

## IMPROVING STUDENT LEARNING OUTCOMES THROUGH THE USE OF ANDROID-BASED MEDIA AND LEARNING MOTIVATION

P-ISSN: 2089-4341 | E-ISSN: 2655-9633

Url Jurnal: <https://uia.e-journal.id/akademika/article/1849>

DOI : <https://doi.org/10.34005/Akademika.v11i01.1849>

Naskah Dikirim: 2022-04-06

Naskah Direview: 2022-06-19

Naskah Diterbitkan: 2022-06-30

### **Khasanah**

Universitas Islam As-  
Syafi'iyah Jakarta-  
Indonesia

[khasanahrcl.mtp@uia.ac.id](mailto:khasanahrcl.mtp@uia.ac.id)

### **Moh Fahri Yasin**

Universitas Islam As-  
Syafi'iyah Jakarta-  
Indonesia

[mohfacriyasin@gmail.com](mailto:mohfacriyasin@gmail.com)

### **Arifin Budiana**

Sekolah Menengah Pertama  
Negeri 8 Kota Bekasi-  
Indonesia

[arifinbudiana48@gmail.com](mailto:arifinbudiana48@gmail.com)

**Abstract:** *This study aims to determine 1) The positive relationship between the use of android-based media and the learning outcomes of Indonesian students at grade XI 2) The positive relationship between learning motivation and learning outcomes for students at grade XI 3) the Positive relationship between the use of android-based media and learning motivation together -the same as the results of learning Indonesian students at grade XI. This study uses a survey method. The sampling technique used a random sampling technique so that the sample size was 100 respondents. The collection of data on learning outcomes uses document data and learning motivation using an instrument in the form of a questionnaire. Then the data analysis technique used analysis regresi. The results showed. There is a positive relationship between the use of android-based media and the learning outcomes of students at grade XI 2) There is a positive relationship between learning motivation and learning outcomes of students at grade XI 3) There is a positive relationship between the use of Android-based media and learning motivation - the same as the Indonesian learning outcomes students at grade XI.*

**Keywords:** *Indonesian Learning Outcomes, Learning Motivation, Utilization Of Android-Based Media*

**Abstrak:** Penelitian ini bertujuan untuk mengetahui 1) Hubungan positif antara pemanfaatan media berbasis android dengan hasil belajar Bahasa Indonesia siswa tingkat XI 2) Hubungan positif antara motivasi belajar dengan hasil belajar Bahasa Indonesia siswa tingkat XI 3) Hubungan positif antara pemanfaatan media berbasis android dan motivasi belajar bersama-sama dengan hasil belajar Bahasa Indonesia siswa tingkat XI. Penelitian ini menggunakan metode survei. Teknik pengambilan sampel menggunakan Teknik random sampling, sehingga jumlah sampel sebanyak 100 responden. Pengumpulan data hasil belajar menggunakan data dokumen dan motivasi belajar menggunakan instrument berupa angket. Kemudian Teknik analisis data menggunakan regresi. Hasil penelitian 1) Terdapat hubungan positif antara pemanfaatan media berbasis android dengan hasil belajar Bahasa Indonesia siswa kelas XI 2) Terdapat hubungan positif antara motivasi belajar dengan hasil belajar Bahasa Indonesia siswa kelas XI 3) Terdapat hubungan positif antara pemanfaatan media berbasis android dan motivasi belajar bersama-sama dengan hasil belajar Bahasa Indonesia siswa kelas XI.



Akademika : Jurnal Teknologi Pendidikan is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

**Kata kunci** : Hasil Belajar Bahasa Indonesia, Motivasi Belajar, Pemanfaatan Media Berbasis Android

## **INTRODUCTION**

Indonesia language education is one of the disciplines taught early from the education level after children to the upper middle and higher levels. This is because Indonesia is one of the countries that has a diversity of languages in each region. So that Indonesia language is the communication tool of the unifying language of the Indonesian nation (Utomo, 2012) and students who have studied are able to become graduates who can be useful for themselves, society, and the country. Minimum skills competency obtained by Indonesia students after learning Bahasa Indonesia, they are able to read, write, listen and speak well and correctly (Ahmad, 2017).

Ideally, after students have attended Indonesia language lessons, all students are able to achieve good competencies and learning outcomes that are on average above the minimum criteria standards, because each school sets and has a Minimum Standard of Achievement Criteria (KKM) that must be achieved by students. With the 2013 curriculum that focuses on learning for students, where students are more active and teachers become facilitators in the learning process, as well as the development of increasingly sophisticated technology helps teachers more easily innovate in designing learning. But some facts about the results of learning Indonesia language some high schools in Bekasi still have an average score that is still below KKM. It is also found in Hamongangan and Widyarto research, the learning results obtained in Indonesian language subjects still have not reached KKM (Hamonangan & Widiyanto, 2019). Other research states that the interest of grade X students in SMA Negeri 1 Balaesang on Indonesian language learning is still lacking, the lack of attention of students is facing the learning material, then the motivation of teachers to utilize existing learning resources such as teacher skills in managing the classroom must be improved, and limited facilities and infrastructure that can support the learning process (Nofiyana & Barasandji, 2018)

