

**THE INFLUENCE OF ONLINE LEARNING MEDIA
EFFECTIVENESS, SELF-EFFICIENCY AND LEARNING
MOTIVATION ON STUDENTS' ECONOMIC LEARNING OUTCOMES
AT SMA NEGERI 38 JAKARTA IN THE ERA OF PANDEMIC COVID-
19**

Muchamad Robiyansah¹

¹Universitas Negeri Jakarta, Indonesia

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Abstract

This study aims to determine the influence of online learning media, learning motivation self-efficacy on student learning outcomes based on valid and reliable data. The research was conducted at SMA Negeri 38 Jakarta. The method used is a survey method. The affordable population in this study were all students of class XI majoring in Social Sciences, totaling 120 students. Sampling using saturated sampling technique, namely the entire population sampled in this study. The instrument used to obtain data on variables X1 (Online Learning Media Effectiveness), X2 (Self Efficacy) and variables Y (Learning Motivation) were measured using a Likert scale. As for the variable Z (Student Learning Outcomes) using data on student test scores given by SMA Negeri 38 Jakarta teachers. The data analysis techniques used is the requirement analysis test, hypothesis test, description analysis and path analysis. Test requirements analysis performed shows the results that are normally distributed and linear data. The results of this study indicate that the effectiveness of online learning media has no effect on learning outcomes, self-efficacy has no effect on learning outcomes, learning motivation has a significant positive effect on learning outcomes, the effectiveness of online learning media has a significant positive effect on learning motivation, self-efficacy has a significant positive effect on motivation. Another thing can be concluded in this study that learning motivation can mediate the effectiveness of online learning media and self-efficacy variables on learning outcomes.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh efektivitas media pembelajaran online, efikasi diri dan motivasi belajar terhadap hasil belajar siswa. Penelitian dilakukan di SMA Negeri 38 Jakarta. Metode yang digunakan adalah metode survey. Populasi terjangkau dalam penelitian ini adalah seluruh siswa kelas XI jurusan IPS yang berjumlah 120 orang. Teknik analisis data yang digunakan adalah uji persyaratan analisis, uji hipotesis, analisis deskriptif dan analisis jalur. Uji persyaratan analisis yang dilakukan menunjukkan hasil yakni data berdistribusi normal dan linear. Hasil penelitian ini menunjukkan bahwa efektivitas media pembelajaran online tidak berpengaruh terhadap hasil belajar, efikasi diri tidak berpengaruh terhadap hasil belajar, motivasi belajar berpengaruh positif signifikan terhadap hasil belajar, efektivitas media pembelajaran online berpengaruh positif signifikan terhadap motivasi belajar, efikasi diri berpengaruh positif signifikan terhadap motivasi belajar, Hal lain dapat disimpulkan dalam penelitian ini bahwa motivasi belajar dapat memediasi variabel efektivitas media pembelajaran online dan efikasi diri terhadap hasil belajar.

* Corresponding Author.
muchamadrobiansah@gmail.com
Muchamad Robiyansah

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INTRODUCTION PRELIMINARY

Learning outcomes are the main benchmark to determine the learning success of a learner. In every process there will always be tangible results that can be measured and expressed as one's learning achievements (Gagne, 1988). According to Bloom in (Sujana, 2008) suggests that broadly divide the three domains in learning outcomes, namely cognitive, affective and psychomotor. This is also in line with the objectives of learning, namely changes in students' knowledge, skills and attitudes. To achieve these results, learning must be prepared and designed as well as possible so that these goals can be achieved. According to Nawawi in K. Brahim in (Susanto, 2015) said that learning outcomes can be interpreted as the level of success of students in learning subject matter at school which is expressed in scores obtained from test results to recognize a certain subject matter.

In fact, in the midst of the COVID-19 outbreak, which forced learning to be carried out online, student learning outcomes tended to decline. According to Carlsson in (Aji, 2020) states that students will experience a cognitive decline of 6% when they are not at school for 10 days. This is very worrying considering the common education problems coupled with the COVID-19 pandemic which has made the problem even more complex. Problems with student learning outcomes are caused because students do not understand the learning taught by the teacher because they do not meet face to face and the teacher finds it difficult to monitor student learning progress (Taradisa, 2020). This is reinforced by data on learning outcomes that researchers received from an economics teacher at SMA N 38 Jakarta, class X IPS 2 and X IPS 3. These data show a serious decline in learning outcomes. Only 36 students completed economics subjects and the remaining 36 students did not complete out of a total of 72 students. It consists of 36 students in class X IPS 2 and 36 students in class X IPS 3.

