THE EFFECT OF LEARNING MEDIA AND ONLINE LEARNING METHOD ON STUDENT'S LEARNING MOTIVATION SMK NEGERI 1 DEPOK 2020/2021

PENGARUH MEDIA PEMBELAJARAN DAN METODE PEMBELAJARAN DALAM JARINGAN TERHADAP MOTIVASI BELAJAR SISWA SMK NEGERI 1 DEPOK TAHUN AJARAN 2020/2021

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Abstract

This study aims to determine the effect of (1) Learning Media on Student Learning Motivation of Grade XI AKL SMK Negeri 1 Depok, (2) Online Learning Methods on Student Learning Motivation of Grade XI AKL SMK Negeri 1 Depok, and (3) Learning Media together with Online Learning Methods on Student Learning Motivation of Grade XI AKL SMK Negeri 1 Depok.

This research is an ex-post-facto study with a quantitative approach. The subjects of this research were students of grade XI majoring in Financial Accounting and Institutions of SMK Negeri 1 Depok with a total of 36 students. Data collection was carried out using a questionnaire via Google form. The validity and reliability tests of the instruments were carried out at SMK Negeri 1 Depok on 34 students of grade XI AKL 3. Data analysis was carried out with descriptions of research data, analysis of prerequisite tests, and hypothesis testing.

The results showed that: (1) There was a positive and significant influence of Learning Media on Student Learning Motivation in Grade XI AKL SMK Negeri 1 Depok 2020/2021 with r_{x1y} of 0.489 and the coefficient of determination r^2_{x1y} of 0.239. (2) There is a positive and significant effect of Online Learning Methods on Student Learning Motivation in Grade XI AKL SMK Negeri 1 Depok 2020/2021 with r_{x1y} of 0.518 and the coefficient of determination r^2_{x1y} of 0.269. (3) There is a positive and significant effect of Learning Media together with Online Learning Method on Student Learning Motivation in Grade XI AKL SMK Negeri 1 Depok 2020/2021 with $R_{y(1.2)}$ of 0.602 and the determination coefficient $R^2_{y(1.2)}$ of 0.363.

Keywords: Learning Media, Online Learning Method, Student Learning Motivation

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh (1) Media Pembelajaran terhadap Motivasi Belajar Siswa kelas XI AKL SMK Negeri 1 Depok, (2) Metode Pembelajaran Daring terhadap Motivasi Belajar Siswa kelas XI AKL SMK Negeri 1 Depok, dan (3) Media Pembelajaran dan Metode Pembelajaran Daring secara bersama-sama terhadap Motivasi Belajar Siswa kelas XI AKL SMK Negeri 1 Depok.

Penelitian ini merupakan penelitian *ex-post facto* dengan pendekatan kuantitatif. Subyek penelitian ini adalah siswa kelas XI jurusan Akuntansi Keuangan dan Lembaga SMK Negeri 1 Depok dengan jumlah 36 siswa. Pengumpulan data dilakukan dengan menggunakan angket lewat media *Google form*. Uji validitas dan reliabitilas instrumen dilaukan di SMK Negeri 1 Depok pada 34 siswa kelas XI AKL 3. Analisis data dilakukan dengan deskripsi data penelitian, uji prasyarat analisis, dan uji hipotesis.

Hasil penelitian menunjukkan bahwa: (1) Terdapat pengaruh positif dan signifikan Media Pembelajaran terhadap Motivasi Belajar Siswa kelas XI AKL SMK Negeri 1 Depok Tahun Ajaran 2020/2021 dengan r_{x1y} sebesar 0,489 dan koefisien determinasi r^2_{x1y} sebesar 0,239. (2) Terdapat pengaruh positif dan signifikan Metode Pembelajaran Daring terhadap Motivasi Belajar Siswa kelas XI AKL SMK Negeri 1 Depok Tahun Ajaran 2020/2021 dengan r_{x1y} sebesar 0,518 dan koefisien determinasi r^2_{x1y} sebesar 0,269. (3) Terdapat pengaruh positif dan signifikan Media Pembelajaran dan Metode Pembelajaran Daring secara bersama-sama terhadap Motivasi Belajar Siswa kelas XI AKL SMK Negeri 1 Depok Tahun Ajaran 2020/2021 dengan $R_{y(1,2)}$ sebesar 0,602 dan koefisien determinasi $R^2_{y(1,2)}$ sebesar 0,363.

