

THE RELATIONSHIP BETWEEN STUDENT PERCEPTIONS IN UTILIZING OBS VIDEO MEDIA AND STUDENT MOTIVATION TO LEARNING OUTCOMES

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Abstract: *This study aims to determine the relationship between student's perceptions of the use of video OBS learning media and student learning motivation partially and collectively toward social studies learning outcomes. This research uses quantitative research, survey methods, and correlational techniques. The target population is junior high school students in Depok City. The sample in this study were Grade VIII students at Raudlatul Falah Middle School, Darul Ulum Middle School, and PGRI 363 Pondok Petir Middle School, taking samples using a random sampling technique. The study results were: 1) There was a positive relationship between students' perceptions of using video OBS learning media on social studies learning outcomes for students at SMP Bojong Sari Depok, 55%. 2) There is a positive relationship between student learning motivation and social studies learning outcomes for students at SMP Bojong Sari Depok 51%. 3) There is a positive relationship between student's perceptions of the use of video OBS learning media and students' learning motivation, together with the results of learning history in students at SMP Bojong Sari Depok 40%.*

Keywords: *Media Utilization, Learning Motivation, Social Science Language Learning Outcomes*

INTRODUCTION

Learning media is a tool or intermediary helpful in facilitating the teaching and learning process to streamline communication between teachers and students. This is very helpful for teachers in teaching and makes it easier for students to receive and understand lessons. This process requires teachers who can align between learning media and learning methods. Previous research suggested adding computers and LCDs to the learning space, facilitating teacher skill improvement in using ICT as a learning medium, and suggested teachers have an e_mail address and use it as a learning medium (Dwi Herlina, 2020). The suggestion in this research is that the researcher sees that the use of e-learning media is not optimal in the learning process.

The use of learning media in the teaching and learning process can also generate new desires and interests for students, generate motivation to learn, and even have a psychological influence on students. Besides increasing student learning motivation, using or using media can also



increase students' understanding of the lesson. Khasanah states that the use of Moodle-based e-learning learning media that is appropriate for the material being taught is expected by the teacher to improve learning outcomes and the active role of students in participating in craft lessons. students (Khasanah, 2019) .

This is happening now, and many schools are only concerned with the cognitive aspect and do not pay much attention to the problem of student learning motivation. This also happened at the junior high school (SMP) level, especially in social studies. The results showed that the use of mixed media and learning motivation on learning outcomes significantly affected learning outcomes, namely 55%. In comparison, the remaining 45% was influenced by other variables not examined in this study, namely learning facilities, student understanding, and interest in learning (Widiasih et al., 2018). Widiasih's findings are very relevant to the use of media and motivation, that motivation will grow in students learning with the proper media use.

Something that is expected by education must, in the process, have several obstacles in realizing educational goals. One of the obstacles is in the learning process, but every obstacle faced must have a solution to the problem. However, what is felt by researchers and several other social studies subject educators observing the problems faced from the past until now have more or less the same problem character, namely student learning outcomes that are still not optimal; this is due to their lack of competency skills so that it has an impact on student learning outcomes. Learn. Researchers made initial observations by collecting three schools' social studies learning outcomes data. The following is the average score of social studies learning outcomes for class VIII students from three schools obtained in 3 (three) consecutive years, as follows:

Table 1 . Social Studies Learning Outcomes of Grade VIII Middle School Students, Bojong Sari District

School year	Average	KKM	Information
2018/2019	67	70	Low
2019/2020	63	70	Low
2020/2021	68	70	Low

Data Source: Documents of Learning Outcomes for Grade VIII Junior High School Students in Bojong Sari District

Table 1 shows that social studies learning outcomes have an average value that has yet to be maximized for three consecutive years. From the problem description, subjects' ability and student learning outcomes are still low. Knowledge of Social Studies students or junior high school graduates (SMP) still needs to be higher and more satisfactory. Observation results obtained, students in social studies often ignore the

teacher who is teaching. They have reasons that learning Indonesian is boring, so it makes students bored and sleepy, which results in low test or exam results that they have.

Based on observations made at SMP PGRI 363 Pondok Petir class VIII, during teaching and learning activities, the teacher delivered the subject matter classically using the lecture method, giving assignments and exercises, and question and answer activities. This tends to make students bored or bored, which becomes passive in receiving lessons. If students have the motivation to learn, it is handy to master the subject matter, especially Social Sciences. Learning outcomes will be optimal if there is motivation. This motivation is essential in the learning process, both motivation that comes from within the student (intrinsic) and motivation from outside (extrinsic). In this regard, the ways and types of growing motivation are different.