Tabel 1. 1 Number of Incomplete Class X IPS Students of SMAN 38 Jakarta

No	Class	Average value	KKM score	Number of Completed Students	The number of students is not complete	Total students
1	X IPS 2	61,57	75	18	18	36
2	X IPS 3	63,61	75	18	18	36
Total				36	36	72

Source: Data processed by the author (2020)

Online learning media is something that cannot be separated from the application of distance learning. Learning media according to (Yusufhadi Miarso, 2004) is anything that is used to channel messages and can stimulate students' thoughts, feelings, attention, and willingness so that they can encourage a deliberate, purposeful and controlled learning process. Learning that utilizes online media is a learning model based on Information Communication Technology (Yohana et al., 2020). This learning is usually done through a personal computer (PC) or laptop connected to an internet network connection. Educators can conduct learning together at the same time using groups on social media such as WhatsApp (WA), telegram, Instagram, zoom applications or other media as learning media (Atsani, 2020). In this condition, the continuity of learning tends to be affected in a negative direction compared to face-to-face learning.

The use of online media as a support for online teaching and learning activities does not fully run smoothly. Learning by utilizing online learning media or E-Learning has its own strengths, challenges and obstacles (Jamaluddin, 2020). Among them there are still students who do not have smart phones or smartphones as online learning suggestions (Atsani, 2020). In addition, the internet network is unstable due to regional conditions and signal access which varies in each region (Hasanah et al., 2020). And also the use of a relatively large quota so that it costs more, especially when learning takes place using a video conferencing application (Handarini & Wulandari, 2020). In this situation, the selection of effective online media is the key to the success of the learning process. This is because if the online media can touch students better then learning motivation will arise which is expected to have a positive impact on student learning outcomes.

Motivation has an important role in the continuity of the teaching and learning process. Motivation is an encouragement for students to be able to follow the learning well. In the COVID-19 pandemic situation, the tendency to decrease student motivation to learn is quite high, even though the impact when students have low learning motivation can have a negative impact on them, one of which is reducing the level of success in student learning so that it will lower student achievement (Rimbarizki, 2017). In online learning, students tend to get bored because the learning is very monotonous and there are too many assignments given by the teacher (Mustakim, 2020). Lack of understanding of the material and short time to complete assignments makes students feel pressured. Lack of mastery of the material makes it difficult for students to do the tasks given. This raises anxiety for students about what ultimately causes a decrease in encouragement from within them (Oktawirawan, 2020). In addition, the affective competence of students to be assessed through their attitudes is also very difficult for teachers to assess. This is caused by the teacher's low supervision of students so that they tend to be seen as participating in learning well, but the achievement of learning outcomes is still not optimal (Sadikin & Hamidah, 2020).

In addition to learning motivation, another aspect that can affect learning outcomes is self-efficacy. Self-efficacy can be interpreted as an individual's belief in his own competence to achieve the desired results (A. Susanto, 2018). Self-efficacy also includes how persistent and strong a person is to deal with unexpected situations (Qudsyi & Putri, 2016). In fact, there are still many students who have low self-efficacy when facing learning challenges. Based on research (Sihaloho, 2018) which says that there are still many students who have low self-efficacy which is characterized by students feeling less confident and confident in their abilities in answering questions during the Final Semester Examination (UAS) so that some students choose cheating during the exam. In line with that, research (Monika, 2020) revealed that there were actually quite a number of students who cheated when given difficult assignments. The reason students are still cheating is because there are difficult questions that they don't want to try to find answers for and in the end they copy the answers of their friends so that the questions can be completed as soon as possible. In addition, students lack confidence in their ability to work on the questions given by the teacher, so they copy friends' answers and think the answers are correct.

