Influence Effectiveness Online Learning Against Independence Study mediated Motivation Intrinsic In Participants educate Class XI IPS SMA Negeri 2 Babelan

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The purpose of this study is to find out the influence of online learning effectiveness on independent learning mediated by intrinsic motivation for XI IPS students at SMA Negeri 2 Babelan . Quantitative statistical approach with a correlational approach were employed in this research. The population of this study consists of 180 students from class XI IPS SMA Negeri 2 Babelan . With a 5% error rate, the research sample was determined to be 124 students using the Isaac and Michael table formula. A survey method in the form of a research questionnaire utilizing Google Form was used to collect primary data. Data was analyzed using IBM SPSS Statistics Version 26 and the path analysis approach. The findings revealed online learning effectiveness (X) had no significant effect on intrinsic motivation (M), intrinsic motivation (M) had a significant effect on learning independence (Y), and online learning effectiveness (X) had a significant effect on independent learning (Y). Other research shows that intrinsic motivation (M) is unable to mediate the influence of online learning effectiveness (X) on independent learning (Y).

Abstract

This research aims for knowing influence effectiveness online learning against independence study mediated by motivation intrinsic to the participants educate class XI IPSSMA Negeri 2 Babelan . In this study , the method used is use method statistics quantitative with approach study is approach correlational . Population in this research is whole participant educate class XI IPSSMA Negeri 2 Babelan totaling 180 participants educate . Determination of research sample with use formula table *isaac* and *michael* with level 5% error is 124 participants educate . Data collection techniques are with using primary data with use survey method in the form of questionnaire study with use *Google Forms* . Data analysis using method analysis path (*Path Analysis*) with IBM SPSSStatistics Version 26. Research results show that no there is influence effectiveness online learning (X) against motivation intrinsic (M), there is significant influence _ motivation intrinsic (M) against independence learn (Y), and there is significant influence _ effectiveness online learning (X) against independence learn (Y). Research results other show that motivation intrinsic (M) no could mediate influence effectiveness online learning (X) against independence learn (Y).

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PRELIMINARY

Education is the most important and major components that must be owned by every humans and citizens for could develop self Becomes useful human for himself and society . Education is important thing that will change every individual for develop be more ok . Education is something important thing because could help somebody in adapt with environment surroundings and help participant educate for increase scientific , physical and moral glorious so that make participant educate the have suitable character with personality Indonesian nation . one obligation participant educate in doing activity study at school is follow activity study teach with maximum , that is with work task or job house with appropriate time , study with diligent , working exam with maximum , and do questions practice with right answer .it must done by participants educate because is not quite enough must answer obeyed by every participant educate .

At the end year 2019 in Wuhan, China, has occur tragedy caused by a very dangerous virus called with *Corona VirusDisease* . *Corona Virus Disease* or the usual called with The Corona Virus pandemic has Becomes something a great and dangerous epidemic for whole society in the world. Consequently , a lot aspects important in life man Becomes hampered , incl aspect education . The delay aspects in education make participant educate finally must capable make various the way it's done for could achieved goals or results expected learning . one thing that can implanted in self participant educate is with doing independence learn . Independence study as one Thing main determinant success study participant educate , so attitude independence is important owned by anyone for reach success for the future (Suid, Syafrina, & Tursinawati 2017:71) .

Factor the main underlying participant educate for could embed score independence study in herself is exists motivation . Motivation as one mover for somebody for To do something for reach expected goal (Cleopatra 2015:172) . Motivation divided Becomes two part : motivation that comes from from in herself own (intrinsic) and derived motivation from outside herself itself (extrinsic) (Ryan & Deci 2020:2) . In embed score independence study participant educate , necessary exists motivation , especially originating motivation from in self participant educate . Derived motivation from in self or motivation intrinsic is one factor mover for independence study participant educate because have influence big for somebody for reach goal (Martyasari, Suswanto, & Sukarnati 2016: 1384) .

Motivation intrinsic will more necessary and conducive applied in embed score independence study participant educate During in implementation online learning . Participant motivated students study alone will more show attitude diligent and diligent study for obtain satisfactory results, though must held learning by distance far (Septianti & Frastuti 2019:132) .

The development of online learning media or so- called with *e-learning* will bring enough change rapidly in system education that is currently being developed , delivery Theory learning , instructional process learning delivered , as well the obstacles to be faced by both teachers and participant educate in activity learning . With exists development system Online learning is currently sufficient give many benefit for participant students , teachers, and society . At this time, many online learning media are used by teachers and participants educate for could doing activity study teach by distance far . One of them is with use *platform* available online learning . Of course with exists use *platform* available online courses reap the pros and cons for participant internal educators and teachers doing activity study teaching , for one is obstruction of the learning process teach by stare face .

Teacher has role important to success and progress for system education at school . The teacher must capable choose and use the right learning media with adapt characteristics of each participant educate with as good as possible . So it is necessary exists competence from inner teacher master and understand Theory learning to be conveyed with good to participant educate , so participant educate motivated for have attitude independence study although must held by distance far at home . Learning distance far also gives many benefit by directly on the system learning at this time . Use technology on the system education currently can increase communication between teacher and participants educate in the activity study teach . With exists use technology in system education currently will make delivery message learning to participant educate Becomes more effective and efficient , especially using learning media online .

