (three) months, from July to October 2022. The method used is a survey method using a quantitative approach. The study of the population was all Class XI IPS students in private high schools in the Sanggar 16 East Jakarta area, totaling 223 students. Determination of the number of samples using the Slovin formula and obtained a total sample of 143 students selected using the proportional random sampling technique. The collection technique uses the survey method with a closed questionnaire via Google Forms. The data used in this study are primary data for the independent variable (X) and secondary data for the dependent variable (Y). Data analysis used path analysis techniques with IBM SPSS Statistics 25. The results of this study indicate that: 1) the usability of learning media has a positive and significant effect on learning motivation, 2) the usability of learning media has a positive and significant effect on learning outcomes, 3) learning motivation has a positive and significant effect on learning outcomes, and 4) the usability of learning media has a positive and significant effect on student learning outcomes in class XI economics with learning motivation as an intervening variable.

Keywords: *Usability of Learning Media, Learning Motivation, Learning Outcomes*

INTRODUCTION

During the Covid-19 pandemic, many students experienced *learning loss*, a condition in which a small part or most of student learning outcomes are lost due to cessation or disruption of the learning process in the education system (Haryati, <https://gaya.tempo.co/> accessed July 7, 2022). As the spread of Covid-19 has decreased, face-to-face learning has been reinstated since Monday, January 10, 2022, concerning the Joint Decree (SKB) of 4 Ministers dated December 21, 2021. Face-to-face learning is expected to improve student learning outcomes because PJJ cannot be optimally applied, which causes students to be less able to absorb learning properly.

Student learning outcomes are influenced by the learning media used by the teacher. Newbie et al. in Kristanto (2016) state that the purpose of using learning media is to facilitate communication and improve learning outcomes. Instructional media can help students absorb the subject matter more deeply and completely.

Nurdyansyah (2019) states that even if examined further, the media is not only a channel for messages that must be fully controlled by sources in the form of people but can also replace some of the teacher's duties in presenting subject matter. By optimizing media use, learning can take place and achieve optimal results. Teachers and students alike can learn and master the material with the help of media that has been determined according to the content and objectives of the learning material.

Pratiwi and Meilani (2018) in their research concluded that learning media has a positive and significant effect on student achievement. Likewise, Setyorini and Wulandari (2021) concluded that partially learning media has a significant influence on learning outcomes. Further research by Sure (2021) concluded that learning media positively and significantly affects learning achievement.

Using learning media, besides directly improving learning outcomes, can also increase student learning motivation. Hamalik in Nurdyansyah (2019) states that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulate learning activities, and even bring psychological influences on students.

Puspitasari et al. (2018) in his research concluded that there was a significant influence on the use of instructional media on student motivation. Likewise, Alwie and Sa'diyah (2019) also concluded that there was an effect of using *website*-based learning media on student learning motivation.

Besides being influenced by learning media, learning outcomes are also influenced by learning motivation. Novalinda et al. (2017) concluded that learning motivation variables had a significant influence on student learning outcomes. Student learning motivation includes students' interest and attention to the lesson, student enthusiasm in carrying out assignments, student responsibility in carrying out assignments, student reactions to the stimulus given by the teacher, and students' pleasure in doing assignments. Likewise, Nugroho and Warmi's research (2022) concluded that learning motivation influences learning outcomes positively and significantly. Widiasih et al. (2017) concluded that using various media positively and significantly affects learning motivation. The use of various media has a positive and significant effect on learning outcomes, and learning motivation has a positive and significant effect on learning outcomes.

The preliminary observations showed that the learning outcomes of class XI students of SMA Fons Vitae Economics were still low. Of the 81 students in class XI, 17 students (20.99%) still scored Economics under the KKM (7.8). In participating in Economics lessons, students seem less enthusiastic, so they are less actively involved in the learning process. The partly because the teacher has yet to use learning media that attracts students' attention, so students are less motivated to participate in learning.