Kata kunci: Media Pembelajaran, Metode Pembelajaran Daring, Motivasi Belajar Siswa

INTRODUCTION

Motivation is an impulse that can come from outside or within a person. Motivation has a function to help or encourage someone to achieve their goals. Because motivation is related to the achievement of goals, the level of motivation of a person or group of people is very much considered to achieve the desired goals. In the field of education, learning motivation is an important factor in achieving educational goals. According to Sardiman (2018: 25), motivation can make humans act/move, determine the direction of action following the formulation of goals and determine the actions that must be done to achieve goals. So it can be concluded that learning motivation can encourage students to carry out learning activities to achieve desired goals, such as high learning outcomes or a high learning achievement. Motivasi yang tinggi dapat merangsang atau mendorong seseorang lebih baik lagi untuk mencapai tujuannya. High motivation can stimulate or encourage someone to better achieve their goals. A person's motivation level can be influenced by several things according to their needs and thought patterns. This also applies to learning motivation where the high and low can be influenced by several factors. According to Dimyati dan Mudjiono (2004: 89), there are several things that can affect student's learning motivation, namely: (1) The ideals and aspirations of students; (2) The ability of students; (3) The condition of the student; (4) The condition of the student's environmental; (5) The teacher's efforts in teaching the students. In pursuit of good

and smooth learning, teachers can use a variety of different learning methods equipped with the use of learning media so that students don't get bored with participating in learning.

SMK Negeri 1 Depok is one of the Vocational High Schools that is faced with problems regarding student learning motivation, especially in 2020. According to interviews conducted with students majoring in Accounting and Finance at the SMK Negeri 1 Depok Institute at the beginning of the year, they admitted that learning changes from offline (outside the network) to being online (in the network) makes them have to adapt to distance learning. This change in learning from offline to online is due to regulations from the Ministry of Education and Culture in 2020, namely, Surat Mendikbud No. 4 of 2020 concerning the Implementation of Education in the Emergency Period of Coronavirus Disease (Covid-19) and Surat Mendikbud No. 15 of 2020 concerning Guidelines for Organizing Learning From Home in the Emergency of the Spread of Covid-19. The implementation of Study From Home (SFH) was extended until the end of 2020 due to the pandemic situation that had not improved, this made students unable to carry out learning as usual at school but was replaced by a form of distance learning that could be carried out in their respective homes. The change in learning from offline to online at SMK Negeri 1 Depok makes teachers have to adjust the learning methods and learning media used according to online learning.

According to Wina Sanjaya (2008: 163) what is meant by media is "anything that can be used to transmit messages from the sender (teacher) to the recipient (students) so that it can stimulate thoughts, feelings, attention, and student interests in such a way that the process learning happens. " Agreeing with this statement, according to Nunuk Suryani (2012: 136) "Learning media is media used in learning, which includes tools for teachers to teach students and means of carrying messages from learning sources to recipients of learning resources (students)". One of the benefits benefits of learning media in the learning process of students according to Nana Sudjana & Ahmad Rivai (2007: 2) is the learning will attract more students' attention so that it will foster learning motivation. The function of using learning media according to Wina Sanjaya (2014: 73-75) consists of: (1) Communicative Function; (2) Motivation Function; (3) Significant Function; (4) Perception Equation Function; and (5) Individuality Function. From some of the statements above, it can be concluded that the use of learning media can affect student learning motivation.

The learning media used by teachers of SMK Negeri 1 Depok, especially in implementing online learning methods, are

textbooks, cellphones, and laptops. These learning media have been used in offline learning before but have never been used as thoroughly as in online learning. Teachers use cellphones and laptops to be able to access applications used for online learning. Therefore students also need to use cellphones and/or laptops to be able to take part in online learning. But some students admit that they don't have a laptop so that during distance learning they only rely on smartphones. This limitation is that students experience several obstacles in taking part in online learning, especially in doing assignments that during the distance learning period are collected in the form of documents and sent via email. Limitations are not only experienced by students but teachers as well. Learning media in the form of cellphones and laptops are not new media used by teachers of SMK Negeri 1 Depok but because of their wider use function with the use of several new applications, teachers experience problems in mastering the learning media.