METHOD

This research uses method quantitative with approach correlational . The data collection technique used in this research is with use instrument or questionnaire . Instrument the containing about variable Effectiveness Online Learning (X), Independence Learning (Y), and Motivation Intrinsic (M) that will spread to participant educate class XI IPS SMA Negeri 2 Babelan online via *link google forms* . Population in this research is whole participant educate class XI IPS SMA Negeri 2 Babelan , totaling 180 participants educate with technique sampling is use formula table *Isaac* and *Michael* with level error i.e. 5% earned totaling 124 participants educate .

Instrument deep data collection this research for indicator variable Independence Learning (Y) is use indicator from (Hidayati & Listyani 2010:93) consisting from **independence towards others, have attitude believe yourself , behave discipline , have a sense of responsibility answer , have attitude initiative ,** and **control self** . Indicator variable Effectiveness Online Learning (X) is use indicator from Wotruba and Wright in (Nasution 2016 : 125) consisting from **organizing learning , effective communication , attitude positive to participant learn , mastery full to eye lessons** and **results study participant good teach** . Indicator variable Motivation Intrinsic (M) is use indicator from (Dimyanti & Mudjiono 1994 : 89–92) consisting from **exists interest for learn , is desire for want to learn , is desire for achievement ,** and **exists desired goal achieved** . In this study , measurement of research data for variable Effectiveness Online Learning (X), Independence Learning (Y), and Motivation Intrinsic (M) is with gift score use scale *likert* or scale storey .

The analytical technique used in this research is with use analysis path (*Path Analysis*) with use IBM SPSS Version 26 application . Testing instrument study that is using validity and reliability test , assumption test classic , hypothesis test research , coefficient test determination , and sobel test .

RESULTS AND DISCUSSION

Respondents in this research is whole participant educate class XI IPS SMA Negeri 2 Babelan which consists of of 5 classes that is class XI IPS 1, class XI IPS 2, class XI IPS 3, class XI IPS 4, and class XI IPS 5. Total whole participant fill in students questionnaire is as many as 124 participants educate .

Table IV.2
Characteristics Respondents Based on Class

Class Name	Amount
XI IPS 1	43
XI IPS 2	6
XI IPS 3	19
XI IPS 4	24
XI IPS 5	32
Total	**124**

Source : Data processed by researchers (2022)

Following served histogram form for clarify table distribution frequency on is as following :

Figure IV.2
Bar Chart Characteristics Respondents Based on Class
Source : Data processed by researchers (2022)

Descriptive Variable Effectiveness Online Learning (X)

Table IV.3
Statistics Descriptive Variable Effectiveness Online Learning

Description Statistics						
	N	Min	Max	sum	Means	Std. Deviation	Variances
Effectiveness Online Learning	124	30	54	5268	42.48	5,484	30.07

Source : Results of Research Data Processing (2022)

From data analysis on known total score for variable effectiveness online learning is 5268 with an average of 42.48. From the results of data analysis is also known for score Lowest by 30 and value highest of 54. Calculation analysis show that dimensions that have percentage highest

is dimensions attitude positive participant educate that is by 26.1% with the biggest indicator is make it easy participant educate for manage time learn with total score of 488. It show that online learning has benefit for make it easy participant educate manage time learn it . The smallest indicator is motivating participant educate for active with total score of 414. It show that online learning provides motivation and passion for participant educate for active in follow activity study teach .

Descriptive Variable Motivation Intrinsic (M)

Table IV.5
Statistics Descriptive Variable Motivation Intrinsic

Description Statistics						
	N	Min	Max	sum	Means	Std. Deviation	Variances
Motivation Intrinsic	124	25	59	5584	45.03	6.86	47.12

Source : Results of Research Data Processing (2022)

From data analysis on known total score for variable motivation intrinsic of 5584 with an average of 45.03. From the results of data analysis is also known for score Lowest by 25 and value highest of 59. Calculation analysis show that dimensions that have percentage highest is dimensions exists interest for study that is by 35.3% with the biggest indicator is study for obtain knowledge knowledge with total score of 464. It show that participant educate motivated study from in herself because for obtain knowledge new knowledge _ for him . The smallest indicator is study only when time exam with total score of 286. It show that still there is participant motivated students _ study when only when time exam just .

Descriptive Variable Independence Study (Y)

Table IV.7
Statistics Descriptive Variable Independence Study

Description Statistics						
	N	Min	Max	sum	Means	Std. Deviation	Variances
Independence Study	124	52	95	8696	70.13	7.50	56.32

Source : Results of Research Data Processing (2022)

From data analysis on total score is known for variable independence study of 8696 with an average of 70.13. From the results of data analysis it is also known for score Lowest is 52 and the value highest of 95. Calculation analysis show that who has percentage highest is dimensions independence towards other people that is by 20.2% with the biggest indicator is capable complete his duties alone with a total score of 508. That show that participant educate capable complete profession his house alone because already embed attitude independence study from in himself . The smallest indicator is achievers because influence from other people with a total score of 354. That show that participant educate motivated for achievers because motivated from in herself for embed attitude independence learn .