The learning results can be known by the measurement results obtained as according to Arikunto in Gusnawati the learning results are the final result after undergoing the learning process, the change is evident can be observed and measured (Gusnawati et al., 2019). The achievement of learning outcomes is influenced by several factors in general that influence the internal and external factors of students and teachers (Hamonangan & Widiyanto, 2019; Indria & Ramadhan, 2019). Such as their learning interests, classroom atmosphere, teacher learning tools, student learning saturation and others. Some of the students are saturated and sleepy which results result in repeat results or exams that they have been able to be low. Students' interest in Indonesian language learning is still lacking. From the results of previous research, the results of

the dissemination of interest questionnaires found a lack of attention of students to learning materials, limited facilities and infrastructure that can support the learning process (Nofiyana & Barasandji, 2018).

Today's teachers are facing millennial students, where students of this generation are more familiar and fluent with digital and internet-based technology, they are active users of the internet, the characteristics of millennial generation are fast paced, instant, love novelty, creativity, flexibility and adaptability (Solehudin, 2019). Utilization of android-based learning media is able to align with the current generation of students. Our average milineal generation in the middle class now needs special attention for the use of this Android media. They will be very challenging with the use of Technology in the learning process of course. Early research shows that partially the influence of smartphone use has a significant effect on learning outcomes, and learning motivation has a significant effect on learning outcomes and simultaneously Dini found that smartphone use and learning motivation have a significant effect on student learning outcomes (Dini, 2018)

Media in Sadiman is defined by the National Education Association (NEA) or the American Educational Technology and Communication Association defining "media as all forms and channels that people use to channel messages/ information" (Rusman, 2017). Seels and Glasgow in grouping media types are divided into two categories, namely the choice of traditional media and the choice of cutting-edge technology media (Arsyad, 2017). According to Kemp and Dayton, learning media can fulfill three main functions, namely: (1) motivating interests and actions, (2) presenting information, and (3) giving instructions (Hendikawati et al., 2019).

According to Latuheru, the use of media in the learning process aims to ensure that the learning process can take place appropriately and effectively so that the quality of education can be improved. In recent decades, the ownership of mobile devices has increased. This is due to the increasingly affordable price of these devices by the community (Purbasari et al., 2013). Utilization of information technology is by utilizing mobile phones known as Mobile learning, is a learning approach that involves mobile devices such as mobile phones or those that have been known to android smartphones (Hidayat, 2018). Android is one of the mobile operating systems that is growing in the middle of other operating systems that are developing today (Matsun et al., 2018). Based on the features that exist on android, is a great opportunity in utilizing android-based media as a learning media. According to Huda in Setyadi android is one of the operating systems (OS) for smartphones or tablets based on Linux (Setyadi, 2017). At the moment, android has the largest number of users because it has several advantages in its operating system (Maulana, 2017). Android is the right operating system used for mobile learning development. This is because android is open source and can be installed easily on any compatible device. This learning media is usually in the form

of an educational application or application that contains materials and learning materials (Setyadi, 2017).

In general, the benefits of using learning media are: 1) clarifying the presentation of messages and information 2) improving students' learning motivation, and 3) overcoming the limitations of senses, space, and time (Setyadi, 2017). Utilization of learning media based on individual functions according to Sanjaya in Amir, Utilization of learning media serves to be able to serve the needs of each individual who has different interests and learning styles (Amir & Parumbuan, 2018). Some android-based media applications that can be utilized by students such as teacher room, youtube, google, zenius, kahoot and others. With the development of learning applications on mobile devices is expected to increase the benefits of mobile devices in the field of education and provide motivation for students' learning and can provide an interesting and new learning experience for students (Purbasari et al., 2013). Some previous researches have examined the utilization of android-based media such as research conducted by Ismanto, Novalia and Herlandy in research on Utilization of Android Smartphones as Learning Media for Teachers of SMA Negeri 2 (Ismanto et al., 2017). Then musa and Khasanah research in research Influence of the use of moodle-based e-learning media and interest in learning the results of pre-work learning and entrepreneurship class X SMA Almuslim Tambun Bekasi (Musa & Khasanah, 2019) Yuda, Maskur and Ramdani in the research Utilization of facebook social media as a learning media to improve the motivation and learning outcomes of students in PPKN subjects grade XI in SMA 1 Cisompet Garut district (Yuda et al., 2019).

