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THE INFLUENCE OF LEARNING MEDIA *USABILITY* AND LEARNING MOTIVATION ON STUDENT LEARNING OUTCOMES IN ECONOMICS SUBJECT

(Study on Class XI Students of Private High Schools at Sanggar 016 DKI Jakarta)

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ABSTRACT

This research was conducted to analyze the effect of the usability of learning media on student learning outcomes in Economics subject 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 population of this study were all students of Class XI IPS 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 who were selected using the proportional random sampling technique. The collection technique uses the survey method with a closed questionnaire via Google Form. 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*

1. PRELIMINARY

During the Covid-19 pandemic, many students experienced *learning loss* , which is 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, 2022). As the spread of Covid-19 has decreased, face-to-face learning has been reinstated since Monday, January 10, 2022 with reference to the Joint Decree (SKB) of 4 Ministers dated December 21, 2021. Face-to-face learning is expected to be able to improve student learning outcomes due to the fact that PJJ cannot 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) states that the purpose of using learning media is to facilitate communication and improve learning outcomes. This is because the use of instructional media can help students absorb the subject matter more deeply and completely.

Nurdyansyah (2019) states, 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 the use of media, 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 Sure (2021) concluded that learning media has a positive and significant effect on learning achievement.

The use of learning media besides being able to directly improve 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) in his research concluded that there was a significant influence of learning motivation variables 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) in his research concluded that the use of varied media has a positive and significant effect on learning motivation. The use of varied media has a positive and significant effect on learning outcomes, and learning motivation has a positive and significant effect on learning outcomes.

The results of 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, there were still 17 students (20.99%) who 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. This is partly because the teacher has not used learning media that attracts students' attention, so that students are less motivated to take part in learning.

Based on the description above, the researcher wants to know the direct effect of learning media *usability* and motivation on learning outcomes, 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 conducting research on the Effect of *Usability* of Learning Media and Learning Motivation on Student Learning Outcomes in Economics Subjects for the 2022/2023 Academic Year.

2. LITERATURE REVIEW

2.1 Learning Outcomes

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

Furthermore, it was explained by Ramayulis (2012) 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 a temporary change. Behavior changes regarding all

aspects of personality, both changes in knowledge, abilities, skills, habits, attitudes and other aspects of behavior.

Learning outcomes according to Bloom, et al. (Ratnawulan & Rosdiana, 2014), can be grouped into three domains namely cognitive, affective, and psychomotor. Each domain is organized into several levels of ability, ranging from simple to complex, from easy to difficult, and from 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 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, it can be stated that learning outcomes are permanent and positive changes in a person after going through a process of training or experience in the form of interactions with other individuals and their environment which includes cognitive, affective and psychomotor aspects.

2.2 *Usability* of Learning Media

Rossie & Breidle in Kristanto (2016) defines that learning media are all tools and materials that can be used 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) 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 be made, 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 functions to make teaching more attractive to students so that it can foster learning motivation, 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 be realized 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 be improved, (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, it can be concluded that the *usability* of learning media is anything that can be used to convey messages, namely learning materials so that students feel interested and more easily accept the message so that learning objectives can be achieved.

2.3 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) motive is something people think and want that causes something. Usman (2011) explains the definition of motivation is 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 relation to student learning activities, motivation has an important role as a driving force from within that encourages a student to make various efforts that lead to the achievement of 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 in achieving goals. Two functions of motivation in the learning process put forward by Sanjaya (2010) , namely: 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, it can be stated that learning motivation is the driving force or driving force that arouses and directs one's behavior to carry out various efforts that lead to the achievement of its learning goals.

3. RESEARCH METHODOLOGY

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, analyzing data that is quantitative/statistical in nature, with the aim of testing the established hypotheses. Quantitative approach is used because this research meets the required criteria.

The population of this study were 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 (so that 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 were 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 is the score of the Mid Semester Examination for the 2022/2023 school year. The *Usability* of Learning Media and Learning Motivation are 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 is the normality test. According to Supardi (2012) 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 using the *Kolmogorov Smirnov normality test* .

To test the hypothesis that has been proposed by researchers 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) directly 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

To find out the significance of each of these regression models, 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, then 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 is used to test 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:

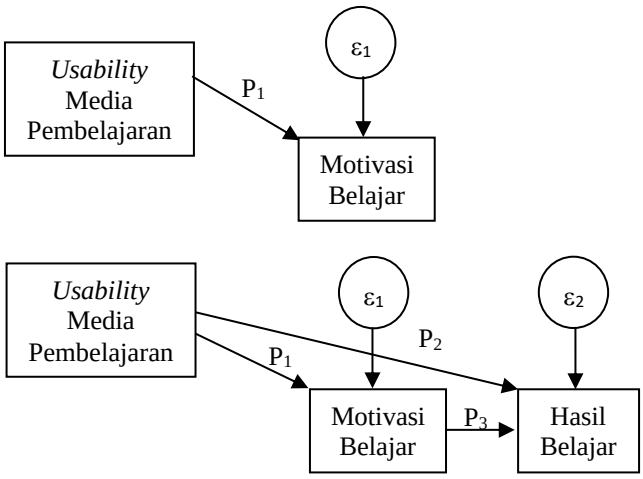

Figure 1. Path Analysis Structural Model

- ε1 shows the total *variance* of the learning motivation variable (Z) which is not explained by the learning media *usability variable* (X) . Value ε1 is searched by the formula: $\varepsilon_1 = \sqrt{1-R^2}$
- ε2 shows the total *variance* of the learning outcome variable (Y) which is not explained by the work motivation variable (Z) . Value ε2 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 be stated 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 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