Based on the description above, the researcher wants to know the direct effect of learning media *usability* and motivation on learning outcomes and also wants to know the effect of learning media *usability on learning outcomes with learning motivation as an intervening variable*. Therefore researchers are interested in researching the Effect of the *Usability of Learning Media and Learning Motivation on Student Learning Outcomes in Economics Subjects for the 2022/2023 Academic Year*.

LITERATURE REVIEW

Learning Outcomes

Usman (2011) suggests that learning is a process of changing individual behavior due to interactions between individuals and individuals with their environment. Meanwhile, according to Ramayulis (2012), learning is a process that individuals pass to obtain changes in behavior for the better due to individual experiences in interaction with the environment. Learning is a process of individual experience and interaction with the environment. The common goal of the learning process is to change behavior in a better direction.

Furthermore, it was explained by Ramayulis (2012) states that changes in behavior as a result of learning can occur through listening, reading, following instructions, observing, thinking, living, imitating, training, or trying it yourself with teaching or practice. The change in behavior as a result of learning is relatively fixed and not just temporary. Behavior changes

regarding all aspects of personality, knowledge, abilities, skills, habits, attitudes, and behavior.

According to Bloom et al. (Ratnawulan & Rosdiana, 2014), learning outcomes can be grouped into three domains: cognitive, affective, and psychomotor. Each domain is organized into several levels of ability, ranging from simple to complex, easy to difficult, and concrete to abstract. In this regard, Usman (2011) explained that the cognitive domain includes goals related to memory (*recall*), knowledge, and intellectual abilities. The affective domain includes goals related to changes in attitudes, values, feelings, and interests. The psychomotor domain includes goals related to manipulation and movement (*motor*) abilities.

Learning success is characterized by a change in behavior in individuals who learn and is influenced by various factors. Sagala (2011) explains that the factors that affect learning outcomes can be divided into two types, namely: 1) those originating from humans who learn, which are referred to as internal factors, and (2) factors that come from outside the human being who learns which called external factors.

Based on the theories above, learning outcomes are permanent and positive changes in a person after going through training or experience in the form of interactions with other individuals and their environment, which includes cognitive, affective, and psychomotor aspects.

Usability of Learning Media

Rossie & Breidle in Kristanto (2016) defines learning media as tools and materials that can use to achieve educational goals, such as radio, television, books, newspapers, magazines, and so on. Meanwhile, according to Belawati (2019), in principle, the types of media can be divided into print media such as books, audio such as audio cassettes, videos such as *video compact disks* (VCD), and broadcasts such as radio and television broadcasts.

Furthermore, explained by Bates (Belawati, 2019) states that the selection of media types must pay attention to ACTIONS elements, namely: 1) *Access* or accessibility, 2) *Costs* or costs required, 3) *Teaching* or media capabilities in facilitating communication, and delivery of teaching materials, 4) *Interactivity and friendliness*, namely the convenience for students to use the media in question, 5) *Organizational Issues* refers to the demands of the media for organizational changes that must make, 6) *Novelty and Sustainability*, namely how long and maintenance of the media technology, and 7) *Speed*, namely the ability of the media to facilitate changes in the substance of the teaching material to be communicated.

According to Sudjana & Rifa'i (Nurdyansyah, 2019), teaching media makes teaching more attractive to students so that it can foster learning motivation and clarify the meaning of teaching materials, teaching methods are more varied, and students can carry out more learning activities. Furthermore, according to Kemp in Fikri & Madona (2018), the role of media in learning activities is: (1) the presentation of teaching materials can realize in a more standardized form, (2) learning activities become more interesting, (3) learning activities can become more interactive, (4) the time needed for teaching can be reduced, (5) the quality of learning can improve, (6) teaching can be presented wherever and whenever desired, (7) increase students' positive attitudes, and the learning process becomes stronger/better, (8) increase the teacher's positive value.

Based on the theories above, the *usability* of learning media is anything that can use to convey messages, namely learning materials, so that students feel interested and more easily accept the message so that learning objectives can achieve.

