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The Relationship Between Learning Activities and Learning Media with Students' Economic Learning Outcomes

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Abstract

This study aims to determine: (1) the relationship between learning activities and economic learning outcomes for students of X Accounting Class at SMK HMPTI Banjar Agung, (2) the relationship between learning media and economic learning outcomes for students in X Accounting class at SMK HMPTI Banjar Agung, (3) the relationship between between learning activities and learning media with economic learning outcomes for students of class X Accounting at SMK HMPTI Banjar Agung. This research is an ex-post facto research. The population in this study were 102 students of class X SMK HMPTI Banjar Agung. Sampling was done using cluster random sampling technique. The results based on the use of cluster random sampling technique obtained class X Accounting as a sample of 40 students. Data were collected using the methods of observation, interviews, documentation, and questionnaires, while the analysis used Product Moment Correlation. The results show that (1) there is a close relationship between learning activities and economic learning outcomes for students of class X Accounting at SMK HMPTI Banjar Agung, with the calculated value obtained thit = 5.3824 and tdaf = 2.02 the difference is 3.3624, thus thit tdaf, (2) there is a close relationship between learning media and economics learning outcomes for students of class X Accounting at SMK HMPTI Banjar Agung, with the calculated value obtained thit = 4.2015 and tdaf = 2.02 the difference is 2.1815, thus hit tdaf, (3) there is a close relationship between learning activities and learning media with economic learning outcomes for students of class X Accounting at SMK HMPTI Banjar Agung, with the calculated value obtained fhit = 3.4125 and fdaf = 3.26 with a difference of 0.1525 test criteria due to thit fdaf. From these calculations, it can be concluded that there is a close relationship between learning activities and learning media with economic learning outcomes for students of class X Accounting at SMK HMPTI Banjar Agung for the 2017/2018 academic year.

Keywords: learning activities, learning media, economic learning outcomes

1. Introduction

School as an educational institution has a role in efforts to develop the abilities of students as optimally as possible (Verawati et al., 2022). National education aims to improve the quality of human resources who are ready to become human beings as development actors (Yuliantri, 2022). Therefore, education is carried out in an integrated, harmonious manner, in accordance with the demands of the development of the Indonesian nation in all areas of life. Education is the main capital in advancing a State and Nation, including the Indonesian Nation and State which is stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning national education which reads: National education functions to develop and shape the character and customs of the nation aimed at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are capable, creative, independent, and become democratic and responsible citizens (Hadi et al., 2022).

Successful learning must carry out activities, both physical and psychological activities (Syarifah et al., 2022). Physical activity is that students are active with their limbs, making things, playing or working. While psychic activity (psychological) is a student whose mental power works as much as possible or functions a lot in the context of teaching to get optimal teaching while actively participating in the teaching process (process of acquiring learning outcomes) (Dewi et al., 2022).

Therefore, to achieve good learning outcomes in accordance with the success criteria based on the curriculum, students must be able to increase their learning activities (Puspitarini and Hanif, 2019). One of the factors that influence learning outcomes in addition to learning activities is the way students learn both at school and at home. To motivate students to be correct in their learning, the role of the teacher very big because the task of the teacher besides

him as an educator and teacher, the teacher is also responsible for guiding the growth and development of children to reach their respective maturity. Besides that, the parent factor plays a very important role in generating students' ways of learning to learn (Utomo et al., 2021).

Learning outcome is assessments of the level of mastery of knowledge or skills achieved by students after carrying out the learning process in an effort to achieve predetermined learning goals and usually expressed in the form of numbers, symbols, letters or sentences that can reflect the results that have been achieved in a certain period (Panigrahi et al., 2018).