To test the significance of the indirect effect, 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 that the Sobel test requires a large number of samples, if the number of samples is small, the Sobel test becomes less conservative.

4. RESEARCH RESULTS AND DISCUSSION

Test Requirements Analysis

The analysis requirements test used is 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:

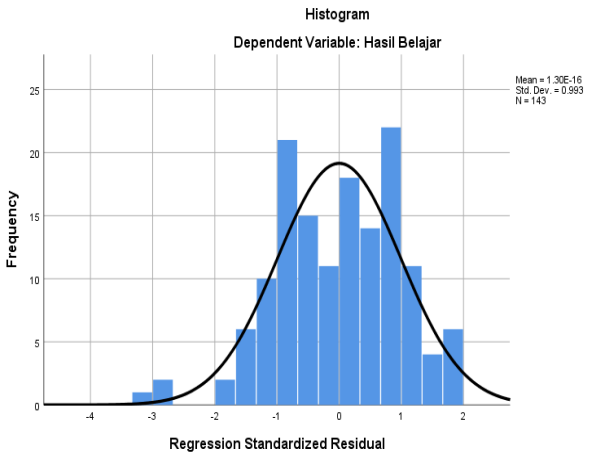

Figure 2. Normality Test Histogram Graph

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 be stated that the regression model meets the assumption of normality.

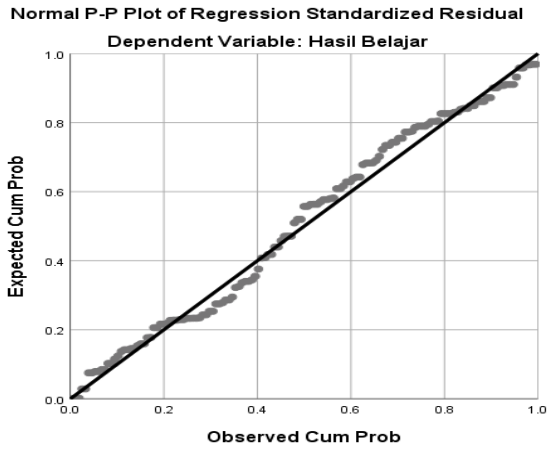

Figure 3. Normal P-Plot Graph

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 be stated 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
asymp. 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 drawing conclusions are as follows:

- If sig > 0.05 then the data on the variable is normally distributed.
- If sig < 0.05 then the data on the variable is not normally distributed.

Based on the table it can be seen that the significance value obtained is 0.200 > 0.05. Thus it can be stated that the research data is normally distributed.

Hypothesis test

Simple regression analysis was carried out to test hypothesis 1, namely: There is an effect of the *usability* of learning media on learning motivation. From the results of simple regression analysis, the following results are obtained:

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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 .

To determine the significance of the effect of the *usability* of learning media on learning motivation, a partial test (t-test) was carried out. From the table it is known that the $_{calculated}$ t value of the learning media *usability* variable is 11.267 and 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 $t_{table\ value}$, namely 11.267 > 1.977 and a significance value of 0.000 <0.05. Thus, the 1st hypothesis which states that the *usability* of learning media (X1) has a significant effect on learning motivation (X2) is accepted.

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 be seen 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. S each learning media *usability* score experience an increase of one unit, it will increase the score of learning outcomes by 0.358 units .

To find out the significance of the *usability effect* of learning media on learning outcomes, a partial test (t-test) was carried out. From table 3 it is known that the $_{\text{calculated}}$ t value of the *usability* variable of learning media is 2.091 and the significance value is 0.038. The $_{\text{calculated}}$ t value obtained was greater than the t $_{\text{table value}}$, namely 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 (X1) has a significant effect on learning outcomes (Y) is accepted.

Hypothesis Testing 3

From the regression equation Y = 25.535 + 0.358X $_1$ + 0.417X $_2$ it can be seen 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 .