Learning Motivation

Hasibuan (Sunyoto, 2012) states that the term motivation comes from the Latin word "*movere*," which means "impulse or driving force." Meanwhile, according to Uno (2012), the motive is something people think and want that causes something. Usman (2011) explains the

definition of motivation as a process of activating motives into actions or behavior to meet needs and achieve goals, or circumstances and readiness within individuals that encourage their behavior to do something in achieving certain goals. In student learning activities, motivation has an important role as a driving force from within that encourages a student to make various efforts to achieve his learning goals. Students who have high motivation will carry out their learning activities diligently, enthusiastically, and feeling happy.

Teachers, as educators, need to encourage students to learn to achieve goals. Two functions of motivation in the learning process are put forward by Sanjaya (2010): 1) encouraging students to move, and 2) as a director, that is, each individual is basically directed to meet their needs or to achieve predetermined goals.

Uno (2011) suggests indicators of learning motivation are: 1) there is a desire and desire to succeed, 2) there is encouragement and need in learning, there are hopes and aspirations for the future, there is appreciation in learning, there are interesting activities in learning, and there is an environment conducive learning.

Based on the theories above, learning motivation is the driving force that arouses and directs one's behavior to carry out various efforts to achieve learning goals.

METHOD

This study uses a quantitative approach to the survey method. Quantitative research criteria, according to Sugiyono (2013), are: researching certain populations or samples, collecting data using research instruments, and analyzing data that is quantitative/statistical to test the established hypotheses. A quantitative approach is used because this research meets the required criteria.

The population of this study was all students of Class XI IPS in private high schools in the Sanggar 16 East Jakarta environment with a total of 223 students consisting of Fons Vitae 1 High School with 104 students, Francis 2 High School with 43 students, and Bina Pangudi Luhur High School with 76 students. The technique used to determine the number of samples was the Slovin formula (a total of 143 students were obtained. Furthermore, the determination of the number of samples from each school used a *proportional random sampling technique*, and the results obtained from Fons Vitae 1 High School, as many as 68 students, Francis 2 High School, as many as 28 students, and SMA Bina Pangudi Luhur has 47 students.

In this study, there are three variables to be examined. These three variables are the *Usability* of Learning Media (X) as the independent variable, Learning Outcomes (Y) as the dependent variable, and Learning Motivation (Z) as the mediating variable. The results of learning economics subjects are the score of the Mid Semester Examination for the 2022/2023 school year. The *Usability* of Learning Media and Learning Motivation is measured using a questionnaire with a Likert scale which is compiled based on the indicators of each variable with alternative answers consisting of 5 categories with a score of 1 to 5 to obtain interval data.

The analysis requirements test used the normality test. According to Supardi (2012), normality testing is carried out to determine whether or not a data distribution is normal. It can be done using the *Kolmogorov-Smirnov normality test* to test whether the data collected is normally distributed.

To test the hypothesis that researchers have proposed using regression analysis and path analysis. Hypotheses 1, 2, and 3 were analyzed using multiple regression analysis, namely to analyze whether the *usability* of learning media (X) and learning motivation (Z) affect learning outcomes (Y) written by the regression model: $Y = a + b_1 X + b_2 Z$

Description :

Y = study results

X = *Usability* of learning media

Z = motivation to learn

a = Constant

b_1 = regression coefficient of the learning media *usability variable*

b_2 = regression coefficient of learning motivation variable

A t-test was performed. As stated by Riduan and Sunarto (2011), the follow-up test is a significance test that works if the researcher wants to find the meaning of the relationship between X and Y variables. The regression results are tested with a significance test with the t-test formula.

Then a path analysis is performed to test hypothesis 4. Path analysis is a development technique from multiple linear regression. This technique tests the magnitude of the contribution (contribution) shown by the path coefficients in each path diagram of the causal relationship between variables X on Z and their impact on Y.