Based on the existing problems, researchers temporarily found a reason why student learning outcomes were still largely unfinished. The learning media that have been used in the classroom have been maximally carried out by the teacher but the student learning activities still not optimal and the learning media students who are not right at the time of the learning process so that student learning outcomes are still many that have not been completed. In carrying out learning activities, it must also be supported by student learning media. Students whose learning method is not good will have difficulty absorbing the subject matter presented by the teacher. The main objectives of this research as follows:

1. This study aims to determine the relationship between learning activities and economic learning outcomes for students of class X accounting at SMK HMPTI Banjar Agung in the odd semester of the 2017-2018 school year.
2. This study aims to determine the relationship between learning media and economic learning outcomes for students of class X accounting at SMK HMPTI Banjar Agung in the odd semester of the 2017-2018 school year.
3. To find out the relationship between learning activities and student learning media with economic learning outcomes for class X accounting students at SMK HMPTI Banjar Agung in the odd semester of the 2017-2018 school year.

2. Related Work

According to Gustiani (2020), learning activities is that all student activities in the learning process, starting from character physical nor mentally. Furthermore, in learning there must be a process of experiencing. Experience is an interaction with the environment. The interaction referred to here is the action from the environment in the form of external stimuli. There are many types of activities that students can do at school (Zhang, 2022). Some types of learning activities are as follows:

- Listen.
  Listening is one of the learning activities. Everyone who learning in school there must be a listening activity. When a teacher uses the lecture method, each student is required to listen to what the teacher has to say. Being a good listener is required of them.

- Look
  To look is to direct one's vision to an object. The activity of seeing is closely related to the eyes. Because in seeing it the eyes play the most important role. Without eyes it is impossible to see activities that can be done.

- Touching, Kissing and Tasting/Taste.
  The activities of touching, smelling, and tasting are human senses that can be used as tools for learning purposes. This means that the activities of touching, smelling and tasting can provide an opportunity for someone to learn. The activity must be realized by a purpose.

- Writing or Taking Notes
  Writing or taking notes is an activity that cannot be separated from learning activities. In education Traditionally, note-taking is an activity that often Even though at certain times one has to listen to lectures, he cannot ignore the problem of taking notes on things that are considered important.

- Read
  Reading activity is the activity that is mostly done while studying at school or in college. Reading here does not have to just read books, but also read magazines, newspapers, tabloids, research journals, study or lecture notes and other things related to study needs.

- Make an overview or summary and underline
  Overviews or summaries can be helpful in terms of remembering or searching return to the material in the book for the future. For intensive study purposes, however, simply making an overview is not enough. While reading, important things need to be underlined. This is very helpful in efforts to find the material again in the future.

In learning, there are many factors that influence it. Of the many factors - factors that influence learning activity. The factors of influence learning activities as follows (Rapanta et al., 2020):

a. Endogenous factors, namely factors that exist within the child itself, for example interests, talents, willingness, attitudes, motivation, intelligence, and health.
b. Exogenous factors, namely factors that come from outside the child in the form of school, family, and environmental factors.

So, it can be considered that endogenous factors play an important role for the occurrence of student activities. Feelings of enjoying the activity that is being carried out will be able to increase the activity in the activity. Therefore, students must realize the importance of endogenous factors the and try for develop it. From this opinion, it is clear that what influences learning activities are factors that come from within the students themselves and from outside the students themselves (Esteban-Guitart et al., 2020).

Quality education requires teacher resources who are capable and ready to play a professional role in the school and community environment (Risnandar et al., 2019). In today's era of rapid development of science and technology, teacher professionalism is not enough only with the ability to teach students, but also must be able to manage information and the environment to facilitate student learning activities (Friedrich et al., 2021).

The impact of the development of science and technology on the learning process is enriched learning resources and media, such as textbooks, modules, overhead transparency (ohp), films, videos, television, slides, web, etc. (Sambas et al., 2019). Professional teachers are required to be able to choose and use various types of learning media around them (Musdalifah and Islam, 2022).