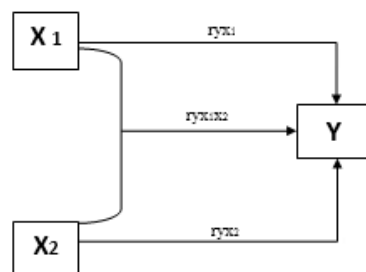
In addition to the utilization of andoird-based media in achieving maximum student learning outcomes, it is also necessary to encourage student motivation. Motivation is one of the important dynamic asepek in the learning process. Underachieving students are not caused by lack of ability, but one of them is due to lack of motivation to learn (Sanjaya, 2010). According to Uno motivation and learning are two things that affect each other (Hamzah B, 2008). With the motivation to learn, students' learning activities will be more targeted and learning goals will be achieved well (Darmayanti, 2018). Learning motivation can be classified into two, namely intrinsic motivation (circumstances that come from within the student himself that can encourage him to do the act of learning) and extrinsic motivation (circumstances that come from outside the individual student who encourages him to do learning activities (Emda, 2018). Students' learning motivation can be seen from the encouragement and needs of learning, showing attention and interest in the tasks given, diligently facing the task, the existence of interesting activities in learning; desire and desire to succeed (Hamzah B, 2008).

Based on the description above and some previous research that examines about android-based media on learning outcomes, from ismanto research, Yuda and Moses do not related to learning motivation.

Therefore, researchers want to research about the relationship of android-based media utilization and learning motivation with the results of learning Indonesian high school students grade XI in Bekasi city.

## METHOD

This research used kuantitatif type research, with survey method and correlational technique, the method used to describe the relationship between variables studied, namely variable utilization of android-based media (X1), learning motivation (X2) and Indonesian language learning results (Y). The relationship between variables indicated by the value of the correlation coefficient. Correlation coefficient is a statistical tool used to help researchers understand the level of the relationship. The design of correlational research techniques can be described as shown in the picture 1 below:



**Figure 1.** The Relationship Between Variabel

The affordable population in this study is the population of high school students grade XI in Bekasi City, In this study there were five public high schools in Bekasi city that were used as data collection places, samples taken using random sampling techniques, a total of 100 students as respondents. Data collection techniques using document data from Learning Bahasa Indonesia and instruments in the form of questionnaires as a variable measuring tool for android-based media utilization and learning motivation, questionnaire assessment using a scale of likert 1 to 5. Questionnaire items are stated in two forms, namely statements that are positive and statements that are negative, the questionnaire assessor uses a Likert scale of 1 to 5. The scoring for each item can be seen in the following table:

**Table 1.** Scoring Questionnaire Items

Choice	Always	Often	Sometimes	Rarely	Never
Positif	5	4	3	2	1
Negatif	1	2	3	4	5

The data analysis technique in this study used normality and linearity tests for the prerequisite test of research data. Then to test the hypothesis using correlation and regression tests.

## FINDINGS

The results of the study were obtained from data of 100 students consisting of five schools in Bekasi City.

**Table 2.** Recapitulation of result descriptive Indonesian language (Y), The use of Android Media (X<sub>1</sub>) and learning motivation questiner (X<sub>2</sub>)

		X <sub>1</sub>	X <sub>2</sub>	Y
N	Valid	100	100	100
	Missing	0	0	0
Mean		78.76	73.67	85.03
Median		78.50	74.00	85.00
Mode		74 <sup>a</sup>	80	85
Std. Deviation		11.752	9.642	2.372
Variance		138.103	92.971	5.625
Minimum		52	46	80
Maximum		105	91	89
Sum		7876	7367	8503

Based on table 2 is the result of processing descriptive statistical data from the varibel studied obtained the average results of Learning Indonesia language from 100 students is 78.76 then the average value of the android-based media benefit poll is 73.67 and the average value of the study motivation questionnaire obtained is 85.03. After the data is analyzed descriptive statistics, then the data is analyzed infresial statistics, in the form of pre-slash tests before the stage of hypothesis testing. Prerequisite tests include normality tests and linearity tests.

Normality tests are used to determine whether the data obtained is distributing normally or not. Testing can use Kolmogorov Smirnov analysis with a significant alpha level criteria of 0.05, if the sig value. kolmogorov Smirnov is greater than 0.05 then normal distributed data. The results of processing using SPSS 21 obtained normality test results as follows:

**Table 3.** Result of Normality for Y variable, X<sub>1</sub>, dan X<sub>2</sub>

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
X <sub>1</sub>	.083	100	.088	.979	100	.103
X <sub>2</sub>	.084	100	.077	.970	100	.021
Y	.087	100	.060	.963	100	.007

Based on the significance value of the table 3 above In Kolomogorov-Smirnov column, it can be known that the significance value after data processing in SPSS is obtained sign value output for variable Y of 0.06 and variable X<sub>1</sub> of 0.08, and for variable X<sub>2</sub> of 0.077 means the value of sig Y is greater than the value of  $\alpha$  ( $0.06 > 0.05$ ) and the value of sig X<sub>1</sub> is greater than the value of  $\alpha$  ( $0.088 > 0.05$ ), and the value of sig X<sub>2</sub> is greater than the value of  $\alpha$  ( $0.077 > 0.05$ ), thus the data of the three normal distributed variables.