1. **Instrument Test Study**

   a) **Validity Test**

   In this research , test the validity conducted with destination for knowing is instrument the research used is valid or not which has been distributed to each respondent (Sugiyono 2014:172) . In this research , the validity test will be used is with use method correlation *Pearsons* with correlate every score *items* with total *items* . In this research , it will there are 3 variables research in which each variable will given a number of statement based on from indicator research .

   Variable in this research consists of 3 variables : effectiveness online learning (X) consisting of 12 items statement , variable motivation intrinsic (M) consisting of 14 items , and variables independence learning (Y) consisting of 19 items statement where is each item statement have more r - count values big from r- table that is more big of 0.1764 which means all grain statement for third variable in study declared valid.

   b) **Reliability Test**

   In this research , reliability test conducted with destination for knowing exists consistency respondent in answer question nor statement that has provided in form instrument and produce the same data (Sugiyono 2014:175) . In determine a data is said reliable or not , the formula that will used is with use formula *Alpha Cronbach* (Ghozali 2011:47) .

Table IV.12
Reliability Test Results

Reliability Test Results			
Variable	Cronbach's Alpha	required Cronbach's Alpha	Information
Y	0.791	0.6	RELIABLE
M	0.628	0.6	RELIABLE
X	0.609	0.6	RELIABLE

Source : Results of Research Data Processing (2022)

   Reliable test results in this research is that all variable study stated reliable . it _ proven with score *Alpha Cronbach* from variable independence study of 0.791, value *Alpha Cronbach* from variable effectiveness online learning of 0.609, and value *Alpha Cronbach* from variable motivation intrinsic of 0.628 so could concluded that data used in this research stated reliable and passed the reliable test .

2. **Assumption Test Classic**

   a) **Normality Test**

   In this research , normality test conducted with destination for knowing does any data variable to be analyzed already normally distributed (Sugiyono 2015:241) . Validity test in this research will using the normality test in this research will using the normality test *Kolmogrov - Smirnov* with level significant (α) = 0.05 or 5% for test the residuals of the data (Sugiyono 2015:323) .

Table IV.13
Normality Test Results *Kolmogorov-Smirnov*
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals
N		124
Normal Parameters [a,b]	Means	.0000000
	Std. Deviation	6.48977243
Most Extreme Differences	absolute	.060
	Positive	.060
	negative	-.040
Test Statistics		.060
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.

Source : Results of Research Data Processing Via SPSS (2022)

Based on normality test results on show that on the column *Kolmogrov -Smirnov* pointed out score significance *Asymp . Sig. (2-tailed)* more big of 0.05 ie of 0.20 so could concluded that data used in this research already normally distributed .

b) Linearity Test

In this research , linearity test used for knowing connection Among variable bound with variable free occur exists linear relationship (Sugiyono 2015:239) . Research results found that in the linearity test Among variable effectiveness online learning (X) against Motivation Intrinsic (M) shows that score *Sig. Deviation From Linearity* more big from 0.05 that is of 0.440 so that could concluded that there is linear relationship between variable effectiveness online learning (X) against motivation intrinsic (M) . On linearity test Among variable Motivation Intrinsic (M) to Independence Learn (Y) show that score *Sig. Deviation From Linearity* more big from 0.05 that is of 0.546 so that could concluded that there is linear relationship between variable motivation intrinsic (M) to independence learn (Y) . On linearity test Among variable effectiveness online learning (X) against Independence Learn (Y) show that score *Sig. Deviation From Linearity* more big from 0.05 that is of 0.382 so that could concluded that there is linear relationship between variable effectiveness online learning (X) against independence learn (Y) .

The conclusion in this linearity test is that connection between variable free with variable bound in this research has said have where is a linear relationship score *Sig. Deviation From Linearity* more big of 0.05.

c) Multicollinearity Test

In this study , multicollinearity test used for test the regression model used is found exists

correlation Among variable free (independent) (Ghozali 2012:82) . For knowing there is whether or not multicollinearity in the regression model used could seen from more tolerance value of 0.1 and less VIF (*Variance Inflation Factor*) from 10.

Based on multicollinearity test results show that score correlation between variable free i.e. on variables online learning (X) and motivation intrinsic (M) has VIF output value indicating a value of 1,000 <10 and a *tolerance value* yautu 1.00 > 0.10 s so could concluded that no occur multicollinearity between variable free so that worthy used for analysis more continued .

d) Heteroscedasticity Test

In this research , heteroscedasticity test used for for test whether the regression model used occur inequality *variances* of a residual observation to other observations . *Variances* of a residual observation to good observation is fixed (homoscedasticity) (Ghozali 2012:83) . For detect exists existence heteroscedasticity could conducted with using *Park* 's test . *Park 's* test criteria according to Ghozali in (Ghozali 2012:83) in the regression model used is as following :

1) If value probability > 5% (0.05) then said no occur symptom heteroscedasticity .
2) If value probability < 5% (0.05) then said occur symptom heteroscedasticity .

