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The Effect Of Learning Methods And Teaching Media On Learning Motivation Of Business Education Students

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Abstract

This study aims to analyze the influence of learning methods and teaching media on the learning motivation of Business Education students, class of 2023, at Surabaya State University in the Mathematics and Economics course. The background of this study is the decline in student learning motivation after the COVID-19 pandemic, where 48% of students in Indonesia have low learning motivation. This study uses a quantitative approach with a multiple linear regression method. The study population was all 145 Business Education students, class of 2023, with a sample of 106 students selected using a simple random sampling technique. Data collection was carried out through a questionnaire with a Likert scale (1-5). The results showed that learning methods partially did not have a significant effect on student learning motivation (T count 0.894 < T table 1.659; sig. 0.373 > 0.05). In contrast, teaching media had a significant effect on student learning motivation (T count 5.077 > T table 1.659; sig. 0.000 < 0.05). Simultaneous tests show that learning methods and teaching media together have a significant effect on student learning motivation (F count 35.345 > F table 3.08; sig. 0.000 < 0.05). This study provides important implications for the development of more effective learning strategies, especially in optimizing the use of teaching media to increase student learning motivation in the digital era. It is recommended that lecturers pay more attention to the variety and creativity of learning media used in the Mathematics Economics lecture process..

Keyword: Learning Methods, Teaching Media, Learning Motivation, Mathematical Economics

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INTRODUCTION

Education plays a crucial role in preparing the younger generation to face an increasingly complex and dynamic world. In the era of globalization and the 4.0 industrial revolution, (Fakhri, 2023) states that students need to be equipped with relevant 21st-century skills to successfully face future challenges. However, the current educational curriculum does not fully meet the needs of the era. Therefore, in education, learning motivation is needed so that students can develop. This motivation is related to the goals or expectations held by students when attending classes. Student learning motivation is interconnected with their goals and expectations in attending lectures. For students whose learning motivation is only to pass a course, it is demonstrated through their learning activities, which is different from students who have the ambition to be able to master the lecture material as their provision for the world of work.

Student learning motivation in Indonesia is crucial because it serves as a key driver for educational sustainability. Recent research reveals that 48% of students have low learning motivation, while 29% exhibit high learning motivation (Pranjani et al., 2022). Several factors, such as the Indonesia Smart Card Program, have made a positive contribution, albeit only by 12%. After the COVID-19 pandemic, student learning motivation has declined, with many students becoming less active and enthusiastic in the learning process. However, some students remain motivated thanks to the hope and support of their parents. The development of student learning motivation can be influenced by various factors, both internal and external. This reality indicates that Indonesian students are experiencing a decline in learning motivation, which can affect several aspects, such as low academic achievement, lack of independence in learning, reduced student participation in classroom activities, and social interactions with peers.

Given the problems outlined above, this research is also strengthened by the existence of a research gap. According to research conducted by (Rivai, 2021), there is a significant positive effect between online learning and learning motivation. This indicates that the higher and higher the online learning variables, the higher the learning motivation. Meanwhile, (Izzati Irawan et al., 2024) stated that the family environment, learning independence, and learning media have a significant impact on learning motivation.

The novelty of this research lies in its specificity for Business Education students of the Class of 2023 at Surabaya State University in the Mathematics Economics course. This study examines the influence of learning methods and teaching media on learning motivation. In addition, this study also considers the post-COVID-19 pandemic situation, where many students experience a decline in their learning motivation. By linking the importance of learning motivation with the need to develop relevant skills in the 21st century, this study makes a

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significant contribution to the understanding of education in the modern era in the Business Education department.

The urgency of this research lies in the need to understand the factors influencing student learning motivation amidst increasingly complex educational challenges. With a significant decline in learning motivation following the COVID-19 pandemic, it is crucial to explore how learning methods and teaching media can be optimized to increase student motivation. This research is not only relevant for curriculum development at Surabaya State University but can also provide valuable insights for other educational institutions in designing more effective learning strategies.

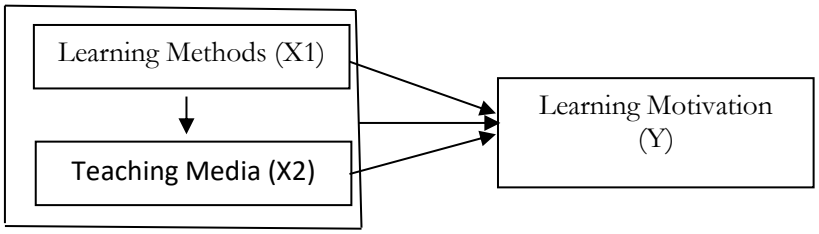
The implications of this research indicate that selecting appropriate learning methods and teaching media can significantly improve the learning motivation of Business Education students in the Class of 2023. The results of this study can be utilized by lecturers and study program administrators to design curricula that better suit student needs. Furthermore, this study also provides suggestions for the development of more innovative learning strategies, thereby helping students achieve their academic goals and prepare them for the challenges of the workplace.