The next prerequisite test is a linearity test aimed at finding out if two variables have significant linear relationships or not. Linearity test is a

condition before the implementation of linear regression  $u_j$ . The alpha significant level criteria is 0.05, if the value is sig. in Deviation from Linearity greater than 0.05 then there is a significant linear between the two variables. The following test results of linearity utilization of android-based media utilization (X1) to the results of learning Indonesia language(Y) as foll

**Table 4.** ANOVA Signinificant and linierity media based android with learning Indonesian language (Y)

			Sum of Squares	Df	Mean Square	F	Sig.
y * x1		(Combined)	352.227	36	9.784	3.011	.000
	Between	Linearity	260.085	1	260.085	80.052	.000
	Groups	Deviation from Linearity	92.142	35	2.633	.810	.747
	Within Groups		204.683	63	3.249		
Total			556.910	99			

Based on the significance value of the table 4 above, a significance value of 0.747 is greater than 0.05 ( $0.747 > 0.05$ ), which means that there is a linearity relationship between the android-based media utilization variable (X1) and the Indonesian learning outcome variable (Y). Next, testing the significance of learning motivation linearity (X2) to the results of learning Indonesia language(Y) as follows.

**Table 5.** ANOVA Signinificant And Linierity Learning Motivation With Learning Indonesian Language (Y)

			Sum of Squares	df	Mean Square	F	Sig.
y * x2		(Combined)	378.693	31	12.216	4.661	.000
	Between	Linearity	305.912	1	305.912	116.723	.000
	Groups	Deviation from Linearity	72.781	30	2.426	.926	.582
	Within Groups		178.217	68	2.621		
Total			556.910	99			

Based on the significance value of the table 5 above, a significance value of 0.582 is greater than 0.05 ( $0.582 > 0.05$ ), which means that there is a linearity relationship between the learning motivation variable (X2) and the Indonesian learning outcome variable (Y). After the prerequisite test, the hioptesis test can be done, the hypothesis in this study there are three hypotheses. The analysis used is correlation analysis, simple and multiple regression.

The first hypothesis is that there is a positive relationship between the utilization of android-based media and the results of learning Indonesia languagein grade XI. Statistical hypothesis in the first hypothesis test is  $H_0: \rho_{x1} = 0$ , meaning there is no positive relationship between the utilization of android-based media and the results of learning Bahasa Indonesia.  $H_a : \rho_{x1} > 0$ , meaning there is a positive relationship between

the utilization of android-based media and the results of learning Bahasa Indonesia.

**Table 6.** ANOVA Linear Regression Equations and the Significance Test of the Coefficiency of Regression Utilization of Android-based media (X1) with Indonesian learning outcomes (Y)

Model	Coefficients <sup>a</sup>					
	Unstandardized Coefficients		Standardized	t	Sig.	
	B	Std. Error	Coefficients Beta			
1	(Constant)	74.167	1.185		62.583	.000
	x1	.138	.015	.683	9.267	.000

a. Dependent Variable: y

The regression equation from table 6 above, can be interpreted that for every increase of 1 unit of android-based media utilization is also followed by an increase in the score of Indonesian language learning results of grade XI students by 0.138 units with a constant of 74.16. Regression equation =  $74.16 + 0.138 X1$  used as the basis for estimating the relationship of Indonesian learning outcomes influenced by the utilization of android-based media. Test rule if,  $-t_{table} \leq t_{calculate} \leq t_{table}$ , then  $H_0$  accepted, If  $t_{calculate} > t_{table}$  then  $H_0$  rejected. Correlation coefficients are obtained by correlation analysis, while the definition test using the t test, Zero hypothesis is rejected if t calculate is greater than t table,  $t(0.05)(100)$  is  $t_{table} = 1.66$ .

Calculation of t test seen in table 5 is  $t_{hitung} > t_{table}$  ( $9,267 > 1.66$ ), then significant regression, meaning that the alternative hypothesis is proven correct and acceptable that there is a positive relationship between the utilization of android-based media and the results of Learning Indonesia language in grade XI. Furthermore, to find out the significance or not of the relationship between the two variables and to know the relationship level of both variables X1 and Y and analyze the correlation coefficient, the results of calculation of correlation coefficient between X1 and Y can be seen in table 7 below:

**Table 7.** Significant Test of Correlation Coefficient X1 and Y

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.683 <sup>a</sup>	.467	.462	1.740	.467	85.870	1	98	.000

a. Predictors: (Constant), x1

A significant test of the correlation coefficient obtained from table 6 is seen at the value of  $\text{sig } 0.000 < 0.05$  means that the correlation coefficient S X and Y are meaningful and significant, while in the first row the correlation coefficient ( $r_{xy}$ ) = 0.638 indicates that the relationship between X1 and Y has a strong level of relationship. While the detrmination coefficient of the table above shows the value of R square =



0.467 which means that 46.7% of variables of Indonesian learning results can be influenced by android-based media utilization variables and 53.8% of external factors.

