

# 23USE SMARTPHONE AND ITS INFLUENCE OF LEARNING MOTIVATION ON ECONOMICS LEARNING OUTCOMES AT SMA NEGERI 1 KRAMAT

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## USE SMARTPHONE AND ITS INFLUENCE OF LEARNING MOTIVATION ON ECONOMICS LEARNING OUTCOMES AT SMA NEGERI 1 KRAMAT

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### Abstract

This research aims to determine (1) the effect of use smartphone on economic learning outcomes in class XI IPS SMA Negeri 1 Kramat, (2) the influence of learning motivation on economic learning outcomes in class smartphone and learning motivation on economic learning outcomes in class XI IPS SMA Negeri 1 Kramat. The approach used in this research is a quantitative approach. The population in this study was class XI IPS students at SMA Negeri 1 Kramat, totaling 177 students, with a sample size of 64 students. Sampling using techniques simple random sampling.

The data collection methods used are observation, documentation and questionnaires. Data analysis techniques use descriptive statistical analysis, data prerequisite tests with homogeneity tests, normality tests and linearity tests. Simple linear regression analysis, multiple linear regression analysis, t test and F test. The results of the study state that there is an effect of use smartphone on learning outcomes with an influence level of 81.3%. Meanwhile, the influence of learning motivation on learning outcomes is 92%. Apart from that, the impact of use smartphone and learning motivation on learning outcomes was 94.8%.

This research provides suggestions for students to increase their intensity in use smartphone To support the learning process by accessing the internet to search for information about subjects, especially economics, the teacher's suggestions can regulate its use smartphone by monitoring and limiting use smartphone in learning and can motivate students by providing encouragement for learning motivation during the learning process so that they remain enthusiastic in learning to get high grades and achieve future goals. The next researcher suggests expanding the scope of research by using other variables.

Keywords: Usage Smartphone, Learning Motivation, Learning Results

### 1. INTRODUCTION

Current technological developments are very rapid. Technological advances have led to many changes in aspects of human life, one of these aspects is communication. Smartphone is a voice communication tool or what is usually called cell phone.

Usage smartphone Being connected to the internet provides many opportunities, such as searching for information and looking for various references to support learning. When they receive assignments from the teacher, students can get a lot of information about the subject matter so that it will increase their knowledge and improve their learning outcomes (Dini, 2018: 350).

Existencesmartphone not only has a positive impact but also has a negative impact on students if misused. Usesmartphone Excessive amounts sometimes cause problems in student learning. Not a few students are unfocused and don't pay attention to the teacher when studying because they play smartphone. This sometimes affects students' assignments too, students do not complete assignments because they are too busy playing smartphone even until late at night. This can have a negative impact on student learning outcomes in the classroom (Afandi & Nashiroh, 2020:44).

The success of education at school can be monitored from the learning outcomes that students have achieved. At the end of each learning process, an evaluation is always carried out to determine the level of student success in the learning process that has been completed within a certain period of time. Quality students come from students who have good learning outcomes at school and this is the main goal of education, namely producing students who excel (Ghulamudin et al., 2020:2).

Learning outcomes are a measure of student learning achievement, and there are also internal factors that influence student learning outcomes, the internal factor here is learning motivation. Learning

motivation is a general psychological driver of students that generates learning activities, ensures the continuity of learning and directs learning activities towards goals (Nasution, 2018:45). Uno (2021:23) says that learning motivation is internal and external encouragement for students who are learning to make changes in behavior, generally by several indicators or supporting elements.

Low learning motivation due to inadequate internal student support to increase enthusiasm for learning. This happens because they are not interested and do not pay attention to economic subject matter. Therefore, it is very important to increase and foster student interest so that learning motivation can develop well.

Discusses issues regarding the effects of use smartphone in class XI IPS students at SMA Negeri 1 Kramat, in fact most students use it smartphone to access social media such as instagram, facebook, whatsapp and game. In addition, students have no motivation to study, which causes them to get bored with lessons. As a result, economic learning outcomes are less than satisfactory. In this research, the learning outcomes used are PAS (Final Semester Assessment) scores.

From the information obtained, the researcher intends to conduct research with the title "Use Smartphone and the influence of learning motivation on economic learning outcomes at SMA Negeri 1 Kramat".