Another phenomenon is that there are still many students who are passive, lack self-confidence, and they find economics subjects difficult. Many students have difficulty understanding learning material because in economics subjects, there is some material that is difficult to explain through online learning (Sadikin & Hakim, 2019). It can be seen when the teacher asks students to answer 1 question and students are silent and do not answer questions from the teacher (Oktaviana, 2020). This can be said to be low in student self-

efficacy that occurs in learning at school which results in decreased student learning outcomes. In research (Agus & Lili, 2018) it has been proven that there is a positive relationship between Self-Efficacy of 60.5% on students' Economic Learning Outcomes. Also in research (Suryani et al., 2020) revealed that there is a positive relationship between self-efficacy on learning outcomes with E-Learning based learning models.

Based on the background of the problems above, this study assumes that the application of online learning using online learning media makes students' self-efficacy and learning motivation tend to decrease. This is what is strongly suspected of influencing the decline in student learning outcomes during the COVID-19 pandemic era that occurred this year. Therefore, researchers are interested in conducting research with the title "EFFECTIVENESS OF ONLINE LEARNING MEDIA EFFECTIVENESS, SELF-EFFICIENCY AND LEARNING MOTIVATION ON ECONOMIC LEARNING OUTCOMES OF STUDENTS SMA NEGERI 38 JAKARTA IN THE ERA OF PANDEMI COVID-19". This is important to study in order to improve and build more effective and efficient learning in the midst of the Covid-19 pandemic, which is still unknown when it will end.

METHOD

Based on the title raised by the researcher, the method chosen in this research is to use quantitative research methods by collecting data using survey techniques that utilize primary data in the form of questionnaires along with secondary data in the form of student learning outcomes from an economics teacher at SMA Negeri 38 Jakarta. The method used in testing the hypothesis is *path analysis* by processing data on each variable according to statistical procedures using the SPSS application and based on supporting theories. Sampling technique with *proportional random sampling*.

The research instrument for learning outcomes variable (Y) uses the learning outcomes index with KKM standards in accordance with school policies. The effectiveness variable of online learning media (X1) uses indicators capable of increasing absorption, being able to increase imagination and learning experience, being able to increase the intensity of interaction and communication, being able to increase range and flexibility and being able to increase student interest. The self-efficacy variable (X2) uses indicators of confidence in completing tasks, confidence in being able to try hard, persistence, tenacity and perseverance, confidence in being able to survive in the face of difficulties and obstacles and confidence in solving problems in various situations. The learning motivation variable (Z) uses indicators of the desire and desire to succeed, the encouragement and need for learning, the hopes and aspirations for the future, the interest in learning. Research data collection was carried out in July-August by distributing questionnaires in the form of Google Forms which were distributed online via WhatsApp to respondents. The scale used by researchers in assessing the questionnaire is the Likert scale with a range of scoring values for statements that are positive in the form of a scale as follows SS = 5, S = 4, KS = 3, TS = 2 and STS = 1 while for statements that are negative scoring values in the form of a scale are as follows STS = 5, TS = 4, KS = 3, S = 2 and SS = 1.

Data analysis techniques used path analysis techniques (*Path Analysis*) with the help of the SPSS Statistics 21 application. Testing research instruments, namely validity and reliability test, classical assumption test includes normality and linearity tests, as well as hypothesis testing with t test, F test, coefficient of determination, path analysis and sobel test.

RESULTS AND DISCUSSION

In carrying out trading activities, business actors, both large and MSMEs, of course have different ways to maintain their resistance in the business field they are involved in. Some of these business actors run or manage their business with or without being equipped with good financial literacy. The focus on the business actors being researched is MSMEs by measuring the extent to which financial literacy is understood.

All respondents in this study were 92 respondents who were XI IPS students at SMAN 38 Jakarta consisting of 3 classes starting from XI IPS 1, XI IPS 2 and XI IPS 3.

Table III. 1 Number of Respondents

No.	Kelas	Jumlah Siswa
1	XI IPS 1	31 Siswa
2	XI IPS 2	31 Siswa
3	XI IPS 3	30 Siswa
Jumlah		92 Siswa

Source: Data processed by researchers, 2021.

Descriptive Variable Learning Outcomes (Y) Learning

Outcomes in this study focus on learning outcomes in the form of cognitive. Cognitive learning outcomes are related to mastery of the material that has been taught by the teacher during the learning process. Learning outcomes in this study were measured using daily test scores (UH) which were carried out each time they completed one basic competency (KD) with an online learning model during the distance learning system (PJJ)r. Based on the results of the descriptive statistical analysis of the Learning Outcome variable (Y), a mean value of 61.19 was obtained, the median was 66, and the standard deviation was 15.52. Also obtained a minimum value of 15 and a maximum value of 80.

