

## ZOOM LEARNING MEDIA RELATIONSHIP AND INTEREST IN LEARNING WITH LEARNING OUTCOMES CIVICS

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**Abstract:** *This study aims: 1) To determine the relationship between Zoom learning media and Civics learning outcomes. 2) To determine the relationship between students' interest in learning with Civics learning outcomes. 3) To determine the relationship between Zoom learning media and students' interest in learning and Civics learning outcomes. This study uses survey methods and correlational techniques. The target population reached in this study were all students of class IX in CIVICS at SMPN 1 Tajurhalang, a total of 371 students. Data retrieval using the instrument of learning outcomes for Civics subjects and questionnaires for learning media zoom and interest in learning. The data analysis technique used descriptive and inferential analysis. Based on the results of the analysis using descriptive statistics at SMPN 1 Tajurhalang, the average value was 83.8 for civics learning outcomes, 78.3 for Zoom learning media, and 80.88 for interest in learning. The analysis of simple regression analysis and correlation with the ANOVA test obtained that the media correlation coefficient ( $r_{xy}$ ) = 0.137 indicates that the relationship between X1 and Y has a strong relationship level. Then the correlation coefficient ( $r_{xy}$ ) = 0.355 indicates that the relationship between X2 and Y has a strong level of relationship. The study results show that 1) There is a positive relationship between Zoom learning media and civics learning outcomes. 2) There is a positive relationship between interest in learning and learning outcomes of Civics. 3) There is a positive relationship between Zoom learning media and interest in learning and Civics learning outcomes.*

**Keywords:** *Zoom Learning Media, Learning Interest, and Civics Learning Outcomes*

### INTRODUCTION

School is a complex and unique organization with several people to achieve the vision and mission, so it requires high coordination. The Human Resources (HR) factor is the factor that has the most significant role in achieving organizational goals. The HR factor is a factor that can drive the achievement of organizational goals effectively and efficiently, but HR is also an inhibiting factor towards achieving organizational goals. This is due to the human factor as a determinant of the policy direction and the direct executor of achieving organizational goals. Seeing the importance of the human role in the organization, the principal, as a policymaker, must pay more attention to the school environment and its people. The better the teacher's trust ability and the principal's leadership style, the higher the performance shown by the teacher (Sulfemi, 2020).



Globalization is an era where everything is constantly developing and progressing, making it easier for humans to move. One area of progress in this era is the advancement of internet technology. The development of Internet technology will affect various aspects of human life, one of which is the aspect of education. Online learning still needs to be more effective in its implementation due to low mastery of technology, limited facilities and infrastructure, internet network, and costs during the past Pandemic. Indonesia implements social distance in all aspects of life, including education. Therefore, online learning is the only learning option that educators can make to improve the quality of learning in Indonesia (Syarifudin, 2020).

Learning is an interaction process between students and educators and learning resources in a learning environment. In other words, learning is a process to help students learn well. The learning process is experienced throughout the life of a human being and can apply anywhere and anywhere. Implementation of learning is the result of integrating several components that have their functions with the intention that the achievement of learning objectives can be fulfilled. The main feature of learning activities is the existence of interaction. Interactions that occur between students and their learning environment. Learning is the result of integrating several components with their functions. Interactions that occur between students and their learning environment. Khasanah revealed that the spreaders. Kindness, be it teachers at school, ustadz at the mosque, da'wah activists from young and old, parents at home, etc. They can guide goodness and even spread widely to remote corners of the earth, those who can increase their integrity (Khasanah, 2020).

The results of observations made through interviews with Civics teachers at SMPN 1 Tajurhalang stated that during Zoom learning, there were many changes, one of which was that students' interest in learning decreased, even when the Zoom learning process began. Most students were inactive (online), and only a few followed the learning process. This is because cellular data and networks constrain students. Even now, many students have complained about returning to study in person or face to face. The role of learning media is actually very important in the learning process. Because the media is one of the components of learning. Khasanah and Musa's research stated that student learning outcomes were higher when using Moodle media than conventional methods. There is an interaction effect between Moodle-based e-learning learning media and students' interest in craft and entrepreneurship learning outcomes at Muslim high schools (Musa & Khasanah, 2019).