The path analysis model for testing hypothesis 4 can be displayed in chart form as follows:

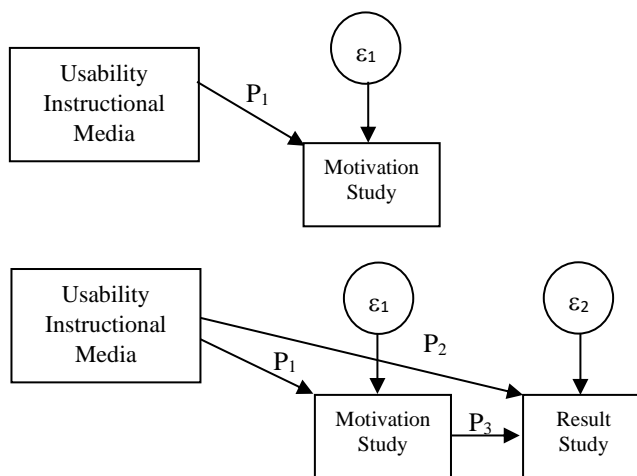


Figure 1. Path Analysis Structural Model

- ε_1 shows the total *variance* of the learning motivation variable (Z), which is not explained by the learning media *usability variable* (X). Value ε_1 is searched by the formula: $\varepsilon_1 = \sqrt{1-R^2}$
- ε_2 shows the total *variance* of the learning outcome variable (Y), which is not explained by the work motivation variable (Z). Value ε_2 is searched by the formula: $\varepsilon_2 = \sqrt{1-R^2}$.
- Indirect influence *usability* learning media (X) through learning motivation (Z) on learning outcomes (Y) is the multiplication of the beta value of X to Z with the value of beta Z to Y. If the value of the indirect effect is greater than the value of the direct effect, it can state that indirectly X through Z has a significant influence on Y.

Testing the mediation hypothesis can be carried out with a procedure developed by Sobel and known as the Sobel test (Sobel test) (Ghozali, 2011). The Sobel test is carried out by testing the strength of the independent variable's indirect influence on the dependent variable through the intervening variable with the formula:

$$sat = \sqrt{b^2 sa^2 + a^2 sb^2 + sa^2 sb^2}$$

Remarks :

sab: standard error magnitude of an indirect effect

a: independent variable path with intervening variable (I)

b: the path of the intervening variable (I) with the dependent variable

sa: standard error coefficient a

sb: standard error coefficient b

it is necessary to calculate the t value of the ab coefficient with the following formula:

$$t = \frac{ab}{sab}$$

The calculated t value is compared with the t table value. If t count > t table value, it can be concluded that the influence of mediation. The assumption is that the Sobel test requires a large number of samples. If the number of samples is small, the Sobel test becomes less conservative.

RESEARCH RESULTS AND DISCUSSION

Test Requirements Analysis

The analysis requirements test used the normality test. Normality testing is carried out to determine whether or not a data distribution is normal. To test whether the data collected is normally distributed or not, it can be done by graphical analysis and the *Kolmogorov-Smirnov test*.

Graphical analysis to test the normality of the resulting data is as follows:

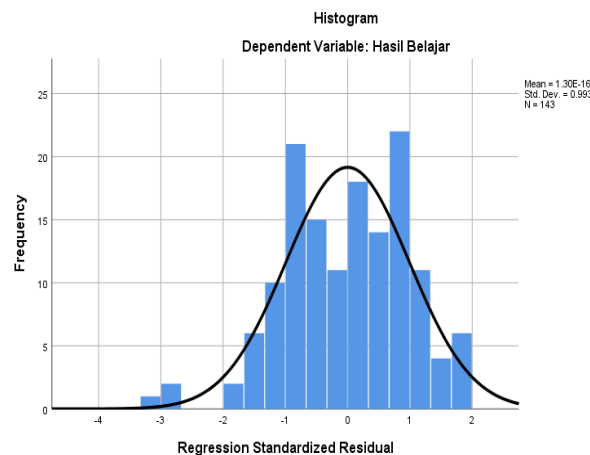


Figure 2. Normality Test Histogram Graph

The figure shows that the distribution pattern is close to normal because the data follows the direction of the histogram graph line. Then it can state that the regression model meets the assumption of normality.