Descriptive Variable Effectiveness of Online Learning Media (X1) The

Effectiveness of online learning media which is an independent variable was measured using 23 positive statement items which had been filled in by 92 respondents with each statement having a scoring range of 1 to 5 based on a Likert scale. The results can be seen that the indicator is able to increase the intensity of interaction and communication that is equal to 25.07%. This illustrates that the classroom atmosphere becomes more communication between teachers and students. As for the lowest indicator, namely being able to increase imagination and learning experience with a percentage of 12.52%. This illustrates that many students do not absorb the learning material conveyed by the teacher through online learning media.

Self-Efficacy Variable Descriptive (X2)

Self-efficacy which is an independent variable was measured using 18 positive statements which had been filled out by 92 respondents with each statement having a score range of 1 to 5 based on a Likert scale. From the results it can be seen that the indicator of confidence that they can solve problems in various situations is the largest percentage that affects self-efficacy, namely 33.71%. This illustrates that students are able to solve problems that arise in different situations. Meanwhile, the lowest indicator is confidence in being able

to survive in the face of difficulties and obstacles with a percentage of 19.44%. This illustrates that there are still many students who have not been able to survive in the face of difficulties at a more advanced level.

Descriptive Variable Learning Motivation (Z) Learning

Motivation which is an independent variable was measured using 16 positive statements which had been filled in by 92 respondents with each statement having a scoring range of 1 to 5 based on a Likert scale. From the results it can be seen that the indicator of the desire and desire to succeed is the largest percentage that influences learning motivation, namely 32.52%. This illustrates that students have a high desire to succeed in learning. Meanwhile, the lowest indicator is the presence of hopes and

1. Data Quality Test

1) Validity Test

It is known that there are 67 statement items from 3 (three) independent variables and tested on 30 samples of instrument trial respondents, so the r-table is 0.361. The results showed that the r-count of the Pearson Correlation of all research variable statements was greater than the r-table or r-count > 0.361. In addition, the significance of the correlation results of all variables is below 0.05 or 5%, the calculation results obtained 57 statement items from 3 (three) variables in the study are said to be valid. Calculation of the validity test with IBM SPSS Statistics 21, obtained as follows:

Table 4. 1 Instrument Validity Test Results

No.	Variable	Test Items	Item Not Passed	Passed Item
1	The Effectiveness of Online Learning Media (X1)	28	5	22
2	Self Efficacy (X2)	23	5	18
3	Learning Motivation (Z)	19	3	16
TOTAL		70	13	56

Source: data processed by the author (2021)

2) Reliability Test

The instrument can be said to be reliable if the Alpha coefficient ≥ 0.600 can be interpreted that the r count is greater or equal to the r table, and vice versa (Sugiyono, 2015). The results of calculating the reliability of the instrument can be seen in the following table:

Table 4. 2 Instrument Reliability Test Results

Variabel	Alpha Cronbach	Tabel Koefisien Korelasi	Kesimpulan
The Effectiveness of Online Learning Media	0,965	0,6	Reliabel
Self Efficacy	0,949	0,6	Reliabel
Motivation to learn	0,863	0,6	Reliabel

Source: data processed by the author (2021)

It is known that all independent variables show Cronbach's Alpha which is greater than 0.600. It can be interpreted that the independent variables are declared worthy of being used as data collection instruments.

2. Test Requirements Analysis

1) Normality Test

In this study, testing the normality of the data used the Kolmogorov-Smirnov test and the Normal Probably Plot. The normality test using the Kolmogorov-Smirnov test has a significant level (α) = 5% = 0.05. The decision making criterion is, if the significance value is > 0.05 then the data is normally distributed. And conversely if the significance value is < 0.05 then the data is considered not normally distributed and must be corrected.

Whereas the normality test using the Normal Probably Plot has criteria if the data spreads around the diagonal line and follows the diagonal direction, then the regression model meets the normality assumption and if the data spreads away from the diagonal line, then the regression model does not meet the normality assumption.