Media is a tool that has the function of conveying messages. Learning media is a tool that serves to convey learning messages (Widodo, 2018). Learning is a process of communication between learning, teachers, and teaching materials. Communication will not run without the help of means of delivering messages or media. Media that functioned as a source of learning when viewed from its literal meaning there are also humans in it, objects, or all something which allows students to obtain information and knowledge that is useful for students in learning, and what about the existence of these learning media (Astra et al., 2015). The increasing role of learning media in the world of education demands the role of teachers who have good literacy technology skills. The process of assessing learning outcomes can provide information to teachers about student progress in an effort to achieve learning goals through learning activities. Furthermore, from this information the teacher can arrange and foster further student activities, both for the whole class and individually (Tamrin et al., 2017).

According to Kowalik-Olubinska (2012), learning outcome is abilities obtained by children after going through learning activities. Learning itself is a process of someone trying to obtain a form of behavior change that is relatively permanent. The key word of learning is behavior change. The learning outcomes reflect the breadth and depth and complexity of competencies formulated in knowledge, behaviors, skills, attitudes, and values that can be measured using certain assessment techniques.

From the definition of learning outcomes above, it can be concluded that the learning outcomes is the result of efforts in activities learn where to find changes in the form of mastery of a number of knowledge attitudes and skills– visible skills of students. Learning is a change in behavior that obtained by students through activities learn as a result of participant interaction educated with an educational environment and with the teacher. From this understanding it is clear that learning will be successful if there is learning activity.

The learning activity is student activities that support learning success (Levy et al., 2009). The learning process will not occur. To improve student learning outcomes, apart from learning activities, it is necessary to emphasize the existence of good learning media. Good learning outcomes are the success of students who are supported by appropriate learning media and by carrying out learning activities can train students' skills. Learning media is a tool that serves to convey learning messages (Maher, 2004). Learning is a process of communication between learning, teachers, and teaching materials. Communication will not run without the help of means of delivering messages or media.

To achieve effective and efficient success, it is characterized by an attitude, capture and understanding of science, skills and knowledge habits, so that with this it will appear changes in behavior for students as a result of activity study and media learning to achieve results study (Dias and Diniz, 2014). Likewise with activities learning will make a habit fun so that learning outcomes too can be achieved effectively and efficiently. With the achievement of these learning objectives, then learning outcomes will be achieved as well, so in the end it works or not students in learning depend on the student himself (Sari and Setiawan, 2018). High awareness in learning, is the main key for increase results study, consciousness itself concerns some student obligations and responsibilities in learning activities, which in the end can improve performance. Meanwhile, learning media in the form of technology is a medium to encourage students to invest more in the form of hearing and vision in order to obtain information (Williamson et al., 2019). By having good learning media, it will be felt that every learning effort always gives very satisfactory results, the knowledge learned can be mastered so that the exam can be carried out successfully. Based on the opinion above, it can be concluded that there is a relationship between learning activities and learning media with learning outcomes.

3. Materials and Methods

This research is a quantitative research that examines the relationship between the independent variable and the dependent variable. This study looks for the relationship between learning activities and learning media with economic learning outcomes, using the questionnaire method as a tool to collect data. Here, the population in this study are all students of class X Odd Semester SMK HMPTI Banjar Agung for the 2017/2018 academic year, totaling 102 students. While the sample is part of the number and characteristics possessed by the population. In this study, the researcher used a cluster random sampling method. Sampling in this study was carried out by drawing lots of class X groups in SMK HMPTI Banjar Agung and the chosen ones were class X Accounting, totaling 40 students. While the instrument data collection used observation, interviews, documentation and questionnaires.

To find out whether the multiple linear regression data obtained from the study is meaningful if it is used to make conclusions about the relationship between Y and $X1$ and $X2$, then used to test the significance of multiple linear regression equations. Hypothesis Formula:

H_0 : Regression is meaningless when used to make conclusions.
H_1 : Regression has meaning when used to make conclusions.