Based on the problems that the researchers found after conducting interviews about learning outcomes at Al-Muslim High School, there were still many students who obtained an average score of 75 and even many who obtained scores below 75. The low student learning outcomes were due to the need for more interest in students repeating lessons at home. Currently, the teacher uses *e-learning media*

implemented at the school for distance learning, and the teacher explains that the *e-learning media* contains teaching materials, assignments for students, and learning videos. Sudirman and Ardian developed e-module media, which was integrated with learning videos, to make it easier for students and teachers in distance learning. *The results of developing an interactive module containing valid teaching material and integrated with various media, including animation and video, can motivate students in the learning process. The interactive module developed can become student-centered learning material that can improve desire and provide facilities for students to carry out learning evaluations independently as well as get feedback.* (Sudarman & Ardian, 2021).

Recognizing the importance of *Zoom* learning media which is helpful during distance learning on student learning outcomes, because this *zoom* is considered practical and efficient when a pandemic limits the distance between teachers and students, the results of the two-way analysis of variance (ANOVA) in this study show that (1) The ability to solve mathematical problems of students who learn by online learning using the *Zoom Webinar* is higher than students using online learning using the *WhatsApp Group* platform (Yulianto, 2020).

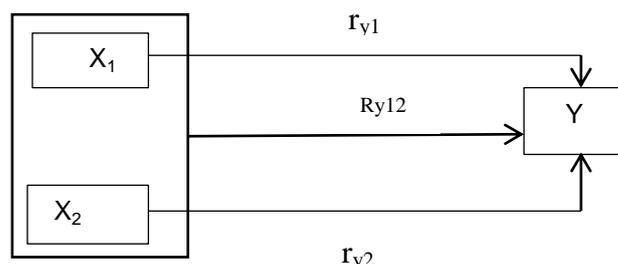
This application is expected to help a student in *online-based learning*. *Zoom* information technology helps students so that the distance learning process goes well. Likewise, information technology workers are essential in meetings with customers, *Work From Home*, and others. *Zoom* software has many features that can be used to support online meetings, online processes, and others (Angelina, 2020).

Based on the problem and theoretical studies above, we examined this *zoom* to see its relationship with learning outcomes, students' interests, and *Citizenship Education (Civics)* learning outcomes. The research objectives are as follows: 1) To find out the relationship between *Zoom* learning media and *Civics* learning outcomes on the fourth and fifth precepts of *Pancasila*. 2) To find out the relationship between students' interest in learning and *Civics* learning outcomes in the fourth and fifth precepts of *Pancasila*. 3) To determine the relationship between *Zoom* learning media and students' learning interests and *Civics* learning outcomes.

## **METHOD**

This study uses quantitative research, with survey methods and correlational techniques. The method describes the relationship between the variables studied, and the correlation coefficient value indicates the relationship between variables. This research was conducted at a public school located at *Jl. Tengah, Citayam, Kec. Tajurhalang*, namely *SMPN 1 Tajurhalang, Bogor district, West Java*.

The constellation model of the relationship between variables in this study is as follows:



**Figure 1.** Model Of The Relationship Between Variables

Information:

$X_1$  = Zoom Learning Media

$X_2$  = Student Learning Interest

Y = Civics Student Learning Outcomes

The reachable target population in this study was all class IX students in CIVICS subjects at SMPN 1 Tajurhalang, totaling 371 students. Moreover, the sample is 200 students. The data that has been collected is then processed and analyzed using statistical techniques and assisted by the SPSS version 16. Data processing consists of two stages: statistical analysis for instrument development and statistical analysis for processing research data.

## RESULTS

The results are data collected from research conducted at a public school in Jl. Tengah, Citayam, Kec. Tajurhalang, namely SMPN 1 Tajurhalang, Bogor District, West Java . When this research was carried out in semester 1 of the 2022/2023 academic year. The data obtained is used to answer the research problem formulation. This chapter will discuss the research results, including descriptive data, testing prerequisite analysis, testing hypotheses, discussion, and research limitations. In the following, a description of the research data that has been carried out will be presented and presented in the form of frequency distribution tables, histograms, and *pie charts*. In addition, the data description also includes the calculation of the mean and trend of each variable as a reference for discussion and analysis of research results.

**Table 4.1** Recapitulation of Descriptive Data.

	X1	X2	Y
N Valid	200	200	200
N missing	0	0	0
Means	78.3000	80.8850	83.8300
Median	77.0000	79.0000	83.0000
Mode	72.00	75.00	83.00
std. Deviation	10.76566	12.35415	2.27530
Variances	115,899	152,625	5.177
Range	58.00	70.00	9.00
Minimum	58.00	43.00	80.00
Maximum	116.00	113.00	89.00

Civics learning outcomes were obtained through grade VIII semester one report cards. Based on secondary data on learning outcomes in junior high schools in Country 1 Tajurhalang, 200 data were collected. The Civics learning outcomes data were processed using the SPSS program, shown in Table 4.1, the highest score was 89, and the lowest score was 80. The analysis results show that the mean (mean) is 83.8, the median is 83.0, the mode is 83.0, and the standard deviation is 2.27. Furthermore, the presentation of the frequency distribution table of the Civics learning outcomes variables can be seen in Table 4.2.