Tabel 4. 1 Normality Test Results

Variabel Name	Asymp. Sig. (2- tailed)	Sig.	Information
The Effectiveness of Online Learning Media (X1)	0,127	0,05	Normal Distributed
Self Efficacy (X2)			
Motivation Study (Z)			
motivation Study (Z)			

Source: data processed by the author (2021)

Based on the output of the normality test calculation results in table 4. it can be seen that the Asymp. Sig (2-tailed) Unstandardized Residual of $0.127 > 0.05$. These results indicate that the significance level of the residuals is greater than 0.05 so it can be concluded that the data are used in this study, namely the Effectiveness of Online Learning Media (X1), Self-Efficacy (X2), Learning Motivation (Z) and Learning Outcomes (Y) are normally distributed. This test proves that the data is normally distributed and can be continued in further analysis testing.

2) Linearity Test

In this study, the decision to pass or not the data used the Test for Linearity by looking at the output on the ANOVA table. The linearity test is used to determine whether the multiple regression model is linear or not. If the level of significance (error) is at deviation from linearity > 0.05 , then the influence between variables is linear. Then, if the significance level (error) on the deviation from linearity is < 0.05 , then the influence between variables is not linear.

Table 4. 2 Linearity Test Results

Variabel Name		F	Sig.	description
Free	Bound			
The Effectiveness of Online Learning Media (X1)	Hasil Belajar (Y)	0,548	0,977	Linear
Self Efficacy (X2)	Hasil Belajar (Y)	1,514	0,088	Linear
Learning Motivation (Z)	Hasil Belajar (Y)	0,835	0,698	Linear

Source: Data processed by the author (2021)

Based on testing using SPSS v.21, the output of the ANOVA table above is obtained, the significance of the deviation from linearity for variable X1 to Y is 0.977, for variable X2 to Y is 0.088 and Z to Y is 0.698. This states that the assumption of linearity between the variables of the effectiveness of online learning media, self-efficacy, learning motivation on learning outcomes is met because the significance level is > 0.05

3. Hypothesis testing

1) t Test

The t test aims to determine the partial relationship between the independent variables and the dependent variable. The relationship between the two variables is said to be significant or not can be known in the t test. Testing the variables in this study was carried out using a significance level (error) of 0.05. The criterion for the t test is if $t\text{-count} > t\text{-table}$ then there is a significant influence and if $t\text{-count} < t\text{-table}$ then there is no significant effect between the independent variables and the dependent variable. Statistical t-table value with a significance level of 0.05, $df = n - k - 1$ (n is the amount of data and k is the number of independent variables) or $92 - 3 - 1 = 88$, then the t-table value is 1.662. Following are the results of the t test using SPSS v.21:

Tabel III. 2 Uji t
Coefficients^a

Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std. Error	Beta		
23.030	15.144		1.521	.132
-.038	.135	-.036	-.283	.778
.077	.239	.041	.322	.748
.572	.221	.296	2.592	.011

Dependent Variable: Y

Sumber: Data diolah oleh peneliti, 2021.

Based on the table it is shown that the partial significance value is said to be influential if the significance value is less than 0.05. So from the results of the output table above it can be concluded as follows:

Effectiveness of Online Learning Media: According to the results of the t-test calculations carried out with the help of the SPSS program above, variable X1 obtained a significance value of 0.026. So, this significance value is greater than the value of α which is 0.05. Value (sig > $\alpha = 0.778 > 0.050$) means the independent variable, namely the Effectiveness of Online Learning Media (X1) has no significant effect on the Learning Outcome variable (Y).

Self-Efficacy: The results of the t-test calculations carried out with the help of the SPSS program above, the Self-Efficacy variable (X2) obtained a significance value of 0.748. So it is known that this significance value is greater than the value of α which is 0.05. Value (sig > $\alpha = 0.743 > 0.050$) means that the independent variable, namely Self-Efficacy (X2), has no significant effect on the Learning Outcome variable (Y).

Learning Motivation: According to the results of the t-test calculations carried out with the help of the SPSS program above, the variable Learning Motivation (Z) obtained a significance value of 0.011. So it is known that this significance value is smaller than the value of α which is 0.05. value (sig < $\alpha = 0.011 < 0.050$) then the independent variable namely Learning Motivation (Z) influences the Learning Outcome variable (Y)

2) Koefisien Determinasi

The coefficient of determination test is used to find out how much the percentage of the learning outcome variable (Y) is determined by the variables of the effectiveness of online learning media (X1), self-efficacy (X2) and learning motivation (Z) simultaneously. The results of calculating the coefficient of determination using the SPSS v.21 program are presented in the following table:

Tabel III. 3 Determination Coefficient Test Equation One

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.459 ^a	.210	.193	7.22030

a. Predictors: (Constant), EMPO, ED

Source: Data processed by researchers, 2021.