4. Results and Discussion

The results of the first survey also obtained information data regarding the subject matter economy Integrated that includes including the field of Economics, History, and geography. In this study, the researcher determined that the problem in this study was student learning outcomes in the field of economics, so this research focused on learning outcomes economy. Economics as a subject that has the characteristics of an abstract object, a deductive and consistent mindset also cannot be separated from the development of science and technology. In teaching and learning activities, teachers generally realize that economics is a lesson that is less attractive and boring for most students. This results in students being less motivated or less interested in actively studying economics so that their learning outcomes are not satisfactory.

Based on interviews with teachers in the field of study economy in Class X Accounting SMK HMPTI Banjar Agung, that the standard of graduation or completion agreed upon by the school is 65, considering the complexity of the lesson. Complete and incomplete criteria

These are based on indicators for determining KKM, including Intake, Complexity, and Carrying Capacity. Intake is the ability possessed by students. Complexity relates to the complexity of the subject matter, and carrying capacity relates to the methods, means and facilities used during the learning process.

Based on the results of a survey that the author did at SMK HMPTI Banjar Agung, there is one problem regarding learning outcomes economy Integrated students, namely the percentage students who score below 65 are still quite large, this means that there are still many students who have not reached the Minimum Completeness Criteria (KKM). This can be seen from the Table 1.

Table 1. Midterm Tests Results X Accounting SMK HMPTI Banjar Agung

No	Score	Criteria	Amount	Percentage (%)
1	> 65	Complete	31	77.5
2	< 65	Not Completed	9	22.5
Total	-	-	40	100

Based on the Table 1, it can be seen that the students who scored 65 or complete learning are as many as 31 students (60%), while those who get a score of <65 or have not finished studying as much 9 students (40%), so it can be concluded that students' learning outcomes in Integrated economics are still in the unfinished category.

After the data from each variable has been collected, both data about the score of the learning activity questionnaire and the way of learning with economic learning outcomes for students of class X Accounting at SMK HMPTI Banjar Agung. Next, look for the relationship between the independent variables, namely student learning activities ($X1$), student learning media ($X2$) and the dependent variable of economic learning outcomes of students at SMK HMPTI Banjar Agung (Y).

4.1. Relationship between learning activities and learning outcomes

To find out whether the correlation coefficient from the study is significant enough if it is used to draw conclusions, a hypothesis test is carried out.

$H_0: r_{y12} = 0$ (Partial correlation coefficient is meaningless)
$H_1: r_{y12}$ 0 (Partial correlation coefficient is quite significant)

Statistical formula at the significance level: 5%

$$\begin{aligned} t_{daf} &= t_{\left(1-\frac{1}{2}\right)}(n - k - 1) \\ &= t_{\left(1-\frac{1}{2}0.05\right)(40 - 2 - 1)} \\ &= t_{(0.975)(37)} \\ &= 2.02(List\ G) \end{aligned}$$

From testing the hypothesis between learning activities and economic learning outcomes, it is shown by the coefficient $t_{hit} = 5.3824$ and $t_{daf} = 2.02$ with a difference of 3.3624, thus $t_{hit}\, t_{daf}$ then H_0 rejected and H_1 accepted, meaning that the partial correlation is quite significant.

This shows that the hypothesis $r_{y12} = 0.7137$ therefore there is a close relationship between learning activities with economic learning outcomes, from the results of these calculations can be proven true.

This illustrates that students who have high learning activities will have good learning outcomes. This shows that the hypothesis is that there is a close relationship between learning activities and economic learning outcomes.

4.2. The relationship between learning media and learning outcomes.

To find out whether the correlation coefficient from this study is significant enough if it is used to draw conclusions, a hypothesis test is carried out.

$H_0: r_{y12} = 0$ (Partial correlation coefficient is meaningless)
$H_1: r_{y12}$ 0 (Partial correlation coefficient is quite significant)

At the significance level : 5%

$$\begin{aligned} t_{daf} &= t_{\left(1-\frac{1}{2}\right)(n - k - 1)} \\ &= t_{(0.975)(37)} \\ &= 2.02(List\ G) \end{aligned}$$

Based on hypothesis testing between learning media and economic learning outcomes, it is obtained $t_{hit} = 4{,}2015$ and $t_{daf} = 2.02$ difference 2.1815 thus $t_{hit}\, t_{daf}$ then H_0 rejected, meaning that the partial correlation is quite significant. This shows that the hypothesis $r_{y21} = 0.6421$. Therefore, there is a close relationship between how to learn and the results of studying economics, from the results of these calculations it can be proven true.