The learning method according to Wina Sanjaya (2008: 187) is a method that can be used to implement learning strategies. From this understanding, online learning methods are methods or steps taken online to implement learning strategies. The online learning methods used by teachers at SMK Negeri 1 Depok include online conferences via Google Classroom and Zoom and online discussions via WhatsApp and Email. The use of this application has never been implemented before for learning at SMK Negeri 1 Depok. From previous observations, teachers at SMK Negeri 1 Depok tend to use the lecture learning method assisted by laptops and projectors for the presentation of learning material. The change in learning methods from lectures to online makes teachers unable to interact directly with students. Learning that is carried out through online conferences or online discussions makes the teacher unable to supervise students during teaching and learning activities, this has resulted in many students being less active during online learning.

According to Cepi Riyana (2019: 20) online learning methods have advantages including: (1) everyone can make a contribution; (2) learning is controlled by students; (3) process based that can happen anytime and anywhere; and (4) the results of learning interactions are recorded by the system properly. Not only does it have advantages, it turns out that online learning methods also have disadvantages, including the lack of visual cues which becomes a barrier to technology and access to learning and communication that occurs only in written communication.

From the above problems, the researcher is interested in: (1) to determine the effect of learning media on learning motivation of

class XI FAI SMK Negeri 1 Depok; (2) to determine the effect of online learning methods on learning motivation of class XI FAI SMK Negeri 1 Depok; (3) to determine the effect of learning media simultaneously with online learning methods on the learning motivation of class XI FAI SMK Negeri 1 Depok.

LITERATURE REVIEW

Media is a tool used by educators during the learning process to convey material to students. Nowadays there are various kinds of learning media ranging from videos, recordings, to applications. The variety of learning media can function optimally if the teacher can adapt the learning media to the character of the students and the classroom conditions.

Student motivation to learn is the driving force for students to learn to achieve certain goals or ideals. The learning motivation can be influenced by the learning media used by the teacher during the learning process. If the learning media matches the character of students and can make it easier for students to understand the material, students will be more motivated to study actively using these learning media.

The online learning method is a learning method using the internet and can be done remotely. The online learning method is implemented in SFH (Study From Home)

learning to minimize the spread of the Covid-19 in 2020. Because learning is carried out in their respective homes, students cannot meet face to face with teachers and do not get the same facilities as at school.

Motivation to learn is the power of encouragement to carry out learning activities to achieve individual success/goals through these learning activities. The implementation of online learning methods during SFH can affect student's learning motivation because the learning situation is different from learning activities at school as usual. Online learning allows students to be more comfortable in learning because learning activities are carried out at home and via the internet so it is suspected that the implementation of online learning methods has a positive influence on student's learning motivation.

Based on the literature review and frame of mind, a hypothesis can be proposed as a temporary answer to the problems faced, namely: (1) There is a positive influence of online learning media on the learning motivation of class XI FAI SMK Negeri 1 Depok; (2) There is a positive inlfuence of online learning methods on learning motivation of class XI FAI SMK Negeri 1 Depok; (3) There is a positive inlfuence of learning media simultaneously with online learning methods on the learning motivation of class XI FAI SMK Negeri 1 Depok.

RESEARCH METHOD

Research Design

This type of research design is included in the research ex-post facto. This research is also an associative study because it analyzes the causal relationship (the effect of the independent variable on the dependent variable). The approach used in this study uses a quantitative approach because the data obtained will be realized in the form of numbers and analyzed based on statistics.

Date and Place

This research was conducted at SMK Negeri 1 Depok which is located at Ring Road Utara Street, Meguwo, Sanggrahan, Maguwoharjo, Kec. Depok, Kab.Sleman, Yogyakarta Special Region 55281. This research was conducted in September-October 2020.

Reseach Population

The population in this study were 104 students of class XI FAI SMK Negeri 1 Depok in the academic year 2020/2021. The sampling technique in this study was a simple random sampling technique. Researchers took samples from existing classes, namely class XI FAI 1, which amounted to 36 students.

Collecting Data Method

This study uses a closed questionnaire, which means that the answers to the questionnaire have been provided by the researcher so that the respondents just need to choose the answer. This questionnaire method is used to obtain data about student's learning motivation when using learning media and online learning methods.