Based on the value of R Square (R²), the influence of the Effectiveness of Online Learning Media (X1) and Self-Efficacy (X2) variables simultaneously on the Learning Motivation variable (Z) is 0.21 or 21%. Meanwhile, the remaining effect can be calculated by subtracting the number 1 from the R Square value, then $1 - 0.21 = 0.79$ or 79% is influenced by other variables outside the regression equation or variables not examined. This means that the learning motivation variable that can be explained by the effectiveness of online learning media and self-efficacy variables is 21%. Furthermore, below is the test table for the coefficient of determination of the structure of the second equation regression model:

Tabel III.4 Determination Coefficient Test Equation Two

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.301 ^a	.091	.060	15.04036

a. Predictors: (Constant), EMPO, ED, MB

Source: Data processed by researchers, 2021.

Based on the table, R is a multiple correlation value with a number of 0.301. R Square (R²) is the coefficient of determination with a value of 0.091. Adjusted R Square is R square which has been adjusted with a value of 0.060. The Std Error of the Estimate is the prediction error value of 15,041.

With Adjusted R Square (R²) of 0.060, it can be concluded that the percentage of effectiveness of online learning media (X1), self-efficacy (X2) and learning motivation (Z) to explain the variable learning outcomes (Y) simultaneously is 6% while the rest can be influenced by other factors not examined.

4. Path Analysis

This study uses path analysis techniques to look at the direct and indirect effects of the independent variables on the dependent variable, especially through the interest in reading variable which mediates between the utilization of economic literature collections

and learning discipline on academic achievement. This test is carried out to determine the asymmetrical relationship of a hypothesis that is built based on theoretical studies. To test the effect of the mediating variable, the following is a description of the path analysis structural equation model in the form of a diagram:

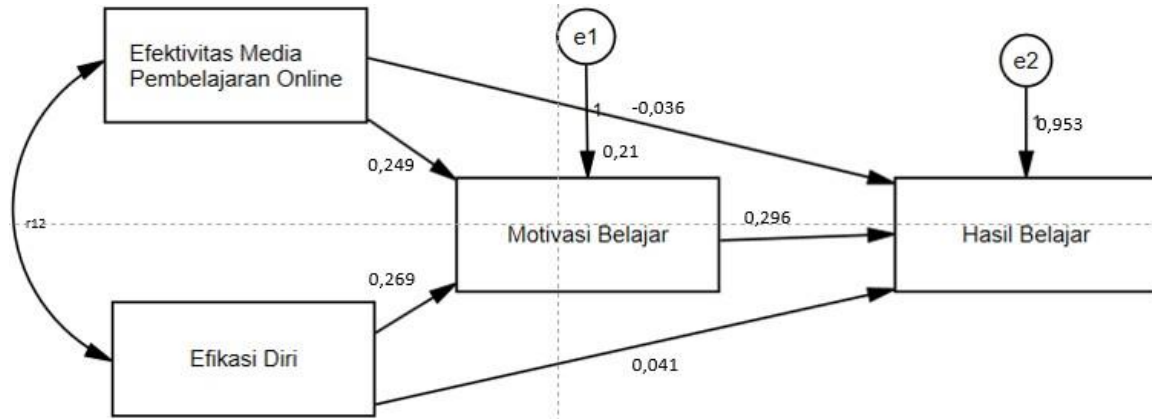


Figure III.1 Path Diagram Model
Source: Data processed by researchers, 2021.