Based on heteroscedasticity test results show that residual value between variable that is on the variable online learning (X) has score 0.832 significance and motivation intrinsic (M) has score significance 0.741. it prove that score probability every variable free more from 0.05 s to could concluded that no occur heteroscedasticity on the residual value so that worthy used for analysis more continued .

3. Path Analysis Test

A. Path Analysis of Sub- Structure Model I

Individual Effect Test (t test)

In this study , test the coefficients regression by Partial (t test) aims for knowing influence in the regression model variable X separately significant to variable Y , where one variable independent his controlled (created fixed) (Sugiyono 2014:268) .

Table IV.19
Individual Effect Test Results (t-test) First Model

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Betas	t	Sig.
1	(Constant)	43,894	4.853		9.045	.000
	ONLINE LEARNING EFFECTIVENESS	.027	.113	.021	.236	.814

a. Dependent Variable: INTRINSIC MOTIVATION

Source : Results of Research Data Processing Via SPSS (2022)

Based on table above the regression model for motivation intrinsic on effectiveness online learning is as following :

$$M = 43.894 + 0.021 X$$

Based on equality regression on show that score constant a is 43,894 which means value constant a variable motivation intrinsic of 43,894 with direction coefficient positive or proportional regression straight . it show that variable effectiveness online learning will give influence positive to motivation intrinsic .

In this research , t - table used that is with level error i.e. 5% earned of 1.98 and obtained t - count results that have score of 0.23. This shows that T - count value < T - table or 0.23 < 1.98. on the table on show score *p-values* t-test results on variables effectiveness online learning by 0.814. Possible conclusion taken that score *p-values* more big of 0.05 (0.814 > 0.05) then H_0 received and H_1 rejected meaning there is influence positive however no significant Among effectiveness online learning against motivation intrinsic .

Influence Test kindly Simultaneous (Test f)

For prove that variable independent by simultaneous take effect to variable dependent so Statistical F test was performed . In this study , the test results together (F test) the first model will explained as following :

Table IV.20
Test hypothesis kindly Simultaneous (Test f)

ANOVA [a]					
Model	Sum of Squares	df	MeanSquare	F	Sig.
1 Regression	2,653	1	2,653	056	.814b –
residual	5793.218	122	47,485		
Total	5795871	123			

a. Dependent Variable: INTRINSIC MOTIVATION
b. Predictors: (Constant), ONLINE LEARNING EFFECTIVENESS

Source : Researcher Data Processing Results Via SPSS (2022)

In In this study , the f - table used in this research with level error i.e. 5% is obtained of 3.92 and we get the result of f - count which has score of 0.05. It shows that f - count <F - table or 0.05 <3.92. On the table on show score *p-values* f-test results on variable effectiveness online learning is 0.814. Conclusions that can be taken that score *p-values* more big from 0.05 (0.814 > 0.05) then H accepted and H rejected which means there is influence positive however no significant Among effectiveness online learning of motivation intrinsic by simultaneous .

Coefficient Test Determination (R^2)

For knowing big influence effectiveness online learning against motivation intrinsic participant Babelan 2 Public High School so used coefficient determination (*adjusted R square*). Coefficient results determination showed as following :

Table IV.21
Coefficient Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.021 [a]	.000	-.008	6.89096

a. Predictors: (Constant), EFFECTIVENESS OF ONLINE LEARNING

Source : Results of Research Data Processing Via SPSS (2022)

Based on coefficient test results determination on so is known big coefficient determination double of 0.008. results the signify that 0.8% magnitude motivation intrinsic to the participants Babelan 2 Public High School affected by effectiveness online learning . Whereas the rest namely 99.2% influenced by other variables that are not mentioned in this research model .

B. Path Analysis Sub- Structure Model II

Individual Effect Test (t Test)

In this study , test the coefficients regression by Partial (t test) aims for knowing influence in the regression model variable X separately significant to variable Y , where one variable independent his controlled (created fixed) (Sugiyono 2014:268) .

Table IV.22
Results of Individual Effect Test (t-test) of the Second Model

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Betas		
1	(Constant)	50,039	5.956		8,401	.000
	EFFECTIVENESS OF ONLINE LEARNING	.657	.108	.480	6.103	.000
	INTRINSIC MOTIVATION	-.173	086	-.159	-2018	046

a. Dependent Variable: LEARNING INDEPENDENCE

Source : Results of Research Data Processing Via SPSS (2022)

Based on table above the regression model for independence on effectiveness online learning and motivation intrinsic is as following :

$$Y = 50.039 + 0.480 X + (-0.159) M$$

Based on equality regression on show that score constant a is 50,039 which means the value of constant a variable independence study of 50,039 with direction coefficient positive or proportional regression straight effectiveness online learning of independence study whereas variable motivation intrinsic have direction coefficient negative or proportional regression backwards to independence learn . it show that variable effectiveness online learning will give influence positive to independence study whereas variable motivation intrinsic give influence negative to independence learn .