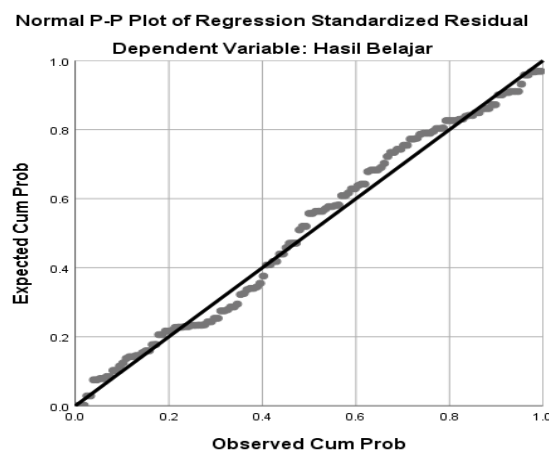


Figure 3. Normal P-Plot Graph

The graph above shows that the dots spread around the diagonal line, and they are spread near the diagonal line. The graph shows a normal distribution pattern, so it can state that the regression model meets the assumption of normality.

Furthermore, based on the normality test with the *Kolmogorov-Smirnov test*, the

following results are obtained:

**Table 1. Kolmogorov-Smirnov Normality Test Results
One-Sample Kolmogorov-Smirnov Test**

		Standardized Residuals
N		143
Normal Parameters ^{a,b}	Means	.0000000
	Std. Deviation	.99293277
Most Extreme Differences	absolute	.064
	Positive	.058
	Negative	-.064
Test Statistics		.064
asympt. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The normal testing method for data distribution is done by looking at the variable's significance value. The criteria for concluding are as follows:

- If $\text{sig} > 0.05$, then the data on the variable is normally distributed.
- If $\text{sig} < 0.05$, then the data on the variable is not normally distributed.

Based on the table, it can see that the significance value obtained is $0.200 > 0.05$. Thus, the research data is normally distributed.

Hypothesis test

Simple regression analysis was carried out to test hypothesis 1, namely: The *usability* of learning media affects learning motivation. From the results of simple regression analysis, the following results are obtained:

Table 2 Model I Regression Coefficients

Relations Between Variables	Constant	Koef. Regression	t _{count}	Sig
Usability of Learning Media on Learning Motivation	18,429	0.886	11,267	0.000

Based on the table above, it is known that the constant value is 18.429, and the regression coefficient is 0.886. The constant values and regression coefficients are then entered into the linear regression equation: $Y = 18.429 + 0.886X_1$.

Hypothesis Testing 1

The regression coefficient is positive, meaning that the influence exerted by the *usability* of learning media on learning motivation is positive. S each learning media *usability* scores experience an increase of one unit, it will increase the learning motivation score of 0.886 units

This study aims to determine the significance of the effect of the *usability* of learning media on the motivation to learn. A partial test (t-test) was carried out. The table shows that the calculated t-value of the learning media *usability* variable is 11.267 and has a significance value of 0.000. The t_{table} at the significance level $\alpha = 0.05$ and $n = 143$ is 1.977. The calculated t value obtained was greater than the t_{table} value, $11.267 > 1.977$, and a significance value of $0.000 < 0.05$. Thus, the 1st hypothesis is accepted, which states that the *usability* of learning media (X1) has a significant effect on learning motivation (X2).

Multiple regression analysis was carried out to test hypothesis 2, namely: There is an

effect of the *usability* of learning media on learning outcomes, and hypothesis 3, namely: There is an influence of learning motivation on learning outcomes. From the results of multiple regression analysis, the following results are obtained:

Table 3 . Model II Regression Coefficients

Relations Between Variables	Constant	Koef. Regression	t _{count}	Sig
Usability of Learning Media on Learning Outcomes	25,535	0.358	2,091	0.038
Motivation to learn on Learning Outcomes		0.417	3.135	0.002

Based on the table above, it is known that the constant value is 25.535, the regression coefficient b_1 is 0.358, and b_2 is 0.417. The constant values and regression coefficients are then entered into the multiple linear regression equation:

$$Y = 25.535 + 0.358X_1 + 0.417X_2.$$

Hypothesis Testing 2

From the regression equation $Y = 25.535 + 0.358X_1 + 0.417X_2$, it can see that the regression coefficient of the *usability variable* of learning media is positive, meaning that the influence exerted by the *usability* of learning media on learning outcomes is positive. The learning media *usability* score experienced an increase of one unit, increasing the score of learning outcomes by 0.358 units