Instrument of Data Collecting

The instruments used in this study consisted of three (3) instruments, namely learning media instruments, online learning method instruments, and student's learning motivation instruments. The questionnaire used as a research instrument has four (4) answer choices by measuring the statement items using a Likert scale, which are as follows:

Tabel 1. Alternative Research Score Answer

Positive Statements (+)		Negative Statements (-)	
Alternative Answer	Score	Alternative Answer	Score
Strongly Agree/ Always	4	Strongly Agree/ Always	1
Agree/ Frequently	3	Agree/ Frequently	2
Disagree/ Rarely	2	Disagree/ Rarely	3
Strongly Disagree/ Never	1	Strongly Disagree/ Never	4

The questionnaire was arranged based on the instrument lattice of the variables used in this study, namely Learning Media, Online Learning Methods, and Student's Learning Motivation.

Tabel 2. Student's Learning Motivation Instrument Grid

Variable	Indicator	No	Total
Student's Learning Motivation	1. There is a desire to succeed;	1, 2, 3*, 4, 5	5
	2. There is an encouragement and need in learning;	6, 7, 8*, 9, 10	5
	3. There are hopes or dreams for the future;	11, 12*, 13, 14, 15	5
	4. There is an appreciation in learning;	16, 17, 18, 19*, 20*	5
	5. There are interesting activities in learning;	21, 22, 23, 24, 25*	5
	6. The existence of a conducive learning environment.	26, 27, 28*, 29, 30	5
Total			30

Tabel 3. Learning Media Instrument Grid

Variable	Indicator	No	Total
Learning Media	1. Suitability of media with learning objectives	1, 2, 3, 4, 5	5
	2. Suitability of media with learning material	6, 7, 8, 9*, 10*	5
	3. Suitability of media with student characteristics	11, 12, 13, 14, 15	5
	4. The suitability of the media with the teacher's abilities	16, 17, 18*, 19*, 20	5
Total			20

Tabel 4. Online Learning Method Instrument Grid

Variable	Indicators	No	Total
Online Learning Method	1. Online learning methods contain good learning material.	1, 2, 3, 4, 5	5
	2. Online learning methods support students to interact with each other and the teacher (communicative).	6, 7, 8, 9, 10	5
	3. Online learning methods create enthusiasm for the subject matter.	11, 12, 13, 14, 15*	5
	4. Online learning methods make it easier for students to understand the subject matter.	16, 17, 18, 19, 20	5
	5. The online learning method provides practice questions,fair evaluation, and assessment.	21, 22*, 23, 24, 25	5
Total			25

Instrument Validity and Reliability

Instrument testing was carried out on 34 students of grade XI FAI 3 SMK Negeri 1 Depok. Instrument testing includes testing the validity and reliability of the instrument with the following results:

Tabel 5. Validity Test of Instrument Result

Variable	Total of Item	Total of Invalid Item	Number of Invalid Item	Total of Valid Item
Student's Learning Motivation (Y)	30	6	17, 18, 23, 24, 25, 29	24
Learning Media (X_1)	20	3	1, 11, 18	17
Online	25	8	7, 14,	17

			15, 19, 20, 22, 23, 24	
Learning Media(X_2)			15, 19, 20, 22, 23, 24	
Total	75	17		58

Tabel 6. Reliability Test of Instrument Result

No	Instrument	Alpha Cronbach Coefficient	N *of* Items	Info
1	Student's Learning Motivation (Y)	0,856	24	Very Strong
2	Learning Media (X_1)	0,923	17	Very Strong
3	Online Learning Method (X_2)	0,931	17	Very Strong

Data Analysis Technique

The analysis technique used is regression analysis as a Hypothesis Test. Before carrying out the Hypothesis Test, the Prerequisite Analysis Test is carried out first which includes the Linearity Test and the Multicollinearity Test. Hypothesis testing is also equipped with calculating the Relative Contribution (RC) and Effective Contribution (EC).

RESEARH RESULT AND DISCUSSION

Description of Data

1. Student's Learning Motivation

   Student's learning motivation variable data was obtained from a questionnaire consisting of 24 statements and filled in by 36 students of Class XI FAI 1 SMK Negeri 1 Depok 2020/2021, as research subjects. There are 4 alternative answers and each answer has a score from 1 to 4. From this scoring it can be calculated that the highest ideal score is 96 and the lowest ideal score is 24. Based on the data obtained and processed using statistical software, the Student's Learning Motivation variable has 92 as the highest score and the lowest score is 70; the mean is 81.14; the median is 80.50; mode amounted to 77; and the standard deviation is 6.207. The frequency of Student's Learning Motivation can be seen in the following table:

Table 7. Frequency Distribution of Student's Learning Motivation Table

No.	Interval	Frequency
1	70-73	4
2	74-77	8
3	78-81	8
4	82-85	6
5	86-89	5
6	90-93	5
Total		36

. Distribution category Student Motivation variable tendency presented in the following table:

Table 8. Distribution of Student's Learning Motivation Tendency Category Table

No	Class Interval	Score Range	F	Category

1	72 ≤ X	≥ 72	34	High
2	48 ≤ X ≤ 72	48 – 72	2	Meium
3	X ≤ 48	≤ 48	0	Low
Total			36	

2. Learning Media

Learning Media variable data were obtained from a questionnaire consisting of 17 statements and filled in by 36 students of Grade XI FAI 1 SMK Negeri 1 Depok 2020/2021, as research subjects. There are 4 alternative answers and each answer has a score from 1 to 4.From the scoring, it can be calculated that the highest ideal score is 68 and the lowest ideal score is 17. Based on the data obtained and processed using software statistical, the Learning Media variable has the highest score by 64 and the lowest score is 43; the mean is 53.53; the median is 54; the mode is 49; and the standard deviation is 5,749. The frequency of Learning Media can be seen in the following table:

Table 9. Distribusi Frekuensi Media Pembelajaran

No	Interval	Frequency
1	43-46	3
2	47-50	10
3	51-54	7
4	55-58	6
5	59-62	8
6	63-66	2
Total		36

The distribution of the Learning Media variable tendency category is presented in the following table:

Table 10. Distribution of Learning Media Tendency Category Table

No	Class Interval	Score Range	F	Category
1	51 ≤ X	≥51	23	Very Effective
2	34 ≤ X ≤ 51	34 – 51	13	Effective
3	X ≤ 34	≤ 34	0	Less Effective
Total			36	

3. Online Learning Method

The variable data for Online Learning Methods was obtained from a questionnaire consisting of 17 statements and filled in by 36 students of Grade XI FAI 1 SMK Negeri 1 Depok 2020/2021, as research subjects. There are 4 alternative answers and each answer has a score from 1 to 4. From this score it can be calculated that the highest ideal score is 68 and the lowest ideal score is 17. Based on the data obtained and processed using software statistical, the Online Learning Method variable has a 60 as highest score and the lowest score is 46; the mean is 52.78; the median is 52; the mode is 57; and thestandard deviation is 3,765. The frequency of the Online Learning Method can be seen in the following table:

Table 11. Frequency Distribution of Online Learing Method Table

No	Interval	Frequency
1	45-47	3
2	48-50	8
3	51-53	9
4	54-56	9
5	57-59	5
6	60-62	2
Jumlah		36

Distribution category of tendency variable Online Learning Method are presented in the following table:

Table 12. Distribution of Online Learning Method Tendency Category Table

No	Class Interval	Score Range	F	Category
1	$51 \leq X$	≥ 51	23	Very Convenient
2	$34 \leq X \leq 51$	$34 - 51$	13	Convenient
3	$X \leq 34$	≤ 34	0	Less Convenient
Total			36	

Prerequisite Analysis Test

1. Linearity Test

   Table 12. Summary of Linearity Test Result

No	Independent Variable	F Value		Info
		Count	Table	
1	Learning Media (X_1)	1,811	2,22	Linear
2	Online Learning Method (X_2)	0,740	2,24	Linear

From Table 12 shows that the F-$_{count}$ of each variable (X_1 and X_2) is smaller than F$_{table}$ at the 5% significance level, so it can be concluded that the independent variables (X_1 and X_2) have a linear relationship to the dependent variable (Y).

2. Multicollinearity Test

   Table 13. Summary of Multicollinearity Test

Variable	X_1	X_2
Learning Media (X_1)	1	0,402
Online Learning Method (X_2)	0,402	1

Based on the results of the multicollinearity test, it is known that the multicollinearity value between Learning Media (X_1) and Online Learning Methods (X_2)is 0.402. These results indicate that there is no multicollinearity between the independent variables because the multicollinearity value is less than 0.70.