The lack of student motivation to learn Social Sciences is due to the teacher's lack of creativity in teaching. In addition, the need for learning media is also one factor that makes students' learning motivation low. Students' low motivation in studying social studies and their low interest of students in rereading the lessons they have learned also impact their learning outcomes.

In delivering IPS lessons, learning media in the form of multimedia is needed. This multimedia is helpful as an introduction/intermediary for the teacher's message to the recipient, namely students. Learning media or multimedia is necessary for stimulating students' thoughts, feelings, attention, interests, and learning motivation so that the teaching and learning process can run smoothly. This learning multimedia can also increase motivation and teaching and learning interactions.

Media, according to Olson, is a medium as a technology for presenting, recording, sharing, and distributing information through sensory stimulation accompanied by information structuring. In contrast, according to AECT (Association of *Education and Communication Technology*), *media* is a form and channel for transmitting information (Miarso: 2015). The better and more interesting the media used in the learning process, the easier it is to achieve learning objectives (Gamar Abdullah, 2019).

One of the learning media is OBS video media. OBS Video is an *encoder* that resides on the user's computer by receiving images or input data from the camera, usually in a *webcam*, *browser source*, or *screen capture* (Abimanyu et al., 2019). Educators can use video hardware or software to achieve this effect. Video compositing software, *Open Broadcaster Software* (OBS) Video, is freely available and easy to use for this purpose (Rosenthal & Walker, 2020).

OBS Video is a free and *open-source* software for recording video and broadcasting live (*Live Streaming*). Its main features include *encoding* using H264 (x264), AAC, and RTMP *Streaming* to *Twitch*,

YouTube, Facebook, and more. The output of the recorded file is in the form of MP4 or FLV via fast screen recording (Abimanyu et al., 2019).

This desire or drive to learn is called motivation. According to Atkinson (2007:40), motivation is a person's tendency to do something that increases to produce one result or more effects. In addition, AW. Bernard (2007) also explains that motivation is a phenomenon that stimulates action toward specific goals where there was previously little or no movement toward specific goals. Motivation is an attempt to enlarge or hold a movement to achieve a goal.

Motivation can also be a series of efforts to provide certain conditions so that a person wants and wants to do something, and if he does not like it, he will try to negate or avoid that feeling of dislike. So external stimuli can stimulate motivation, but motivation grows within a person. In learning activities, motivation can be the entire driving force within the student that gives rise to learning activities, which guarantees the continuity of learning activities and gives the direction of learning activities so that the goals desired by the learning subject can be achieved.

The learning theory used in this study is the theory put forward by Hamzah B. Uno. He said that motivation to learn is divided into two groups, namely Intrinsic motivation, namely motives that become active or functioning and do not need to be stimulated from the outside because, in each individual, there is an urge to do something. Extrinsic, namely motives that will be active and function if there is an external stimulus. Student learning motivation is the desire to succeed, encouragement and need for learning, hopes for future goals, appreciation for learning, exciting activities for learning, and a conducive learning environment.

Learning is a change in disposition or ability that a person achieves through activities that are obtained directly from a person's natural growth process (Suprijono, 2009). At the end of a learning process, students get learning outcomes. Dimiyati and Mudjiono also stated that learning outcomes result from an interaction between learning and teaching.

According to severe experts, namely Dimiyati, learning outcomes result from an interaction or act of learning and teaching (Mudjiono, 2002). Besides that, according to Sudjana, learning outcomes are the abilities possessed by students after they receive their learning experience (Sudjana, 2017). According to Djamarah, learning outcomes result from the learning process, and active actors in learning are students. In addition, learning outcomes are a better level of mental development when compared to before learning (Djamarah et al., 2006). Learning outcomes can be known by measuring the results obtained. According to Arikunto in Gusnawati, learning outcomes are the final results after experiencing the learning process, changes are visible in actions that are observed and can be measured (Gusnawati et al., 2019), and according to Nasution, learning outcomes are one's mastery of the latest knowledge or skills in a subject, which is commonly obtained from test scores or scores given by the

teacher (Nasution, 2010). Learning outcomes are changes in students concerning cognitive, affective, and psychomotor aspects due to learning activities expressed in scores obtained from tests to recognize a certain amount of material.

Social Sciences (IPS) subjects, as subjects that must and must be taken by students, are arranged systematically, comprehensively, and integrated as stated in Permendiknas Number 22 of 2006 (Ministry of National Education, 2006). Supriya (2009: 7) argues that the IPS subject is the name of an integration subject from history, geography, economics, and other social science subjects. Muhammad Numan Somantri (2001: 44) argues that IPS simplifies social science disciplines, psychology, philosophy, state ideology, and religion, organized and presented scientifically and psychologically for educational purposes. Thus, the social studies subjects in Indonesia are the presentation and simplification of the social sciences, including history, geography, economics, and other social sciences.