This study aims to determine the significance of the *usability effect* of learning media on learning outcomes. A partial test, also known as a t-test, was conducted. From table 3, it is known that the *calculated* t-value of the *usability* variable of learning media is 2.091, and the significance value is 0.038. The *calculated* t value obtained was greater than the *t* table value, $2.091 > 1.977$, and a significance value of $0.038 < 0.05$. Thus, the second hypothesis, which states that the *usability* of learning media (X_1) significantly affects learning outcomes (Y), is accepted.

Hypothesis Testing 3

From the regression equation $Y = 25.535 + 0.358X_1 + 0.417X_2$, it can see that the regression coefficient of the learning motivation variable is positive, meaning that the influence exerted by learning motivation on learning outcomes is positive. S each learning motivation score experience an increase of one unit, it will increase the score of learning outcomes by 0.417 units.

A partial test (t-test) was carried out to determine the significance of learning motivation's effect on learning outcomes. Table 3 shows that the *calculated* t-value of the learning motivation variable is 3.135 and has a significance value of 0.002. The *calculated* t value obtained was greater than the *t* table value, $3.135 > 1.977$, and a significance value of $0.002 < 0.05$. Thus, the 3rd hypothesis states that the *usability of* learning motivation (X_2) has a significant effect on learning outcomes (Y) is accepted.

(Path Analysis)

Path analysis is used to test hypothesis 4, namely: There is an effect of the *usability* of learning media on learning outcomes with learning motivation as an *intervening variable*. It is established, concerning the results presented in table 2 by the first regression model, that:

- 1) The regression coefficient of the direct effect of *Usability* Learning Media (X1) on Learning Motivation (X2) = 0.886.
- 2) *R Square* value

Table 4. Summary Model X1 against X2

Model	R	R Square	Adjusted R Square	std. An error in the Estimate
1	.688 ^a	.474	.470	6,710

a. Predictors: (Constant), Usability of Learning Media

The *R Square* value is 0.474. Thus the value of ε_1 can be found by the formula:

$$\begin{aligned}\varepsilon_1 &= \sqrt{1 - R^2} \\ &= \sqrt{1 - 474} \\ &= \sqrt{526} = 0.725\end{aligned}$$

It is established, concerning the results presented in table 3 by the regression model II, that:

- 1) The regression coefficient has a direct effect on the *Usability* of Learning Media (X1) on Learning Outcomes (Y) = 0.358.
- 2) The regression coefficient of the direct effect of Learning Motivation (X2) on Learning Outcomes (Y) = 0.417.
- 3) *R Square* value

Table 5. Summary Models X1 and X2 to Y

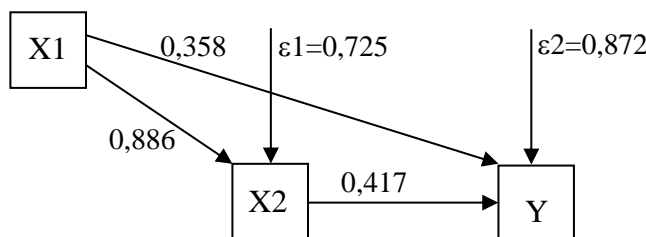
Model	R	R Square	Adjusted R Square	std. The error in the Estimate
1	.490 ^a	.240	.229	10605

a. Predictors: (Constant), Learning Motivation, Usability of Learning Media

The *R Square* value is 0.240; thus, the value of ε_2 can be found by the formula:

$$\begin{aligned}\varepsilon_2 &= \sqrt{1 - R^2} \\ &= \sqrt{1 - 240} \\ &= \sqrt{760} = 0.872\end{aligned}$$

The values mentioned above are incorporated into the structural model in the following manner to make the fundamental idea behind path analysis in this study clear:

**Figure 4. Structural Model of Path Analysis X1 and X2 to Y**

Hypothesis Testing 4

Effect of *usability* of learning media on student learning outcomes with learning motivation as an *intervening variable*.