To determine the significance of the effect of learning motivation on learning outcomes, a partial test (t-test) was carried out. From table 3 it is known that the $_{\text{calculated}}$ t value of the learning motivation variable is 3.135 and a significance value of 0.002. The $_{\text{calculated}}$ t value obtained was greater than the t $_{\text{table value}}$, namely 3.135 > 1.977 and a significance value of 0.002 <0.05. Thus, the 3rd hypothesis which states that the *usability of* learning motivation (X2) 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* . Referring to the output of the regression model I in table 2, it is known 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. Error of 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:

ε 1 = $\sqrt{1 - R^2}$

= $\sqrt{1 - 474}$

= $\sqrt{526}$ = 0.725

Referring to the output of the regression model II in table 3, it is known 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

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Table 5. Summary Models X1 and X2 to Y

Model	R	R Square	Adjusted R Square	std. Error of 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:

$\varepsilon 2 = \sqrt{1 - R^2}$
$= \sqrt{1 - 240}$
$= \sqrt{760} \quad = 0.872$

To clarify the basic concept of path analysis in this study, the above values are included in the structural model as follows:

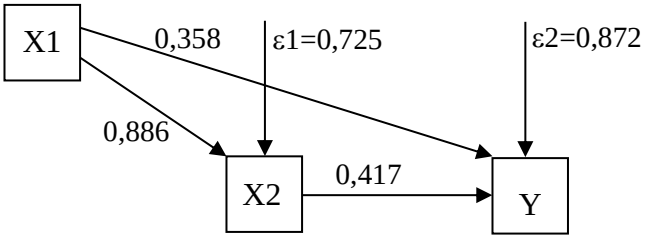

Figure 4. Structural Model of Path Analysis X1 and X2 to Y

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 x 0.417 = 0.370.
c. The total effect that X1 has on Y is the direct effect plus the 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 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

$sat = \sqrt{(0{,}417^2 x 0{,}079^2) + (0{,}886^2 x 0{,}133^2) + (0{,}079^2 x 0{,}133^2)}$
$= \sqrt{0{,}0151}$
$= 0.1229$

To test the significance of the indirect effect, it is necessary to calculate the t value of the ab coefficient with the following formula:

$$t = \frac{ab}{sab}$$
$$= \frac{0{,}886x0{,}417}{0{,}1229} = 3.009$$

calculated t value is compared with the t table value . Because t count > t table value is 3.009 > 1.977, it can be concluded 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 be carried 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 calculated t value 11.267 greater than t tabel 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 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 results of the research above are reinforced by research by Alwie and Sa'diyah (2019) which states that there is an effect of using *website* -based learning media on student motivation at MAN 1 Bogor City. Students' learning motivation after using *website* -based learning media shows a significant change. This 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 own 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 the use of various media has a positive and significant effect on learning motivation. In addition, Puspitasari, et al. (2018) concluded that there is a significant effect of the use of learning media 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 tabel 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 results of the research above are reinforced by research by Alwie & Sa'diyah (2019) which

concluded that the use of varied media has a positive and significant effect on learning outcomes. Pratiwi & Meilani (2018) also concluded that learning media has a positive and significant effect on 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 trainings* for teachers so that they are able to improve their skills in developing and using a variety of media types and forms. In addition, Setyorini & Wulandari (2021) also state that learning media has a significant effect on learning outcomes. Ainol (2021) concluded that learning media has a positive and significant effect on 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 $_{\text{calculated t value}}$ 3,135> t_{tabel} 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 the better Learning Motivation can improve the Learning Outcomes of Economics subject.

The results of the research above are reinforced by the research of Alwie and Sa'diyah (2019) 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 influence that already exists.

5. CLOSING

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_{table} 1.977 and the probability value (*p-value*) is 0.000 <0.05, so Ha is accepted and Ho is rejected. This 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_{table} 1.977 and the probability value (*p-value*) is 0.038 <0.05, so that Ha is accepted and Ho is rejected. This shows that the *usability* of instructional media has a significant effect on 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 -value is $_{3.135}$ > t_{table} 1.977 and the probability value (*p-value*) is 0.002 <0.05, so that Ha is accepted and Ho is rejected. This shows that learning motivation has

a significant effect on 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 influence that already exists.

Implications

The implication of the results of this study is the importance of increasing the *usability* of learning media in order to increase learning motivation and student learning outcomes. *The usability* of learning media besides being able to improve learning outcomes directly, can also improve learning outcomes indirectly through learning motivation. This shows the importance of the *usability factor* of learning media to improve student learning outcomes. *Usability* improvement can be done, among others, through:

1. Increasing teacher competence in using learning media through training.
2. School support in preparing various learning media.

Suggestion

1. Students are expected to take seriously the use of learning media and follow instructions from the teacher so that learning can run as expected so that students are more motivated and in turn student learning outcomes can increase.
2. Teachers should continuously try to improve their competence in terms of using learning media by participating in training, reading references on effective learning media and collaborating with fellow teachers so that they can improve their ability to use learning media.
3. Parents of students are expected to provide direction and monitor the development of student learning and communicate with teachers about the difficulties faced by students so that solutions can be found so that students can study well.
4. The school is expected to provide support to teachers in terms of using learning media by providing the equipment needed by teachers, involving teachers in seminars or training so that teachers' abilities to use learning media can be improved.

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