The aims of this research are: (1) to determine the effect of use smartphone on economic learning outcomes in class XI IPS SMA Negeri 1 Kramat (2) determine the influence of learning motivation on economic learning outcomes in class XI IPS SMA Negeri 1 Kramat.

## 2 METHODOLOGY

This research uses a quantitative approach with associative correlation research methods because there are three variables that function to ask about the relationship between these variables. This research was conducted at SMA Negeri 1 Kramat from 14 June 2023 to 4 July 2023.

The population in this study were all students in class XI IPS, totaling 177 students. The number of samples that can be taken based on the Yamane formula (Sugiyono, 2019: 137) is as follows:

Information:

n : Number of samples required

N: Number of population

e : Sample error rate 10% (sampling error)

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{177}{1 + 177(0,10)^2}$$

$$n = \frac{177}{1 + 177(0,01)}$$

$$n = \frac{177}{2,77}$$

$$n = 63,89$$

So the result of the sample calculation using the Yamane formula is 63.89 rounded up to 64 samples from the total population of class XI IPS students.

In determining the sample in this research, techniques were used sampling that is Simple Random Sampling. It is said simple (simple) because sampling members from the population is carried out randomly without paying attention to the strata in the population.

This research begins by formulating the problems that occur during use smartphone and learning motivation on economic learning outcomes in class XI IPS SMA Negeri 1 Kramat. Then a theoretical study and framework of thinking is prepared from which a hypothesis formulation is then drawn. To prove this, data collection is carried out and the data will then be analyzed so that conclusions and

suggestions can be drawn.

The data collection techniques used are observation, documentation and questionnaires. Documentation, namely the profile of SMA Negeri 1 Kramat, final semester grades, organizational structure, list of names of class XI IPS students at SMA Negeri 1 Kramat. Meanwhile, questionnaires are used to measure the effect of use smartphone and motivation to learn. To obtain valid and reliable data, before the instrument is used it must pass validity and reliability testing.

In this research, the data analysis techniques used are descriptive statistical analysis, data prerequisite tests with homogeneity tests, normality tests and linearity tests, simple linear regression analysis, multiple linear regression analysis and hypothesis testing.

### 3 RESULTS

Based on the results of descriptive statistical analysis of usage variables smartphone (X1) data obtained mean = 41.91, standard deviation = 4.988, range = 23, minimum value = 32, maximum value = 55, and total = 2682. Results of descriptive statistical analysis of the learning motivation variable (X2) data obtained average = 60.56, standard deviation = 7.298, range = 43, minimum value = 46, maximum value = 89 and total = 3876. Results of analysis of learning outcome variables (Y) data obtained on average = 79.53, standard deviation = 3.473, range = 17, minimum value = 73, maximum value = 90, grand total = 5090.

The data prerequisite test results are based on the results of the homogeneity test for variable X1 and variable Y shows a significance value of 0.141 > significance level of 0.10, it is concluded that the usage variables smartphone (X1) and learning outcomes (Y) have the same variance. Results of the homogeneity test for variable X2 and variable Y shows a significance value of 0.435 > significance level of 0.10. It is concluded that the learning motivation variable (X2) and the learning outcome variable (Y) have the same variance. The results of the normality test obtained a significance (Asymp. Sig 2-tailed) of 0.200 or 20%, the significance value was greater than 0.10 or 10% (0.200 > 0.10), so the residual data was normally distributed. Variable X linearity test results1 with variable Y, it can be seen that the significance value (P Value Sig.) in the row Deviation from Linearity amounting to 0.544 > 0.10, it can be concluded that between the usage variables smartphone (X1) and learning outcomes (Y) have a linear relationship. Variable X linearity test results2 with variable Y, it can be seen that the significance value (P Value Sig.) in the row Deviation from Linearity amounting to 0.996 > 0.10, it can be concluded that the learning motivation variable (X2) and learning outcomes (Y) have a linear relationship.

Results of simple linear regression analysis of usage variables smartphone (X1) on the learning outcome variable (Y) it is known that the correlation value is 0.697, t valuecount16,418 > nilai table1,295 for them1 accepted with a sig.t probability score1 0.000 < 0.10 and the coefficient of determination score (R<sup>2</sup>) of 0.813 can be stated as use smartphone influence on learning outcomes. Results of simple linear regression analysis of the learning motivation variable (X2) on the learning outcome variable (Y) it is known that the correlation value is 0.456, t valuecount26,737 > nilai table1,295 for them2 accepted with a sig.t probability score2 0.000 < 0.10 and the coefficient of determination score (R<sup>2</sup>) of 0.920, it can be stated that learning motivation influences learning outcomes.