The second hypothesis is that there is a positive relationship between learning motivation and The Indonesian learning outcomes of grade XI students. Testing this hypothesis using simple regression analysis. The statistical hypothesis in the first hypothesis test was  $H_0: \rho_{X_2} = 0$ , meaning that there was no positive relationship between learning motivation and Indonesian learning outcomes.  $H_a: \rho_{X_2} > 0$ , meaning there is a positive relationship between learning motivation and the results of learning Indonesian.

**Table 8.** Linear Regression Equations and Significance Test of Regression Coefficient of Learning Motivation (X<sub>2</sub>) With Indonesian Learning Outcomes (Y)

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	71.599	1.239		57.774	.000
	x <sub>2</sub>	.182	.017	.741	10.929	.000

The regression equation from table 8, can be interpreted that for each increase of 1 unit of learning motivation followed by an increase in the score of Indonesian language learning results of grade XI students by 0.182 units with a constant 71.59 Regression equation =  $71.59 + 0.182 X_2$  which is used as the basis for estimating the relationship of Indonesian learning outcomes influenced by learning motivation. Test rule if,  $-t_{table} \leq t_{calculate} \leq t_{table}$ , then  $H_0$  accepted, If  $t_{calculate} > t_{table}$  then  $H_0$  rejected. Correlation coefficients are obtained by correlation analysis, while the definition test using t-test, zero hypothesis is rejected if  $t_{calculate}$  is greater than  $t_{table}$ ,  $t(0.05)(100)$  is  $t_{table} = 1.66$ . T test calculation seen in table 7 is  $t_{count} > t_{table}$  ( $10.92 > 1.66$ ), then regression is significant, meaning that the alternative hypothesis is tested for truth and acceptable that there is a positive relationship between learning motivation and The Indonesian learning outcomes of grade XI students. Furthermore, to find out the significance or not of the relationship between the two variables and to know the relationship level of both X<sub>2</sub> and Y variables and analyze the correlation coefficient, the results of calculation of correlation coefficient between X<sub>2</sub> and Y can be seen in table below:

**Table 9.** Significant Test of Correlation Coefficient X<sub>2</sub> and Y

Model	R	R Square	Adjusted R Square	Std. Error of Change Statistics			
				the Estimate	R Square	F	df1 df2 Sig. F
1	.741 <sup>a</sup>	.549	.545	1.600	.549	119.4411	98 .000

A significant test of correlation coefisin obtained from table 9 is seen at the value of sig  $0.000 < 0.05$  means that the correlation

coefficient  $r_{xy}$  X and Y are meaningful and significant, while in the first row the correlation coefficient  $(r_{xy}) = 0.741$  indicates that the relationship between X2 and Y has a strong level of relationship. While the coefficient of determination from the table above shows the value of R square = 0.549, which means that 55% variation of variables of Indonesian learning outcomes can be influenced by learning motivation variables this indicates that learning motivation affects more than outside influences on the learning outcomes of grade XI students.

The third hypothesis is that there is a positive relationship between the utilization of android-based media and the motivation to learn together with the results of learning Indonesia language in grade XI. Statistical hypothesis in the first hypothesis test is  $H_0: \rho_{12} = 0$ , meaning there is no positive relationship between the utilization of android-based media and the motivation to learn together with the results of learning Bahasa Indonesia.  $H_a: \rho_{12} > 0$ , meaning there is a positive relationship between the utilization of android-based media and the motivation to learn together with the results of learning Indonesian.

**Table 10.** Double Linear Equations and Coefficient Significance Tests Regression Equations Y, X1 and X2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	69.841	1.184		59.007	.000
1 x1	.074	.016	.367	4.719	.000
x2	.127	.019	.516	6.636	.000

a. Dependent Variable: y

Based on table 10 can be obtained a double regression equation where the constant value = 69.84, the coefficient value X1 = 0.074 and the coefficient value X2 = 0.127. So the double linear regression equation is =  $69.84 + 0.074 X1 + 0.127 X2$ . From the results of the analysis in the table showed the variable value for the coefficient of variable X1 namely  $t_{hitung} = 4.719$  and sig value =  $0.00 < 0.05$ , or  $H_0$  rejected, which means the utilization of android-based media positively influenced the results of Learning Indonesia language grade XI students. Furthermore, variable values for the coefficient of variable X2 namely  $t_{hitung} = 6.63$  and sig value =  $0.000 < 0.05$ , or  $H_0$  rejected, which means the motivation of learning has a positive influence on the learning outcomes of Indonesian students in grade XI. From the above exposure obtained  $H_1$  received and  $H_0$  rejected. This means the hypothesis that states "There is a positive relationship between the utilization of android-based media and the motivation to learn together with the results of learning Indonesian in grade XI" received the truth. Furthermore, to find out the significance or not of the relationship between the three variables and to know the relationship level of the three variables X1, X2 and Y and analyze the

correlation coefficient, the results of calculation of correlation coefficient between X2 and Y can be seen in table 10 below:

**Table 11.** Significant Test of Multiple Correlation Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
	(Constant)	69.841	1.184		59.007	.000
1	x1	.074	.016	.367	4.719	.000
	x2	.127	.019	.516	6.636	.000

a. Dependent Variable: y

A significant test of double correlation coefficient obtained from table 11 is seen at sig values of  $0.000 < 0.05$  or  $H_0$  is rejected. meaning the correlation coefficients X1, X2 and Y are meaningful and significant, while in the first row the correlation coefficient ( $r_{xy}$ ) = 0.796 shows that the relationship between X1, X2 and Y has a strong relationship level. While the coefficient of determination from the table above shows the value of R square = 0.633, which means that 63.3% variable results of Learning Indonesia language(Y) can be explained by the utilization of android-based media (X1) and learning motivation (X2), so it can be said that the influence of android-based media utilization and learning motivation of grade XI students together on the results of Learning Indonesia language is 63.3%. Then to find out the coefficient of partial correlation between variables X1 and Y with X2 controlled, and to know the relationship of the partial correlation coefficient between variables X2 and Y with X1 controlled. The results of the calculation of correlation coefficients can be seen as follows.

**Table 12.** Significant Test Of The Partial Correlation Coefficient Between X1 and Y With X2 Controlled

Correlations			
Control Variables		x1	Y
x1	Correlation	1.000	.432
	Significance (2-tailed)	.	.000
	Df	0	97
x2	Correlation	.432	1.000
	Significance (2-tailed)	.000	.
	Df	97	0

From the above SPSS output table 12 obtained ( $r_{y1.2}$ ) = 0.432 and the value sig =  $0.000 < 0.05$  or  $H_0$  rejected. Thus, the correlation coefficient between X1 and Y by controlling the X2 variable is significant.

**Table 13.** Significant Test Of The Partial Correlation Coefficient Between X1 and Y With X1 Controlled

Correlations				
Control Variables		x2	Y	
x1	x2	Correlation	1.000	.559
		Significance (2-tailed)	.	.000

	Df	0	97
	Correlation	.559	1.000
Y	Significance (2-tailed)	.000	.
	Df	97	0

Similarly, in table 13 of the above SPSS output table results obtained ( $r_{y2.1} = 0.559$  and the value  $\text{sig} = 0.000 < 0.05$  or  $H_0$  rejected. Thus, the correlation coefficient between  $X_2$  and  $Y$  by controlling  $X_1$  is significant.

## DISCUSSION

The results of the first study showed that the utilization of android-based media and learning motivation are significantly related to the results of learning Indonesian language. The higher the utilization of android-based media for grade XI students, the higher the result of learning Indonesian language, on the contrary, if grade XI students have low utilization of android-based media learning then the results of learning Indonesian are low as well. The proper utilization of android-based media is able to align with the characteristics of students who can not escape from the gadget and is able to overcome the limitations of space, time and sensory so that the efficiency of time and flexibility of the learning process can also be increased so that it has an impact on student learning outcomes. Students' learning outcomes can be influenced by external factors, one of which is the media utilized by teachers and students in the learning process. This is in line with the research of Yuda, Maskur, Ramdani in the study showed there are differences in students' learning motivation before and after utilizing social media facebook; there are differences in students' learning outcomes before and after utilizing facebook social media and there is a connection of facebook social media use to motivation and learning outcomes (Yuda et al., 2019)).

The results of the second study stated that there is a positive relationship between learning motivation and The Indonesian learning outcomes of grade XI students. The higher the motivation to learn in grade XI, the higher the result of learning Bahasa Indonesia, on the contrary, if grade XI students have low learning motivation, the results of learning Indonesia language are low. 55 percent of  $X_2$  variables affect  $Y$ . This is similar to the research from Sartika, based on the results of research at SMA Negeri 10 Padang that has been analyzed that the correlation coefficient of learning motivation with the results of learning Indonesia language has a positive and significant relationship. Furthermore, learning motivation contributes significantly to the learning outcomes of Indonesian language (Sartika et al., 2015). This shows that students' Indonesian learning outcomes are influenced by students' learning motivation.

Factors that influence learning outcomes are from internal (internal) and external (external) factors of students (Sudjana, 2017). So the high level of learning outcomes achieved by students in school will have an effect as well. Learning motivation is one of the internal factors that

influence learning outcomes. Learning motivation is the behavior of students who are encouraged to achieve learning outcomes or goals that can be measured through the encouragement and need to learn, show attention and interest in the tasks given, diligently face the task, tenaciously face difficulties, the presence of desire and desire to succeed. Learning motivation can be classified into two, namely intrinsic motivation (circumstances that come from within the student himself that can encourage him to do the act of learning) and extrinsic motivation (circumstances that come from outside the individual student who encourages him to do learning activities (Emda, 2018).