**Table 4.2.** Table of Frequency Distribution of Civics Learning Outcomes Data (Y)

	frequency	percent	Valid Percent	Cumulative Percent
	80.00	17	8.5	8.5
	81.00	14	7.0	15.5
	82.00	16	8.0	23.5
	83.00	57	28.5	52.0
	84.00	35	17.5	69.5
Valid	85.00	10	5.0	74.5
	86.00	16	8.0	82.5
	87.00	18	9.0	91.5
	88.00	16	8.0	99.5
	89.00	1	.5	100.0
Total		200	100.0	100.0

Several conditions must be met before the regression analysis. Namely, the data is usually distributed and homogeneous and has a linear relationship. The data requirements for normal distribution and homogeneity for all variables are tested as follows ; (1) Normality test, (2) Test the homogeneity of the variance of the dependent variable groups (Y), which are grouped based on the similarity of the independent variable data (X).

The analysis technique used is one-way ANOVA with correlation analysis and simple regression as well as multiple correlation regression because, in this study, we want to obtain the significant relationship between the two independent variables and one dependent variable. Hypothesis testing was carried out successively, starting from the first, second, and third hypotheses.

*Zoom* learning media and Civics learning outcomes We are testing this hypothesis using simple regression analysis. To test this hypothesis put forward the null hypothesis that there is no relationship between the two variables ( $\rho_{y1} = 0$ ) against the alternative hypothesis that there is a positive relationship between the two variables ( $\rho_{y1} > 0$ ).

Hypothesis testing using simple regression analysis and correlation coefficient. To test this hypothesis, it is stated that the null hypothesis ( $H_0$ ) if the simple linear regression model cannot be used to predict Civics

learning outcomes that are influenced by *Zoom learning media*, while the alternative hypothesis ( $H_a$ ) if the simple linear regression model can be used to predict learning outcomes Civics influenced by *zoom learning media*. The test rule is based on comparing  $F_{count}$  and  $F_{table}$ , namely if  $F_{count} < F_{table}$ , then  $H_0$  is accepted while  $F_{count} > F_{table}$ .  $H_0$  is rejected, while the probability value rule is if probability (sig)  $> \alpha$ , then  $H_0$  is accepted if probability (sig)  $< \alpha$ , then  $H_0$  is rejected.

The second hypothesis reads, "There is a positive relationship between learning interest and Civics learning outcomes." Testing this hypothesis using simple regression analysis. To test this hypothesis put forward the null hypothesis that there is no relationship between the two variables ( $\rho_{y1} = 0$ ) against the alternative hypothesis, there is a positive relationship between the two variables ( $\rho_{y1} > 0$ ).

Hypothesis testing using simple regression analysis and correlation coefficient. To test this hypothesis, it is stated that the null hypothesis ( $H_0$ ) if the simple linear regression model cannot be used to predict Civics learning outcomes that are influenced by learning discipline, while the alternative hypothesis ( $H_a$ ) if the simple linear regression model can be used to predict Civics learning outcomes influenced by the interest in learning to learn. The test rule is based on the comparison between  $F_{count}$  and  $F_{table}$ . That is, if  $F_{count} < F_{table}$ , then  $H_0$  is accepted, while  $F_{count} > F_{table}$ , then  $H_0$  is rejected, while the probability value rule is if probability (sig)  $> \alpha$ , then  $H_0$  is accepted. If probability (sig)  $< \alpha$ , then  $H_0$  is rejected.

The third hypothesis tested was "There is a positive relationship between *Zoom learning media* and interest in learning and Civics learning outcomes." The null hypothesis is that the two independent variables are not related to the dependent variable ( $\rho_{y1,2} = 0$ ), against the null hypothesis that the two independent variables are positively related to the dependent variable ( $\rho_{y1,2} > 0$ ). The multiple correlation coefficient was obtained from multiple regression analysis while testing its significance with the F test. It is, furthermore, testing the third hypothesis with the F test. The null hypothesis is rejected if the calculated F exceeds the  $F_{table}$ . We are testing this hypothesis using multiple regression analysis using *SPSS software*.