METHOD

The approach used by the researchers in this study was a quantitative approach using multiple linear regression tests because there were two independent variables (Independent Variables) with a questionnaire as the data collection method. According to Sugiyono (2022; 15), quantitative research is a research method based on the philosophy of positivism. This method is applied to research on populations or several samples. Data collection through research instruments is carried out with quantitative or statistical analysis using SPSS.

In this study, there were two independent variables (Independent Variables): Learning Method (X1) and Open Media (X2). There was one dependent variable, namely Student Learning Motivation (Y).

The research framework in this study is shown in Table 1 below.



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The research framework in Figure 1, each hypothesis can be explained as follows:

1. H1: Learning methods have a negative/positive effect on the learning motivation of PB students in the 2023 intake at UNESA in the Mathematics and Economics course.
2. H2: Learning media have a negative/positive effect on the learning motivation of PB students in the 2023 intake at UNESA in the Mathematics and Economics course.
3. H3: Learning methods and learning media have a negative/positive effect on the learning motivation of PB students in the 2023 intake at UNESA in the Mathematics and Economics course.

A population is a general area consisting of objects/subjects with a specific number and characteristics determined and from which conclusions are drawn by the researcher. In quantitative research, a sample is a portion of the population and its characteristics. (Sugiyono, 2022; 130-133). The population in this study was all 145 Business Education students from the 2023 intake. This includes students from classes A, B, C, and I, providing a comprehensive overview of the group. For this study, we sampled 106 students.

We used a probability sampling technique, specifically simple random sampling, where sample members are drawn from the population at random without considering any specific qualifications within the 2023 Business Education student population. This technique was chosen because the number of Business Education students is quite large, and it is difficult to create a complete list of all students. The use of this large sample aims to obtain more accurate results, reduce the possibility of error, and ensure that the data we collected reflects the characteristics and patterns present in all students in that intake.

RESULTS AND DISCUSSION

Table 2 Coefficients of Learning Method and Teaching Media variables

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	2,548	2,129		1,197	,234		
	Metode Pembelajaran	,118	,132	,099	,894	,373	,469	2,130
	Media Ajar	,753	,148	,561	5,077	,000	,469	2,130

a. Dependent Variable: Motivasi

H1 = Learning methods have no significant effect on student learning motivation and scores.

The first hypothesis is that the learning methods adopted by 2023 Business Education students have no significant effect on student learning motivation. This is indicated by the calculated T (0.894) < T table (1.659) and a significance value of 0.373 > 0.05.

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H2 = Learning media have a significant effect on student learning motivation and scores.

The first hypothesis is that the learning methods adopted by 2023 Business Education students have no significant effect on student learning motivation. This is indicated by the calculated T (5.077) > T table (1.659) and a significance value of 0.000.
< 0.05.

Table 3 ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	427,569	2	213,784	35,345	,000[b]
	Residual	629,048	104	6,049		
	Total	1056,617	106			

a. Dependent Variable: Motivasi

b. Predictors: (Constant), Media Ajar, Metode Pembelajaran

As seen in Table 3.2, the F-test results show a calculated F value of 35, with a significance level of 0.000. Because the probability value of this study is less than 0.05, this equation has high significance. Therefore, the findings in this study indicate that the learning method and teaching media variables, together, have a significant influence on the motivation of Business Education students in the 2023 intake in the mathematics and economics course at Surabaya State University.

H3 = Variables X1 and X2 jointly influence variable Y, as evidenced by the calculated F value (35.345) > F table (3.08) with a significance value of 0.000 < 0.05.

The results of this study indicate that learning methods do not affect student learning motivation. This study is inconsistent with previous research conducted by Sapura (2021) and Fakhri (2022), but it is consistent with research conducted by Zed et al. (2024).
Teaching media has an influence on student learning motivation. This research supports the findings of previous studies by Yulyani (2020), Prasetyono (2020), and Marjaya (2021), which found a significant partial effect on student learning motivation.

Learning media positively impacts student learning motivation. Creatively designed learning media tailored to the subject matter can make the learning process more engaging and facilitate student understanding. Furthermore, the use of learning media can encourage active

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interaction, create dynamic learning experiences, and motivate students to participate more actively in the learning process.

CONCLUSION

Based on the results of the analysis above, the Learning Method variable on the motivation of Business Education study program students in the class of 2023 does not have a significant influence with a significant value of 0.373> 0.05, and a T count of 0.894> 1.659. While the Teaching Media variable with T count (5.077)> T table (1.659) and a significant value of 0.000 <0.05, therefore there is no influence on the learning motivation of Business Education students in the class of 2023. However, Learning Methods and Teaching Media both have an influence on the learning motivation of Business Education students in the class of 2023, as shown by the calculated F value (35.345)> F table (3.08) with a significance value of 0.000 <0.05. The suggestion that can be conveyed is that researchers are able to provide in-depth research on what methods and media can be used by lecturers in charge of Mathematics Economics courses so that the learning provided can be better understood and liked by the next class of Business Education students.

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