Student learning outcomes assessment includes everything learned in school regarding knowledge, attitudes, and skills related to the subjects given to students. By carrying out this assessment, the teacher can measure the level of understanding or mastery of knowledge taught by the teacher, not only science but also attitudes and skills that the teacher has exemplified. Based on this description, social studies learning outcomes are changes in behavior experienced by someone involved physically or psychologically in interactions with their environment concerning remembering, understanding, applying, analyzing, and evaluating social studies learning material.

In this case, the teacher is also expected to increase the number of studies and deepen the basic concepts of the social sciences to innovate social studies learning materials so that the teaching and learning process will be more exciting and students will learn more enthusiastically. To increase students' learning motivation in social studies lessons, you can use a computer-based learning model using multimedia.

Learning using a multimedia computer is part of the learning method in schools, which helps students improve learning activities. In social studies subjects, learning with multimedia can be more effective and fun and involve students actively. So that it can help increase student motivation. Learning using this multimedia also emphasizes individual activities, where students actively study the material, do practice questions, do evaluations, and repeat if the responses given are wrong. Implementing computer-based learning through the use of multimedia requires adequate facilities. Based on this description, the researcher is interested in examining the relationship between student perceptions of video OBS learning media and student learning motivation on social studies learning outcomes.

METHOD

This study uses quantitative research, with survey methods and correlational techniques. The relationship model between variables in this study is as follows:

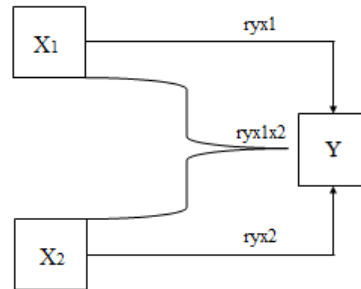


Figure 1. Research design

Information:

X_1 = OBS Video Media

X_2 = Student Motivation

Y = IPS learning outcomes

ryx_1 = Correlation coefficient between X_1 and Y

ryx_2 = Correlation coefficient between X_2 and Y

ryx_1x_2 = Correlation coefficient between X_1 and X_2

The target population of this study was all VIII grade students at SMP Islamiyah Serua, SMP PGRI Serua, and SMP Nurul Hidayah Depok in social studies, with a total of 283 students. Based on the Slovin formula, the minimum number of samples in this study was $n = 283 / (1 + 283 / 0.01) = 73.8$ rounded to 74, so the total sample to be taken is 74 students. In collecting data, several instruments were used, namely questions to measure learning outcomes, questionnaires to determine the use of video OBS media, and questionnaires to determine student motivation in learning. The instruments used have been declared valid and reliable by three experts in social studies learning. The data analysis method used is descriptive statistics and inferential statistics. A descriptive analysis was carried out to get a general description of the research results. The inferential analysis begins with conducting a prerequisite test, namely the normality test, test homogeneity, and linearity test, followed by hypothesis testing using correlation and simple regression. Simple correlation is used to determine the level of relationship between the independent variable and the dependent variable. In contrast, simple regression is used if the dependent variable depends on one independent variable.

RESULTS

Data regarding IPS learning outcomes can be presented in Figure 2 below.

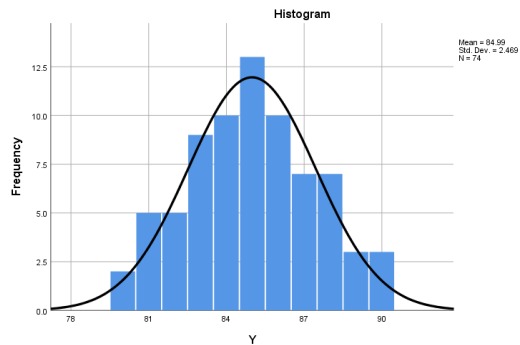


Figure 2. Histogram of IPS Learning Outcomes

Based on Figure 2, it is found that the lowest score obtained is 80, and the highest score is 90. The data with the most frequency is the value of 85. As many as 13 or 18% of students score 85. Data regarding using OBS Video media (X1) can be presented in Figure 3.

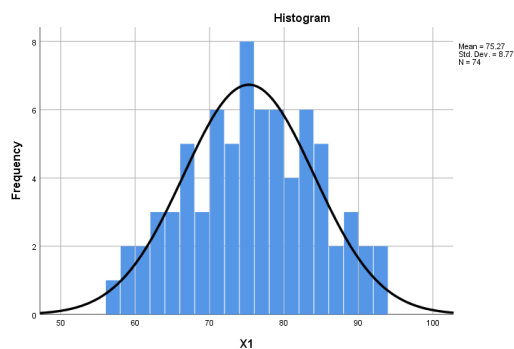


Figure 3 . Video OBS Utilization Histogram

Based on the questionnaire results, it was found that out of 74 respondents, the lowest questionnaire score was 57, and the highest score was 93. The average value obtained was 75.27. Data regarding learning motivation (X2) can be presented in Figure 4 below.