Figure III.1 is a path diagram model in this study. Based on the figure, it is known that the coefficient values of the independent variable X1 on the dependent are negative, while the independent variables X2 and Z are positive, referring to the results of Standardized Coefficients Beta and the standard error values ϵ_1 and ϵ_2 obtained through the following calculations:

$$e1 = \sqrt{1 - R^2}$$

$$e1 = \sqrt{1 - 0,21^2}$$

$$e1 = 0,888$$

$$e2 = \sqrt{1 - R^2}$$

$$e2 = \sqrt{1 - 0,91^2}$$

$$e2 = 0,953$$

From the structural equation of the path analysis, it can be seen that the indirect influence of the learning motivation variable as a mediation between the effectiveness of online learning media and self-efficacy variables on learning outcomes variables. In addition, the magnitude of the direct influence and total influence can also be known in detail as presented in the table below:

Table III.5 Path Analysis Calculation Results

Relations Between Variables	Direct Influence	Influence Indirect	Total Impact
Media effectiveness online learning on learning outcomes	-0,036	-	-0,036
Self-efficacy on learning outcomes	0,041	-	0,041
Motivation to learn on learning outcomes	0,296	-	0,296
The effectiveness of online learning media on learning motivation	0,249	-	0,249
Self-efficacy for results study	0,269	-	0,269
The Effectiveness of Online Learning Media on Learning Outcomes through Motivation to learn	-0,036	$0,249 \times 0,296 = 0,0737$	0,0377
Self-Efficacy on Outcomes Learning through Learning Motivation	0,041	$0,269 \times 0,296 = 0,080$	0,121

Table in the study there are five direct effects and two indirect effects. The biggest direct effect in this study is the influence of learning motivation variables on learning outcomes and the smallest direct effect is the effectiveness of online learning media on learning outcomes. In addition, the indirect effect with the greatest value is self-efficacy on learning outcomes through learning motivation.

5. Sobel test

The Sobel test is a tool used to analyze the strength of the influence of the indirect relationship created through mediating variables that mediate the relationship between the independent variables and the dependent variable. The significance of the mediating variable having an indirect effect can be seen from the results of the comparison of the p-value and the level of significance (0.05). The following is the result of the calculation using the Sobel test:

Input:		Test statistic:	Std. Error:	p-value:
a	-0.038	Sobel test: -0.2798315	0.07767532	0.77960678
b	0.572	Aroian test: -0.26122468	0.08320806	0.79391925
s _a	0.135	Goodman test: -0.30308018	0.071717	0.76182876
s _b	0.221	Reset all	Calculate	

Based on the results of research data calculations, a positive p-value of 0.77960678 is obtained, which is greater than the significance value of 0.05. This value indicates that motivation to learn does not act as a mediator. it can be concluded that learning motivation variables cannot mediate the effectiveness of online learning media variables on learning outcomes. Second equation:

Input:		Test statistic:	Std. Error:	p-value:
a	0.077	Sobel test: 0.31970839	0.13776304	0.7491894
b	0.572	Aroian test: 0.29851934	0.14754153	0.76530682
s _a	0.239	Goodman test: 0.34616193	0.12723525	0.72922102
s _b	0.221	Reset all	Calculate	

Gambar III.3 Output Uji Sobel 2
Sumber: Data diolah oleh peneliti, 2021.

Berdasarkan hasil perhitungan data penelitian diperoleh nilai p-value positif sebesar = 0.749 yang mana lebih besar dari nilai signifikansi yang bernilai sebesar 0,05. Nilai tersebut menunjukkan bahwa motivasi belajar tidak berperan sebagai mediator. maka dapat diambil kesimpulan bahwa variabel motivasi belajar tidak dapat memediasi variabel efikasi diri terhadap hasil belajar.

CONCLUSIONS AND RECOMMENDATIONS

The effectiveness of online learning media has no significant effect on learning outcomes

- 1) Self-efficacy has no significant effect on learning outcomes
- 2) Learning motivation has a significant positive effect on learning outcomes
- 3) The effectiveness of online learning media has a significant positive effect on learning motivation
- 4) Self-efficacy has a significant positive effect on learning motivation
- 5) The effectiveness of online learning media has no significant effect on learning outcomes through learning motivation
- 6) Self-efficacy has no significant effect on learning outcomes through learning motivation

Untuk meningkatkan hasil belajar siswa penting bagi guru dan orang tua untuk berperan meningkatkan student's motivation to study. Teachers can apply various variations of learning by adding and combining various online learning media so that it is more effective and relevant to the material being taught. Meanwhile, parents can generate

student motivation through various things such as giving prizes when achieving certain targets or providing inspiration and encouragement in the form of adequate learning facilities to support student learning.

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