In this research , t - table used that is with level error ie 5% for influence significant Among motivation intrinsic to independence study of 1.98 and obtained t - count results that have score of 2.0. This shows that t - value > t - table or 2.0 > 1.98. on the table on show score *p-values* t-test results on variables motivation intrinsic of 0.046. Possible conclusion taken that

score *p-values* more small of 0.05 (0.046 < 0.05) then H $_0$ rejected and H $_3$ accepted meaning there is influence negative and significant Among motivation intrinsic to independence learn . Furthermore , the t - table is used that is with level error ie 5% for influence effectiveness online learning against independence study of 1.98 and obtained t - count results that have score as big 6.1 . It shows that t - count value > t - table or 6.1 > 1.98. on the table on show score *p-values* t-test results on variables effectiveness online learning by 0.000. Possible conclusion taken that score *p-values* more small of 0.05 (0.000 < 0.05) then H $_0$ rejected and H $_2$ accepted meaning there is influence positive and significant Among effectiveness online learning against independence learn .

Influence Test kindly Simultaneous (Test f)

For prove that variable independent by simultaneous take effect to variable dependent so statistical F test was performed . In this study , the test results are together (F test) the first model will explained as following :

Table IV.23
Test hypothesis kindly Simultaneous (Test f)

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	1747527	2	873,763	20,409	.000 [b]
	residual	5180409	121	42,813		
	Total	6927935	123			

a. Dependent Variable: LEARNING INDEPENDENCE

b. Predictors: (Constant), INTRINSIC MOTIVATION, ONLINE LEARNING EFFECTIVENESS

Source : Researcher Data Processing Results Via SPSS (2022)

In this study , the f - table used in this research with level error i.e. 5% earned of 3.07 and obtained result of f- arithmetic that has score of 20.4. This shows that f - value > f - table or 20.4 > 3.07. on the table on show score *p-values* more small of 0.05 (0.000 < 0.05) then H $_0$ rejected and H $_4$ accepted . Possible conclusion taken that there is influence positive and significant Among effectiveness online learning and motivation intrinsic to independence study by simultaneous .

Coefficient Test Determination (R^2)

For knowing big influence effectiveness online learning against independence study participant Babelan 2 Public High School so used coefficient determination (*adjusted R square*). Coefficient results determination showed as following :

Table IV.24
Coefficient Determination

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502 [a]	.252	.240	6.54319

a. Predictors: (Constant), INTRINSIC MOTIVATION, EFFECTIVENESS OF ONLINE LEARNING

Source : Results of Research Data Processing Via SPSS (2022)

Based on coefficient test results determination on so is known big coefficient determination double of 0.240. results the signify that 24% the magnitude independence learn from the participants Babelan 2 Public High School influenced by variable free consisting _ from effectiveness online learning and motivation intrinsic . Whereas the rest namely 76% influenced by other variables that are not mentioned in this research model .

C. Analysis Total Impact

In this research , research will use analysis statistics that is analysis path (*path analysis*). This analysis is purposeful for test influence intervening variable . Analysis model path (*path analysis*) according to (Kuncoro & Riduwan 2014:2) that analysis model track used for analyze pattern connection between variable for knowing influence direct and not direct set variable free (exogenous) against variable bound (endogenous).

Before use analysis path , more formerly must build a relationship model between variable in this research . Path chart used will adapt with theory that will used in study where in this research will there is variable free that is effectiveness online learning (X), variable mediation that is motivation intrinsic (M), and variable bound that is independence study (Y). Based on path models above , then by whole compiled trajectory model influence between variable in this research as following :
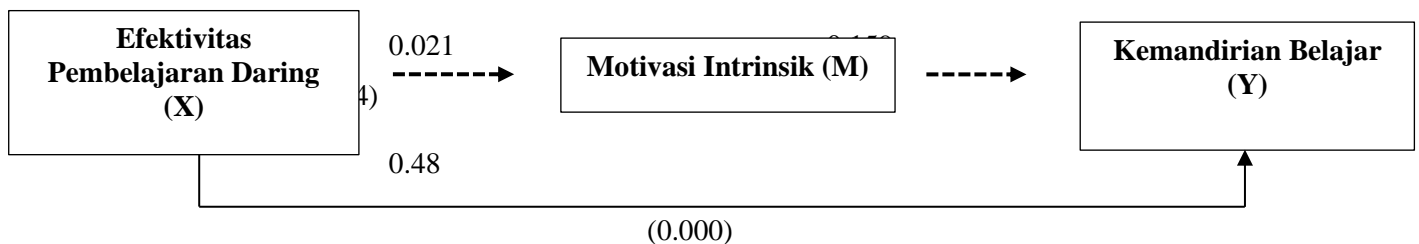

Figure IV.4
Results of Path Analysis (Path Analysis) between X, M and Y
Source : Results of Research Data Processing (2022)

Based on picture on so could explained Among influence direct and not direct from variable effectiveness online learning (X) against independence mediated (Y) learning motivation intrinsic (M) ie as following :

1) Influence effectiveness online learning (X) against independence mediated (Y) learning motivation intrinsic (M)

a. Influence direct effectiveness online learning (X) against independence learning (Y) of 0.48 or 48% .

b. Influence no direct effectiveness online learning (X) against independence learn (Y) is of 0.021 x (-0.159) = -0.0033 or 0.33% .

c. Effect of total effectiveness online learning (X) against independence mediated (Y) learning motivation intrinsic (M) is 0.48 + 0.0033 = -0.4833 or 48.33 % .