This is also in line with Sulfemi's research in the Relationship of Learning Motivation with Social Studies Results in Bogor Regency High School, the results of the study that there is a positive and significant relationship between learning motivation and student learning outcomes in science subjects at SMA Fathu Makkah 01 Leuwiliang Bogor Regency namely (0.981). The contribution of learning motivation with student learning outcomes in social science subjects is (96.2%) and (3.8%) determined by other factors (Sulfemi, 2018). This is supported by other findings stating that students' learning outcomes can be improved through increased student learning motivation (Andriani & Rasto, 2019). There is a significant influence of students' learning motivation on the learning outcomes of automotive electrical practice learning (Sutrisno & Siswanto, 2016). Those are some of the findings that support the results of this study related to learning motivation and student learning outcomes.

Another finding is that there is a positive relationship between the utilization of android-based media and the motivation to learn together with the results of learning Indonesia language in grade XI. The higher the utilization of android-based media and the motivation of learning in grade XI, the results of learning Indonesian are also high vice versa. As a result, research on variables of android-based media utilization and learning motivation together was able to learn 63.3% of the results of learning Indonesia language grade XI. It is appropriate for parents to motivate students to excel by fulfilling the child's request, the desire to have a smartphone. Learning motivation has a relationship with the interconnectedness of android-based media, because students have the encouragement and need to learn and desire and desire to succeed. So with the use of android-based media students learn anywhere and anytime, android-based media is also able to be a source of learning for students so that students' learning outcomes can be better. Early research shows the influence of smartphone use and learning motivation has a significant effect on the learning outcomes of grade XI IIS students at SMA Negeri 1 Mojosari (Dini, 2018).

However, parents should still monitor the use of this smartphone so as not to be mistaken for its use by students. So that the learning goals are still achieved. The many features in mobile phones that are not related to learning can also interfere with children's focus on learning. Especially

sites that don't support learning. Other findings also consider the importance of the role of supervision and parental attention to children in the online learning process is very important for the realization of optimal learning outcomes. Parents should be present in supervising and paying attention to the child both in the moments before the learning begins, when the learning takes place, until after the learning is completed (Wardhani & Krisnani, 2020).

The changes experienced from learning outcomes are due to several factors that affect the student's self and external factors. Learning media factor becomes a factor that influences learning outcomes because media is a tool for the distributor of learning materials to be delivered so that android-based media is a type of learning media that suits the needs of today's students. Students in this digital age can not be separated from gadgets. If this android-based media is utilized by students and used by teachers then it is able to improve the performance of learning outcomes. Learning motivation is also a factor that must be owned by each student, but each student must have various ways of motivating themselves, motivation is not only triggered by themselves but motivation can be obtained from outside.

## CONCLUSION

The results of research and data processing can be concluded: 1) There is a positive relationship between the utilization of android-based media and the results of learning Indonesia language in grade XI. 2) There is a positive relationship between learning motivation and The Indonesian learning outcomes of grade XI students. 3) There is a positive relationship between the utilization of android-based media and the motivation to learn together with the results of learning Indonesia language in grade XI. The implication of the research results is the need for school management institutions to increase the utilization of android-based media, and pay attention to what makes improving students' learning motivation so that the learning outcomes that participants get can be further improved in terms of cognitive, psychomatic, and affective abilities.

## REFERENCE

- Ahmad, A. (2017). Penerapan Permainan Bahasa (Katarsis) Untuk Meningkatkan Keterampilan Membaca Siswa Kelas IVA SD Negeri 01 Metro Pusat. *Eduhumaniora | Jurnal Pendidikan Dasar Kampus Cibiru*, 9(2), 75. <https://doi.org/10.17509/Eh.V9i2.7024>
- Amir, & Parumbuan, M. D. (2018). The Development Of Teaching Media Video Instructional Book At The Student Courses Technology Education, Faculty Of Education University State Makassar. *Indonesian Journal Of Education; Studies (Ijes)*, 21(2), 154–162. <https://doi.org/10.26858/ijes.V21i2>

- Andriani, R., & Rasto, R. (2019). Motivasi Belajar Sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 4(1), 80. <https://doi.org/10.17509/Jpm.V4i1.14958>
- Arsyad, A. (2017). *Media Pembelajaran* (Cet Ke-20). Rajagrafindo Persada.
- Darmayanti, M. I. (2018). Pengaruh Model Learning Cycle 7e Terhadap Motivasi Mahasiswa Dalam Pembelajaran Menyimak (Listening). *Jurnal Pendidikan*, 1(10), 1–10.
- Dini, N. P. A. (2018). Pengaruh Penggunaan Smartphone Dan Motivasi Belajar Terhadap Hasil Belajar Mata Pelajaran Ekonomi Pada Kelas XI Di SMA Negeri 1 Mojosari. *Jurnal Pendidikan Ekonomi (Jupe)*, 3(3), 349–354.
- Emda, A. (2018). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, 5(2), 172–182. <https://doi.org/10.22373/Lj.V5i2.2838>
- Gusnawati, G., Bey, A., & Hasnawati, H. (2019). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMP Negeri 1 Sawerigadi. *Jurnal Penelitian Pendidikan Matematika*, 7(1), 57. <https://doi.org/10.36709/Jppm.V7i1.8247>
- Hamonangan, R. H., & Widiyanto, S. (2019). Pengaruh Self Regulated Learning Dan Self Control Terhadap Hasil Belajar Bahasa Indonesia. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 7(1), 5–10. <https://doi.org/10.24269/Dpp.V7i1.1056>
- Hamzah B, U. (2008). *Orientasi Baru Dalam Psikologi Pembelajaran*.
- Hendikawati, P., Veronika, R. B., Waluya, S. B., & Wijayanti, K. (2019). Pemanfaatan Komputer Untuk Pengembangan Media Pembelajaran Matematika Sebagai Upaya Peningkatan Kompetensi Guru Sekolah Dasar. *Caradde: Jurnal Pengabdian Kepada Masyarakat*, 1(2), 116–123.
- Hidayat, Y. (2018). The Design Of Mobile Learning Application About Islamic Culture Al History On Android Smartphon. *Nuansa Informatika*, 11(1), 1–10.
- Indria, S. R., & Ramadhan, S. (2019). Analysis Correlation Between Learning Interest And Learning Difficulties With Learning Outcomes Of Junior High School Students In Padang. *Atrium Pendidikan Biologi*, 4(3), 9–17.