## DISCUSSION

Research results above support the hypothesis that both individually and collectively, *zoom learning media* and learning interest are significantly positively related to civic education learning outcomes. The results of this study are in line with the findings of previous studies, as discussed in the following sections : (1) All correlation coefficients or the degree of relationship resulting from the analysis above, show a positive relationship between the *zoom learning media variable and Civics learning outcomes* with a significant regression coefficient.

Thus, the two variables positively correlate learning media *Zoom with Civics learning outcomes*. Therefore, the *Zoom learning media* has an influence on the learning outcomes of Civics at SMP Negeri 1 Tajurhalang.

The higher the *Zoom learning media*, the students will get high Civics learning outcomes. On the other hand, if students have low *zoom learning media*, students will also get low Civics results.

The results of this study are from previous research, which relates to *Zoom learning media*, research entitled "Application of the Problem-Based Learning Model with the Zoom Application to Improve Science Learning Outcomes in Class V Students at SDIT Izzatul Islam " by Setyowati (2020). Based on the results of this study, the results of data analysis in classroom action research on improving science learning outcomes through the *Problem-Based Learning model with the Zoom* application on Circulatory Organs material have increased. Namely, students answer questions on the evaluation test sheet so that the percentage of classical completeness can reach KKM. (2) All correlation coefficients or degrees of relationship are generated

An analysis above shows a positive relationship between students' learning interests and Civics learning outcomes with a significance coefficient. Thus, a positive relationship exists between learning interest and Civics learning outcomes. Therefore, any increase in learning interest will be followed by an increase in Civics learning outcomes of students, and vice versa. A decrease will follow any decrease in learning interest in Civics learning outcomes. These findings show the importance of the learning interest variable for Civics learning outcomes. If students can process their learning interests well, then the Civics learning outcomes obtained can be maximized. Interest is also related to motivation that arises from students' self-motivation, which is also a concern, as research states that there is a positive and significant effect of learning motivation on student achievement in class XI SMKN-1 Gombong (Turmuzi & Hikmah, 2021). This means that the teacher must stimulate many variables attached to children. The results showed that there was a significant relationship between learning motivation and learning interest in class IV students at SDN Poris Gagaga 05 Tangerang City with an  $r$  count of 0.889 greater than  $r_{table}$  0.264 or  $0.89 > 0.264$  with a solid relationship (Fauziah et al., 2017).

The results obtained are also relevant to research on learning interest, which is an internal factor of students that can influence the level of students' Civics learning outcomes. (3) The positive relationship between *zoom learning media variables* ( $X_1$ ) and learning interest ( $X_2$ ) with Civics learning outcomes ( $Y$ ) is using multiple regression coefficients. Thus there is a positive relationship between Zoom learning media variables ( $X_1$ ) and students' learning interest ( $X_2$ ) with Civics learning outcomes ( $Y$ ). This shows a relationship between the two variables that are positively related to Civics learning outcomes, and together they are also positively related to Civics learning outcomes and have a relationship in the strong category.

Zakiyatul (2014) conducted research in his journal "The Influence of Zooming Presentation Learning Media on Learning Outcomes of Class

X Students on the Concept of Temperature and Heat." This states that Zoom-based learning media can be helpful in the delivery of teaching materials carried out by teachers so that it can improve student learning outcomes. In addition, this is also to the results of research conducted by Setyowati (2020), where there are differences in science learning outcomes using the Zoom application from a value of 56.67% to an increase in KKM score of 83.33%. Obstacles to implementing online learning include the problem of internet connection that needs to be supported (Puspitorini, 2020).

Based on the results of research conducted with relevant research, conclusions are obtained with the same results, where Zoom learning media and learning interest are jointly positively related to learning outcomes.

## CONCLUSION

The results of the research and data processing carried out above can be concluded as follows: (1) The learning media *Zoom* ( $X_1$ ) has a positive and significant effect on the learning outcomes of Civics (Y) at SMP Negeri 1 Tajurhalang. *Zoom* learning media ( $X_1$ ) is related to Civics learning outcomes (Y). (2) Learning interest ( $X_2$ ) students have a positive and significant effect on civic education learning outcomes (Y). Interest in learning ( $X_2$ ) is related to the learning outcomes of Civics (Y) at SMP Negeri 1 Tajurhalang. (3) *Zoom* learning media ( $X_1$ ) and students' learning interests ( $X_2$ ) are jointly positively related to Civics learning outcomes (Y) at Tajurhalang 1 Public Middle School. Any increase in *Zoom* learning media and learning interest will be related to learning outcomes learn Civics.

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