Hypothesis Test

The first hypothesis states that "there is a positive influence between Learning Media on Student's Learning Motivation of Grade XI FAI 1 SMK Negeri 1 Depok 2020/2021". The summary of hypothesis test described as follow:

Table 14. Summary of Simple Regression Analysis Result (X_1-Y)

r value		Coefficient of X_1	Constant
r_{x1y}	r^2_{x1y}		
0,489	0,239	0,528	52,900

Based on Table 14 which is the result of simple regression analysis with one predictor of Learning Media variable on Student Learning's Motivation, it is known that the coefficient of determination r^2_{x1y} is 0,239 which means that the Learning Media variable can influence changes in Student's Learning Motivation by 23.9%. This shows that there are still 76.1% of other factors or variables that influence Student's Learing Motivation in addition to Learning Media.

Based on Table 14 above, the coefficient of Learning Media (X_1) is obtained of 0,528 and a constant number of 52,900. Based on these numbers, the regression equation lines that can be expressed are as follows:

$Y = 0,528X_1 + 52,900$

Based on the results of the correlation coefficient, the r_{count} is 0,489 which is greater than the r_{table} of 0,329. If the value calculated is greater or equal to r_{table} at the 5% significance level, the hypothesis is accepted. From the calculations and analysis of the hypothesis 1 test that has been carried out, it can be concluded that the hypothesis "there is a positive influence of Learning Media on Student's Learing Motivation of Grade X1 FAI 1 SMK Negeri 1 Depok 2020/2021" is accepted.

The second hypothesis states that "there is a positive influence of Online Learning Methods on Student's Learing Motivation of Grade XI FAI 1 SMK Negeri 1 Depok 2020/2021". The second hypothesis testing uses a simple one predictor regression analysis assisted by statistical software. Summary of hypothesis testing can be seen in the following table:

Table 15. Summary of Simple Regression Analysis Result (X_2-Y)

r value		Coefficient of X_2	Constant
r_{x2y}	r^2_{x2y}		
0,518	0,269	0,855	36,031

Based on Table 15, the correlation coefficient between X_2 and Y that is r_{x2y} shows a value of 0,518. The positive correlation coefficient indicates that Online Learning Methods have a positive relationship with Student's Learning Motivation.

Based on Table 15 which is the result of simple regression analysis with one predictor variable Online Learning Methods on Student Motivation, it is known that the coefficient of determination r^2_{x2y} is 0,269 which means the variable Online Learning Methods can influence changes in Student's Learning Motivation by 26.9%. This shows that there are still 73.1% of other factors or variables that influence Student's Learning Motivation in addition to Online Learning Method.

Based on Table 15 above, the coefficient of Learning Media (X_2) is 0.855 and the constant number is 36,031. Based on these numbers, the regression equation lines that can be expressed are as follows:

$Y = 0,855X_2 + 36,031$

Based on the results of the correlation coefficient, the rcount is 0,518 which is greater than the rtable of 0,329. If the value calculated is greater or equal to rtable at the 5% significance level, the hypothesis is accepted. From the calculations and analysis of the hypothesis 2 test that has been carried out, it can be concluded that the hypothesis "there is a positive effect of Online Learning Methods on Student's Learing Motivation of Grade XI FAI 1 SMK Negeri 1 Depok 2020/2021" is accepted.

The third hypothesis states that "there is a positive influence of Learning Media simultaneously with Online Learning Methods on Student's Learning Motivation of Grade XI FAI 1 SMK Negeri 1 Depok 2020/2021". Testing the third hypothesis using two predictors multiple regression analysis with statistical software. The summary of the third hypothesis test can be seen in the table as follows:

Table 16. Summary of Multiple Regression Analysis Result (X_1X_2-Y)

R value		Coefficient of X_1, and X_2	Constant
$R_{y(1,2)}$	$R^2_{y(1,2)}$		
0,602	0,363	0,361	28,388
		0,633	

Based on Table 16, the correlation coefficient between X_1 and X_2 simultaneously against $Y_{Ry(1,2)}$ shows a value of 0,602. The positive correlation coefficient shows that the Learning Media and Online Learning Methods simultaneously have a positive relationship to Student's Learning Motivation. From this analysis it can be concluded that if there is an increase in Learning Media and Online Learning Methods simultaneously, the Student's Learning Motivation will also increase.

Based on Table 16, the known coefficient of determination $R^2_{y(1,2)}$ amounted to 0,363, which means that the Learning Media and Online Learning Method jointly capable of effecting change Student's Learning Motivation by 36.3%. This shows that there are still 63.7% other factors or variables that can affect Student's Learning Motivation in addition to Learning Media and Online Learning Methods.