Based on Figure 4 above, it is known:

- a. The direct effect of X1 on Y = 0.358.
- b. The indirect effect of X1 on Y through X2 is the multiplication of the beta value of X1 on X2 and the beta value of X2 on Y, namely: $0.886 \times 0.417 = 0.370$.

c. The total effect that X1 has on Y is the direct and indirect effect, namely: $0.358 + 0.370 = 0.728$.

From the calculation above, it is known that the value of the direct effect is 0.358, and the indirect effect is 0.370, which means that the value of the indirect effect = 0.379 is greater than the value of the direct effect = 0.358. These results indicate that indirectly X1 through X2 have a significant influence on Y. Thus, hypothesis 4, which states that the *usability* of learning media (X1) has a significant effect on student learning outcomes (Y) in Economics class XI SMA with learning motivation (X2) as the *intervening* variable is accepted.

Sobel test

Furthermore, testing the mediation hypothesis is carried out by the Sobel test with the following formula:

$$sat = \sqrt{b^2 sa^2 + a^2 sb^2 + sa^2 sb^2}$$

Remarks :

sab: standard error magnitude of the indirect effect

a: independent variable path with intervening variable (I)

b: the path of the intervening variable (I) with the dependent variable

sa: standard error coefficient a

sb: standard error coefficient b

$$\begin{aligned} sat &= \sqrt{(0,417^2 \times 0,079^2) + (0,886^2 \times 0,133^2) + (0,079^2 \times 0,133^2)} \\ &= \sqrt{0,0151} \\ &= 0,1229 \end{aligned}$$

Calculating the t value of the ab coefficient using the following formula is required to analyze to determine whether or not the indirect effect has a significant impact:

$$\begin{aligned} t &= \frac{ab}{sab} \\ &= \frac{0,886 \times 0,417}{0,1229} = 3,009 \end{aligned}$$

The calculated t value is compared with the t table value. Because $t_{count} > t_{table\ value}$ is $3.009 > 1.977$, it can conclude that the *usability* of learning media (X1) has a significant effect on student learning outcomes (Y) in Economics class XI high school with learning motivation (X2) as an *intervening variable*.

DISCUSSION

Based on the data analysis as described above, the following discussion can carry out:

1. The Effect of Learning Media *Usability* on Learning Motivation

Testing hypothesis 1 proves that the *Usability* of Learning Media (X1) has a significant effect on Learning Motivation (X2) which is indicated by the $t_{calculated}$ value of 11.267 greater than t_{table} 1.977 and the *sign value*. 0.000 is less than the probability of 0.05. The regression coefficient of Learning Media *Usability* (X1) on Learning Motivation (X2) is 0.886, meaning that if each Learning Media *Usability score* increases by one unit, it will increase the Learning Motivation score by 0.776 units. This positive and significant influence means that the better *Usability* of Learning Media can increase Student Learning Motivation.

The research results above are reinforced by Alwie and Sa'diyah (2019), which state that using *website*-based learning media affects student motivation at MAN 1 Bogor City. Students learning motivation after using *website*-based learning media shows a significant change. It can be proven by the high enthusiasm of students when participating in the learning process, starting from searching for information via the internet to designing their website in their style, which

makes the atmosphere in the class not boring and more lively. In addition, students can further develop their imagination in the learning process. Widiasih et al. (2017) concluded that using various media positively and significantly affects learning motivation. In addition, Puspitasari et al. (2018) concluded that the use of learning media has a significant effect on learning motivation.

2. The Effect of Usability of Learning Media on Learning Outcomes

Hypothesis 2 test proves that the *Usability* of Learning Media (X1) has a significant effect on the Learning Outcomes of Economics subject (Y) which is indicated by the calculated t value $2,091 > t_{table} 1.977$ and the *sign value*. $0.038 < 0.05$. The regression coefficient of *Usability* Learning Media (X1) on Learning Outcomes in Economics subject (Y) is 0.358, meaning that each *Usability* Learning Media score has increased by one unit, so it will be able to increase the score of Learning Outcomes in Economics by 0.358 units. This positive and significant influence implies that the better the *Usability* of Learning Media can improve the Learning Outcomes of Economics subjects.