- Ismanto, E., Novalia, M., & Herlandy, P. B. (2017). Pemanfaatan Smartphone Android Sebagai Media Pembelajaran Bagi Guru SMA Negeri 2. *Jurnal Untuk Mu Negeri*.
- Matsun, M., Ramadhani, D., & Lestari, I. (2018). Pengembangan Bahan Ajar Listrik Magnet Berbasis Android Di Program Studi Pendidikan Fisika IKIP PGRI Pontianak. *Jurnal Pendidikan Matematika Dan IPA*, 9(1), 99–107. <https://doi.org/10.26418/jpmipa.v9i1.23703>
- Maulana, L. (2017). Pengembangan Media Pembelajaran Berbasis Mobile Learning Platform Android Keselamatan Kesehatan Kerja Dan Lingkungan Hidup ( K3LH ) Pada Program Studi Ketenagalistrikan Untuk Siswa Sekolah Menengah Kejuruan. *Program Studi Pendidikan Teknik Mekatronika*, 7(2), 188–207.
- Musa, & Khasanah. (2019). Pengaruh Penggunaan Media E-Learning Berbasis Moodle Dan Minat Belajar Terhadap Hasil Belajar Prakarya Dan Kewirausahaan. *Akademika Jurnal Teknologi Pendidikan*, 8(1), 1–11. <https://doi.org/10.34005/Akademika.v8i01.332>
- Purbasari, R. Julia, Kahfi, M. S., & Yunus, M. (2013). Pengembangan Aplikasi Android Sebagai Media Pembelajaran Matematika Pada Materi Dimensi Tiga Untuk Siswa SMA Kelas X. *Jurnal Online Universitas Negeri Malang*, 1(4), 1–10.
- Rusman. (2017). *Belajar Dan Pembelajaran Berorientasi Standar Proses Pendidikan (Pertama)*. Kencana.
- Sanjaya, W. (2010). Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. *System*.
- Sartika, R., Agustina, & Basri, I. (2015). Hubungan Motivasi Belajar Dan Keaktifan Dalam Kegiatan Ekstrakurikuler Terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas X SMA Negeri 10 Padang. *Jurnal Bahasa, Sastra, Dan Pembelajaran*, 3(1), 12–26.
- Setyadi, D. (2017). Pengembangan Mobile Learning Berbasis Android Sebagai Sarana Berlatih Mengerjakan Soal Matematika. *Satya Widya*, 33(2), 87–92. <https://doi.org/10.24246/J.Sw.2017.V33.I2.P87-92>
- Solehudin, T. (2019). Using Prezi Based On Cloud System Utilization Of Cloud-Based Prezi Learning Media On Abbasid PAI Material. *Computer Based Information System Journal*, 7(2), 1. <https://doi.org/10.33884/Cbis.v7i2.1319>



- Sudjana, N. (2017). *Penilaian Hasil Proses Belajar Mengajar* (Cet 21). Rosdakarya.
- Sulfemi, W. (2018). Hubungan Motivasi Belajar Dengan Hasil Belajar Ips Di SMP Kabupaten Bogor. *Jurnal Ilmiah Edutechno*, 18(1), 1–12. <https://doi.org/10.31227/osf.io/u8nvd>
- Yuda, H., Maskur, & Ramdani, J. (2019). Pemanfaatan Media Sosial Facebook Sebagai Media Pembelajaran Untuk Meningkatkan Motivasi Dan Hasil Belajar Peserta Didik Pada Mata Pelajaran Ppkn Kelas VIII Di SMPN 1 Cisompet Kabupaten Garut. *Jtep-Jurnal Teknologi Pendidikan Dan Pembelajaran*, 4(2), 760–771. <https://doi.org/https://doi.org/10.31980/tp.v4i1.457.g424>