Based on analysis test track on so results influence direct and not direct from effectiveness online learning (X) against independence mediated (Y) learning motivation intrinsic (M) is obtained that influence no direct more small from influence direct (-0.0033 < 0.48) so could concluded that by no direct effectiveness motivation - mediated online learning intrinsic no take effect significant to independence learn .

Calculation result influence direct and not direct in this research will explained as following :

Table IV.25
Recapitulation of Analysis Results Regression

Variable	Influence Direct	Influence Not Direct	Total Influence
X › M	0.021		
M › Y	(-0.159)		
X › Y	0.48		
X › M › Y	0.021	-0.0033	-0.4833

Source : Researcher Data Processing Results (2022)

D. Sobel Test

In this study , the test will be used for count score from significance variable influence mediation with using the Sobel Test. Sobel's test was used for see score from variable normally distributed mediation (Ghozali 2018:251) . In this study , variables mediation to be used is motivation intrinsic .

So That is , the formula used in the sobel test in this research is use theory from (Ghozali 2018:251) that is with provision as following :

$$Sab = \sqrt{b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2}$$

Description :
Sa   : 0.113
Sb   : 0.086
a   : 0.27
b   : 0.17

Sobel test results for see score from significance variable influence mediation in this research will explained as following :

$$Sab = \sqrt{b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2}$$
$$Sab = \sqrt{(0.17)^2 (0.113)^2 + (0.17)^2 (0.086)^2 + (0.113)^2 (0.0086)^2}$$

$$Sab = (0.0289)(0.012) + (0.0289)(0.007) + (0.012)(0.007)$$
$$Sab = 0.0003 + 0.0002 + 0.0008$$
$$Sab = 0.0013$$
$$Sab = 0.03$$

For calculate t statistic influence mediation is with use formula as following :

$$t = \frac{ab}{Sab} = \frac{0.27 \, x \, 0.17}{0.03} = \frac{0.04}{0.03} = 1.53$$

Based on results sobel test calculation in this research shows that more Sat value small of 1.96 i.e. by 1.53 so that could concluded that motivation intrinsic no capable mediate influence effectiveness online learning of independence study (H accepted and H rejected).

Following is result data recapitulation test data for hypothesis that will used in this research is as following :

Table IV.26
Recapitulation of Data Test Results

	Hypothesis	Test results
H	There is significant influence effectiveness online learning (X) against motivation intrinsic (M) in a way partial and simultaneous .	Rejected
H2	There is significant influence motivation intrinsic (M) to independence learn (Y) partial and simultaneous .	Received
H	There is significant influence effectiveness online learning (X) against independence learn (Y) partial and simultaneous .	Received
H	There is significant influence Among effectiveness online learning (X) against independence mediated (Y) learning motivation intrinsic (M).	Rejected

Source : Results of Research Data Processing (2022)

H1. There is significant influence effectiveness online learning (X) against motivation intrinsic (M) by partial and simultaneous . **Hypothesis (H)** Rejected **.**

Based on test results used in this research found score coefficient regression for variable effectiveness online learning (X) against motivation intrinsic (M) of 0.236 with level significance his of 0.814. Coefficient value the marked positive with significance > 0.05, so could concluded that H $_1$ which states that there is influence positive and significant Among effectiveness online learning against motivation intrinsic to the participants educate class XI IPS SMA Negeri 2 Babelan rejected .

Insignificance influence effectiveness online learning against motivation intrinsic could

seen from results answer questionnaire research on indicators mastery full to Theory lesson with statement positive " the material provided by the teacher makes I enthusiastic study because topics learning interesting " there were 8 participants students who answered strongly agreed and 51 participants educate answer no agree that topics the learning provided by the teacher is interesting attention participant educate . this signifies that gift interesting material will could increase motivation study participant educate . But in fact provided material not enough interesting so that participant educate no motivated for reading or simply understand Theory the . it reflected from condition empirical in the field that still there is participant long learner in online learning through *zoom meetings* seen no anyone noticed (inclined turn off camera *zoom*), inclined more passive , when given a number of question tend many answered no know , and when given assignment past application *whatsapp messenger* many are late send Duty the .

Besides that , factor others who make influence Among effectiveness online learning against motivation intrinsic no significant showed from indicator results good study on with statement positive " result study I tend increasing " there were 21 participants educate answered strongly agree and 27 participants students who answered strongly no agree . this signifies that learning with use system online learning is not make results study participant educate increase , deep this thing is results eye study lesson economy . it reflected from condition empirical in the field that results study participant educate tend decrease caused because lack of motivation in herself alone for want to study During in learning stare advance online .

things the no in line with the TPACK theory (*Technological Pedagogical Content Knowledge*) which states that the online learning media used must intersect Among Theory lessons , technology used , and design pedagogy good learning (Triwahyudi, Sutrisno, & Yusnaidar 2021:48) . Problems that occur is a teacher already capable dominate technology learning with good however not enough accompanied with interesting pedagogical strategies and mastery ingredient Theory lesson so that make participant educate Becomes not enough motivated for want to learn . Neither is it in line with theory from Ryan & Deci (2020) which states that every individual have trend experience for develop herself alone in study so that arise trust self in herself (Ryan & Deci 2020:2) . Online learning yet can build trust participant educate for motivated learn . Problems that occur is that seen still many participant less educated motivated for want to study from in herself alone . it reflected from attitude believe self participant decreased pupils , lack concentration , and the worst is results inclined to study decreased .