The research results above are reinforced by Alwie & Sa'diyah (2019), who concluded that using various media positively and significantly affects learning outcomes. Pratiwi & Meilani (2018) also concluded that learning media positively and significantly affects student achievement. As one of the factors that influence the quality of student achievement, the quality of learning media, especially the level of its usefulness for student learning processes, must be increased, among others, by providing useful learning media and providing *in-service training* for teachers so that they can improve their skills in developing and using a variety of media types and forms. In addition, Setyorini & Wulandari (2021) also state that learning media significantly affects learning outcomes. Ainol (2021) concluded that learning media positively and significantly affects learning achievement.

3. Effect of Learning Motivation on Learning Outcomes

Testing hypothesis 3 proves that Learning Motivation (X2) has a significant effect on Learning Outcomes in Economics subject (Y), which is indicated by the calculated t value $3,135 > t_{table} 1.977$ and the *sign value*. 0.002 is less than the probability of 0.05. The regression coefficient of Learning Motivation (X2) on Learning Outcomes in Economics (Y) is 0.417, meaning that each score of learning motivation increases by one unit, so it will increase the score of Learning Outcomes in Economics by 0.417 units. This positive and significant influence implies that better Learning Motivation can improve the Learning Outcomes of Economics subject.

The above results are reinforced by Alwie and Sa'diyah's (2019) research, which concluded that learning motivation has a positive and significant effect on learning outcomes. Novalinda et al. (2017) also concluded that there is a significant influence of learning motivation variables on learning outcomes. Student learning motivation includes students' interest and attention to accounting lessons, student enthusiasm in carrying out accounting assignments, student responsibility in carrying out accounting assignments, student reactions to the stimulus given by the teacher, and students' pleasure in doing accounting assignments.

4. The Effect of Usability of Learning Media on Student Learning Outcomes in Class XI Economics with Learning Motivation as an Intervening Variable

Testing hypothesis 4 proves that the *Usability* of Learning Media (X1) has a significant effect on Learning Outcomes in Economics Subject (Y) with Learning Motivation (X2) as an *intervening variable* as indicated by the indirect effect value = 0.370 > the direct effect value = 0.358. That is, the position of Learning Motivation as an *intervening* or intermediary variable for the *Usability* of Learning Media and Learning Outcomes strengthens the already existing

influence.

CONCLUSION

1. *The usability* of learning media has a positive and significant effect on learning motivation. The results of data analysis show that the t_{count} is $11.267 > t_{\text{table}} 1.977$, and the probability value ($p\text{-value}$) is $0.000 < 0.05$, so H_a is accepted, and H_o is rejected. It shows that the *usability* of learning media has a positive and significant effect on learning motivation.
2. The *usability* of learning media has a positive and significant effect on learning outcomes. The results of the data analysis show that the t_{count} is $2.091 > t_{\text{table}} 1.977$, and the probability value ($p\text{-value}$) is $0.038 < 0.05$, so H_a is accepted, and H_o is rejected. It shows that the *usability* of instructional media significantly affects student learning outcomes in Economics subjects.
3. Learning motivation has a positive and significant effect on learning outcomes. The results of data analysis show that the $t\text{-value}$ is $3.135 > t_{\text{table}} 1.977$ and the probability value ($p\text{-value}$) is $0.002 < 0.05$, so H_a is accepted, and H_o is rejected. It shows that learning motivation significantly affects student learning outcomes in Economics subjects.
4. The *usability* of learning media has a positive and significant effect on student learning outcomes in class XI economics, with learning motivation as an *intervening variable*. The results of the data analysis show that the value of the indirect effect = $0.370 >$ the value of the direct effect = 0.358 . That is, the position of Learning Motivation as an *intervening* or intermediary variable for the *Usability* of Learning Media and Learning Outcomes strengthens the already existing influence.

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