Results of multiple linear regression analysis of usage variables smartphone (X1) and learning motivation (X2) on learning outcomes (Y) it is known that the correlation value of determination (R<sup>2</sup>) of 0.948 F valuecount554,838 > Nilai Ftable2,39 for them3 accepted with a sig.t probability score3 0,000 < 0,10 can be used smartphone and learning motivation influences learning outcomes.

Test results hypothesis states that there is a positive and significant influence between the usage variables smartphone (X1) on the learning outcome variable (Y). State that there is a positive and significant influence between the learning motivation variables (X2) on the learning outcome variable (Y).

state that there is influence positive and significant concurrently between usage variables smartphone (X1) and learning motivation variables (X2) on the learning outcome variable (Y).

Based on the research results, it is stated that the usage variable smartphone (X1) has an effect on the learning outcome variable (Y) of 0.813, which means use smartphone has an 81.3% influence on learning outcomes and learning motivation variables (X2) has an effect on the learning outcome variable (Y) of 0.920, which means that learning motivation has a 92% influence on learning outcomes, as well as the use variable smartphone (X1) and learning motivation (X2) has an effect on learning outcomes (Y) of 0.948, which means use smartphone and learning motivation has a 94.8% influence on learning outcomes. Based on the research results above, it shows that the most significant result is the learning motivation variable (X2) to the learning outcome variable (Y) which has an influence of 0.920 or 92%.

### 3.1 Discussion

#### 3.1.1 Effects of Smartphone Use (X<sub>1</sub>) on Learning Outcomes (Y)

Based on the research results, it is stated that the usage variable smartphone (X<sub>1</sub>) has a positive and significant effect on the learning outcome variable (Y). This is proven by calculations in the t test with variable X<sub>1</sub> has a t value amounting to 5.695 with a significance value of 0.000 < 0.10, because the t value 5.695 > nilai t table 1.295 then it can be stated as H<sub>a1</sub> accepted and H<sub>o1</sub> rejected, which means if students maximize use smartphone possessed in learning can improve learning outcomes.

#### 3.1.2 Influence of Learning Motivation (X<sub>2</sub>) on Learning Outcomes (Y)

Based on the research results, it is stated that the motivation variable (X<sub>2</sub>) learning has a positive and significant effect on the learning outcome variable (Y). This is proven by calculations in the t test of the learning motivation variable (X<sub>2</sub>) has a t value amounting to 12.566 with a significance value of 0.000 < 0.10 because of the t value 12.566 > nilai t table 1.295 then the decision is H<sub>a2</sub> accepted and H<sub>o2</sub> rejected, which means that learning motivation influences learning outcomes. If students' learning motivation is high, the learning outcomes they obtain will also be high. If students' learning motivation decreases, learning outcomes will also be low.

#### 3.1.3 Effects of Smartphone Use (X<sub>1</sub>) and Learning Motivation (X<sub>2</sub>) on Learning Outcomes (Y)

Based on the research results, it is stated that the usage variable smartphone (X<sub>1</sub>) and learning motivation variables (X<sub>2</sub>) have a significant concurrent effect on the learning outcome variable (Y). This is proven by calculations in the F test to obtain the F value amounting to 554.838 while F table of 2.39 with a significance level (sig) obtained by a value of 0.000 < 0.10. So it can be stated H<sub>o3</sub> rejected and H<sub>a3</sub> accepted, which means use smartphone and learning motivation influences simultaneously with learning outcomes. If students maximize use smartphone in learning and increasing learning motivation, the learning outcomes obtained will be achieved.

### 4 CONCLUSION

From the research results it was concluded that:

- 1) consumption smartphone has a significant effect on economic learning outcomes in class XI IPS at SMA Negeri 1 Kramat
- 2) Learning motivation has a significant influence on economic learning outcomes in class XI IPS at SMA Negeri 1 Kramat
- 3) Usage smartphone and learning motivation together have a significant effect on economic learning outcomes in class XI IPS at SMA Negeri 1 Kramat.

### THANK YOU

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