Based on Table 16, the coefficient of Learning Media (X_1) is 0,361 and the Online Learning Method (X_2) is 0,633 with a constant number of 28,388. Based on the results of calculations and analyzes that have been carried out, the regression equation lines that can be expressed are as following:

$Y = 0,361X_1 + 0,633X_2 + 28,388$

Based on the F test, it is obtained that the F_{count} is 9,388 which is greater than the F_{table} at the 5% significance level that is 3,28. If the calculated F_{count} greater than or equal to the F_{table} with a significance level of 5%, then the variable has a positive effect and the hypothesis is accepted. Based on this analysis it can be concluded that hypothesis 3, namely "there is a positive

influence of Learning Media simultaneously with Online Learning Method on Student's Learning Motivation of Grade X1 FAI 1 SMK Negeri 1 Depok 2020/2021" is accepted.

Based on the results of multiple regression analysis that the amount of Relative Contribution (RC) and Effective Contribution (EC) of each independent variable to the dependent variable is as follows:

Tabel 17. Relative Contribution and Effective Contribution Result

Independent Variable	Relative Contribution (RC)	Effective Contribution (EC))
Learning Media	36,67%	13,31%
Online Learning Method	63,33%	22,99%
Total	100%	36,3%

CONCLUSION AND SUGGESTION

Conclusion

Based on the research results obtained as a whole, the following conclusions can be drawn as follow, first there is a positive and significant influence of Learning Media on Student's Learning Motivation of Grade XI FAI SMK Negeri 1 Depok. This is indicated by the results of the positive correlation coefficient r_{x1y} of 0,489 and the coefficient of determination r^2_{x1y} of 0,239.

Second, There is a positive and significant effect of Online Learning Methods on Student's Learning Motivation of Grade XI FAI SMK Negeri 1 Depok. This is indicated by the results of the positive correlation coefficient r_{x1y} of 0,518 and the coefficient of determination r^2_{x1y} of 0,269.

Third, There is a positive and significant influence of Learning Media simultaneously with Online Learning Methods on the Student's Learning Motivation of Grade XI FAI SMK Negeri 1 Depok. This is indicated by the results of the positive correlation coefficient $R_{y(1,2)}$ of 0,602 and the coefficient of determination $R^2_{y(1,2)}$ of 0.363.

Suggestion

Based on the results of the research and discussion previously described, the following suggestions can be given:

1. For Students

On the Student's Learning Motivation variable based on the questionnaire instrument item no. 23 with a negative statement "I prefer to study outside than at home" has a fairly low score, so students should refrain from continuing to study from home, especially during the Covid-19 pandemic to avoid transmission of the Covid-19 virus. Based on item no. 22 with the statement "I like to study using a computer / laptop" has a low score, so that students should start adapting to technology which is always developing

72

from time to time, so that students will not left behind by the times. Based on item no. 19 with the statement "I am excited about learning when using video conferencing or online classes" has a low score, so students should understand the benefits of learning via video conferencing or online classes, especially during the Covid-19 pandemic, which is required to minimize activities outside the home and apply social distancing.

2. For Teachers

On Learning Media variables based on a questionnaire instrument item no. 16 with a negative statement "Teachers only use textbooks to deliver learning material" has a fairly low item score, so that teachers should start exploring and using various types of learning media so that students are more interested and motivated to participate in learning. Based on item no. 17 with the statement "The teacher can convey learning well using learning media" has a low item score, so the teacher should adapt to the learning media that will be used so that the delivery of the material can take place smoothly.

On the Online Learning Method variable based on the questionnaire instrument item no. 15 with the statement "Students can understand material through online learning

methods" has a low item score, so teachers should evaluate and improve online learning methods that have been implemented in order to maximize future learning. Based on item no. 17 with the statement "Exercise questions that are given are easy to understand by students" has a low item score, so the teacher should provide direction to students who do not understand and simplify question practice considering limited communication via the internet only.

3. Future Researchers

The results of this study indicate that the variables of Learning Media simultaneously with Online Learning Methods have an effect of 36,6% on Student's Learning Motivation of Grade XI FAI SMK Negeri 1 Depok. Based on these results, there is the influence of other variables of 63,4% on Student's Learning Motivation which is not examined in this study. Therefore, it is hoped that other researchers can conduct research on other variables related to learning motivation.

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