4.3. The relationship between learning activities and learning media with economic learning outcomes

The Hypothesis formula as follows:

$H_0 = 0$ (Multiple correlation coefficient is meaningless)
$H_1 = 0$ (Multiple correlation coefficient is quite significant)

At the significance level = 0.05.

$$\begin{aligned} F_{daf} &= f_{(1-0.05)(k,n - k - 1)} \\ &= f_{(1- 0.05)(2,40-2-1)} \\ &= f_{(0.095)(2.37)} \\ &= 3.26(List\ I) \end{aligned}$$

From the above calculations obtained $f_{hit} = 3.4087$ and $f_{daf} = 3.26$. Test criteria due to $f_{hit}\, f_{daf}$ at the 5% significance level then H_0 rejected, that is, multiple correlations are quite significant, this shows that the hypothesis is $R^2 = 0.1480$. Therefore, there is a close relationship between learning activities and learning media with economic learning outcome.

4.4. Results of hypothesis testing

The results of hypothesis testing obtained from statistical calculations are presented successively as follows:

1. The first hypothesis "there is a close relationship between learning activities and economic learning outcomes for students of class *X* Accounting at SMK HMPTI Banjar Great". From the calculation results obtained $r_{y12} = 0.7137$, the economics learning outcomes of students of class *X* Accounting at SMK HMPTI Banjar Agung, amounted to 71.37% and if r_{y12} is included in the sufficient category, meaning that the first hypothesis is accepted.
2. The second hypothesis "there is a close relationship between learning media and economic learning outcomes for class *X* Accounting students at SMK HMPTI Banjar Great". From the calculation results obtained $r_{y21} = 0.6421$, the results of studying economics for students of class *X* Accounting at SMK HMPTI Banjar Agung, amounting to 64.21% and if r_{y21} is included in the sufficient category, meaning that the second hypothesis is accepted.
3. The third hypothesis "there is a close relationship between learning activities and learning media with economic learning outcomes for students of class *X* Accounting at SMK HMPTI Great Banjar". From the calculation results obtained $R^2 = 0.1480$, this calculation shows a positive result if R^2 is included in the sufficient criteria, meaning that the third hypothesis is accepted.
4. Based on the results of the third analysis
   The proposed hypothesis can be understood that learning activities and learning media have a relationship with economic learning outcomes for students of class *X* Accounting at SMK HMPTI Banjar Agung.

5. Conclusion

Based on the data analysis that has been done, it can be concluded that economic learning outcomes can be improved by increasing high learning activities and good learning media. This conclusion is supported by the following findings: (i) there is a close relationship between learning activities and economics learning outcomes for students of class X Accounting at SMK HMPTI Banjar Agung; (ii) there is a close relationship between learning media and economics learning outcomes for students of class X Accounting at SMK HMPTI Banjar Agung; (iii) there is a close relationship between learning activities and learning media with economic learning outcomes for class X Accounting students at SMK HMPTI Banjar.

Based on the results of data analysis conclusions that have been obtained, the authors provide the following suggestions: (i) So that the learning outcomes obtained are better, students are expected to be more diligent and increase their learning activities. Because by getting used to good learning activities, you will get good grades too; (ii) so that the learning outcomes obtained are more good, hope students more pay attention to the way and the media of learning, because with the right way and learning media, students will be able to study well so that students will get good grades as well; (iii) for better learning outcomes, it is recommended that students increase their activities and learning media that support them, both at school and at home. Because learning activities and learning media are related to the learning outcomes achieved by students. The higher the student's learning activities and supported by good learning media, it will produce a good change in learning outcomes.

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