The results of this study are strengthened with exists results study previously by (Mahardhika et al. 2021) and (Daheri et al. 2020) which showed that effectiveness online learning is not take effect significant to motivation intrinsic participant educate During in distance online learning far . Online learning tends rated not enough effective applied in online learning today . Problems main thing that happened is lack of deep teacher understanding realize technology available online learning , material less lessons interesting attention participant study , limitations discussion because of the media used not enough make participant educate motivated , and learning strategies applied not enough suitable applied to participant educate .

H2 . There is significant influence motivation intrinsic (M) against independence learn (Y) in a way partial and simultaneous . **Hypothesis (H $_2$) Accepted** .

Based on test results used in this research found score coefficient regression for variable motivation intrinsic learn (M) against independence learning (Y) of -0.159 with level significance his of 0.046. score coefficient the marked negative with significance < 0.05, so could concluded that H $_2$ which states that there is influence negative and significant Among motivation intrinsic to independence learn from the participants educate class XI IPS SMA Negeri 2 Babelan accepted . With so could taken conclusion that motivation study participant educate tend decrease however level independence study participant educate increase .

research is strengthened with exists theory from Ryan & Deci (2020) which states that every individual have trend experience for develop herself alone in study so that arise trust self in herself (Ryan & Deci 2020:2) . trust self participant educate in study grow because exists motivation from in self participant educate for have attitude independent in learn . Participant inclined learners motivated study will choose alone desired learning methods and strategies so that could solve something problems that occur in the herself alone without need the help of others (Ryan & Deci 2020:3) . This is also strengthened with Theory Emphasized Bandura's Socio-Cognitive that learning independent must capable adapt with situation learning at the moment with emphasize that individual for practice control on herself in Thing their thoughts , feelings , and actions do that of course must accompanied with motivation study participant educate (Schunk & Pajares 2010:668) . Motivation is one mover main somebody capable have attitude independence learn , because motivation capable awaken control in self somebody Thing thoughts , feelings , and actions you want they do for reach expected goal with built motivation from in herself alone .

The results of this study are strengthened with exists results study previously by (Hidayat 2014) ; (Apriani Kartika Sari, Muhsin, & Rozi 2017) ; (Octaviana et al. 2019) ; (Sudarwo 2018) ; (Mahmoodi, Kalantari, & Ghaslani 2014) and (Santoso 2021) which show that motivation intrinsic take effect significant to independence study participant educate During in implementation learning stare advance online . Motivation is one Thing main who can move participant educate for have attitude independence learn it alone for reach expected goal . Motivation intrinsic Becomes something mover main participant educate for could increase independence learn it because could give guarantee continuity study participant educate as well as could reach destination learn what he expects . because that 's motivation intrinsic be one mover main because participant educate that will want to doing activity learn it alone without must ruled by parents or other things that come from from outside herself alone .

H3 **.** There is significant influence effectiveness online learning (X) against independence learn (Y) in a way partial and simultaneous . **Hypothesis (H $_3$) Accepted** .

Based on test results used in this research found score coefficient regression for variable effectiveness online learning (X) against independence learning (Y) of 0.480 with level significance his of 0.00. score coefficient the marked positive with significance < 0.05, so could concluded that H $_3$ which states that there is influence positive and significant Among effectiveness online learning against independence learn from the participants educate class XI IPS SMA Negeri 2 Babelan accepted . With so could taken conclusion that the more tall level the effectiveness of the online learning media used so level independence study participant also learn more high .

research is strengthened with exists TPACK theory *(Technological Pendagogical Content Knowledge*) from Koehlr and Mishra stated that quality learning not yet can give the best quality if no accompanied with Theory interesting learning participant educate for understand it (Triwahyudi et al. 2021:48) . it prove that activity learning must align material , technology , and and design learning used in activity learning . If third Thing the applied in activity learning , then will make participant educate Becomes more believe self and more independent for use the medium be a medium of learning (Triwahyudi et al. 2021:49) . This is also strengthened with Winne and Hadwin (2008) discussing about learning independent at the same time with use technology (Sun, Xie, & Anderman, 2018:42) . Online learning used by direct already influence independence study participant educate where participant educate Becomes more independent in find sources learn , can for work profession house alone , capable describe profile on himself , capable develop a learning strategy that he wants , and is able to control herself alone During implementation online learning .

The results of this study are strengthened with exists results study previously by (Umama

2021) ; (Mufidah & Surjanti 2021) ; (Mustakim 2020) ; (Oktiani 2017) and (Cai et al. 2020) which show that effectiveness influential online learning significant to independence study participant educate During in distance online learning far away . Applied online learning in learning currently giving many profit especially for participant educate in develop independence learn it at home . Contribution online learning of independence study participant educate During implementation learning distance far is participant educate Becomes more capable manage time learn it , know what to achieved , create and plan learning strategies alone , and able find source learn it alone . So it is necessary there is an implementation strategy technology learn this online and apply with as best as you can make participant educate capable more independent in learn and use the media with as well as possible .

H4 **.** There is significant influence Among effectiveness online learning (X) against independence (Y) mediated learning motivation intrinsic (M). **Hypothesis** (**H** **)** Rejected **.**

Based on test results used in this research found that test effect direct that is of 0.48 and not direct that is of -0.0033. it signify that score influence no direct more small from influence directly (-0.0033 < 0.48). So that could concluded that H which represents influence the effectiveness of online learning media on independence motivation - mediated learning intrinsic rejected .

things the no in line with the TPACK theory (*Technological Pendagogical Content Knowledge*) which states that the online learning media used must intersect Among Theory lessons , technology used , and design pedagogy good learning (Triwahyudi et al. 2021:48) . Problems that occur is a teacher already capable dominate technology learning with good however not enough accompanied with interesting pedagogical strategies and mastery ingredient Theory lesson so that make participant educate Becomes not enough motivated for want to learn . Neither is it in line with theory from Ryan & Deci (2020) which states that every individual have trend experience for develop herself alone in study so that arise trust self in herself (Ryan & Deci 2020:2) . Online learning yet can build trust participant educate for motivated learn . Problems that occur is that seen still many participant less educated motivated for want to study from in herself alone . it reflected from attitude believe self participant decreased pupils , lack concentration , and the worst is results inclined to study decreased . Because it happened problem the so motivation intrinsic no can Becomes variable mediation Among effectiveness online learning against independence study because if motivation intrinsic study participant educate decrease so will lower influence from effectiveness online learning used so it will too lower independence study participant educate .

Insignificance variable mediation in this study , namely on variables motivation intrinsic strengthened with exists results study previously by (Kusumaningrum & Setyadie 2021) and (Hidayat 2014) which stated that motivation intrinsic no capable mediate influence effectiveness online learning against independence learn . it occur because motivation study students , especially motivation intrinsic study student decrease as a result of the online learning media used rated not enough interesting resulting spirit study student for study independent tend decreased . Besides it 's election learning materials and models that are still use method lecture is one making factor student lost concentration learn so that impact to attitude independence inclined to study decreased .

CONCLUSIONS AND RECOMMENDATIONS

Based on results research entitled " Influence Effectiveness Online Learning Against Independence Mediated Learning Motivation intrinsic Participant educate Class XI IPS SMA Negeri 2 Babelan " got pulled conclusion from exists this research namely as following :

1. Hypothesis test results first on the effect test effectiveness online learning against motivation intrinsic show t- count value of 0.23. score the < t table of 1.98. Sig value in this study amounted to 0.814 > 0.05 (value significance). those results means that effectiveness online learning is not give influence significant positive to motivation intrinsic participant educate Class XI IPS SMA Negeri 2 Babelan .

2. Hypothesis test results second on the test effect motivation intrinsic to independence study show t - value of -2.01. score it > t table of 1.98. Sign value in This study amounted to 0.046 <0.05 (value significance). those results means that motivation intrinsic give influence significant negative to independence study participant educate class XI IPS SMA Negeri 2 Babelan .

3. Hypothesis test results third on the effect test effectiveness online learning against independence study show t- count value of 6.1. score such > t table of 1.98. Sig value in this study amounted to 0.00 <0.05 (value significance). those results means that effectiveness online learning provides influence significant positive to independence study participant educate Class XI IPS SMA Negeri 2 Babelan .

4. Hypothesis test results fourth on the direct test and not direct show score influence direct of 0.48 and value influence no direct is -0.0033. So score influence no direct < influence direct so that effectiveness online learning through motivation intrinsic as variable mediation no take effect significant to independence learn .

Based on already concluded presented by researchers on so researcher give some suggestions are expected could made as ingredient for evaluation more carry on for agency related that is for Babelan 2 Public High School . the suggestion is as following :

a. For Schools and Teachers

1. Expected for teachers and staff education others at SMA Negeri 2 Babelan notice development study participant educate because Thing the need noticed more continue to find out development study participant educate more continued .

2. Babelan 2 Public High School teacher expected give a number of enter and keep motivation intrinsic study participant educate participants educate always have spirit learn and be motivated for more independent in study although must held by distance far through online media.

3. Expected for participant students and teachers at SMA Negeri 2 Babelan build good cooperation and build culture healthy learning for participants educate permanent could develop talents and interests so that Becomes participant responsible learner answer , reasonable virtue , and achievement although activity learning held by distance far with using online media.

b. For Study Next

Limitations test results as well study the theory presented by the researcher presumably could repaired and developed with good for study next . For study next expected will there are those who expand the sample and population study be more large so that will occur something positive and significant relationship between variable in this research .

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