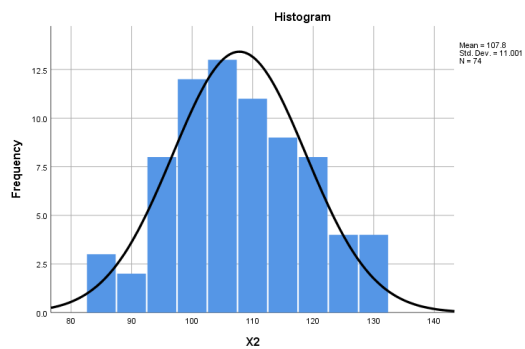


Figure 4 . Learning Motivation Histogram _ _

Based on the results of the motivational questionnaire, it was found that out of 74 respondents, the lowest questionnaire score was 85, and the highest score was 132. The average value obtained was 108.09. It can also be seen that the data with the most frequency are values 103 to 108, with as many as 17 or 23% of students who get grades 103 to 108.

Table 2. Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
X1	.085	100	.088	.980	100	.132
X2	.080	100	.092	.989	100	.596
Y	.085	100	.094	.975	100	.058

a. Lilliefors Significance Correction

Based on Table 2, it can be seen that the significant value obtained is greater than the value of α ($0.094 > 0.05$), and the value of sig X1 is greater than the value of α ($0.088 > 0.05$). If the value of sig X2 is greater than the value of α ($0.92 > 0.05$), then H0 is accepted. Thus, the data is usually distributed.

Table 3 . Barlet Test Homogeneity Test Recapitulation

Grouping	X ² Count	X ² Table $\alpha = 0.05$	Conclusion
Y over X1	20,224	41.4011	Homogeneous
Y over X2	15,375	49.6449	Homogeneous

Homogeneous Terms X² Count < X² Table

Table 3 above shows that the calculation results obtained X2 count = 20.224 while X2 table = 41.4011. Because X2 count < X2 table ($20.224 < 41.4011$), the social studies learning outcomes data group for class VII students on video OBS media comes from a homogeneous population. The manual calculation results obtained X2 count = 15.375 while X2table = 49.6449. The data required to be called homogeneous is X2count < X2table. ($15.375 < 49.6449$). Thus the data group on social studies learning outcomes for class VII students on student learning motivation comes from a homogeneous population. The first hypothesis reads, "There is a positive relationship between student perceptions in using video OBS learning media with social studies learning outcomes for students at Bojong Sari Depok Middle School." They are testing this hypothesis using simple regression analysis.

Table 4 . Test Of Regression Coefficient Utilization Of OBS Video Media (X1) With IPS Learning Outcomes (Y)

Model	Unstandardized Coefficients		Standardized Coefficients	
	B	std. Error	Betas	t
1(Constant)	86055	2,511		34,274.000
X1	.410	.033	.500	4,290 .000

a. Dependent Variable: Y

Table 4 above will form a regression equation that can be interpreted that for every 1 unit increase in the utilization of video OBS media, it is also followed by an increase in social studies learning outcomes scores for class VII students of 0.410 units with a constant of 86.055. The regression equation $\hat{Y} = 86.055 + 0.410 X_1$. The significant value obtained < 0.05 shows a positive relationship between students' perceptions of using video OBS learning media and social studies learning outcomes for students at SMP Bojong Sari Depok.

Table 5. Significance Test of Correlation Coefficient X1 and Y

Model	R	R Square	Adjusted R Square
1	.500 a.m	.550	.110

The significant test of the correlation coefficient obtained from Table 5 can be seen at the sig value of $0.000 < 0.05$, meaning that the correlation coefficients X and Y are significant, while in the first row, the correlation coefficient (r_{xy}) = 0.500 indicates that the relationship between X1 and Y has a high level of relationship. Strong. Meanwhile, the coefficient of determination from the table above shows the value of R square = 0.550, which implies that 55% of social studies learning outcomes can be influenced by the OBS video media utilization variable and 45% by external factors. The second hypothesis reads, "There is a positive relationship between student motivation and social studies learning outcomes for students at SMP Bojong Sari Depok." Testing this hypothesis using simple regression analysis.

Table 6. Test of Regression Coefficient of Student Learning Motivation (X2) with IPS Learning Outcomes (Y)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
1(Constant)	84,239	2,784		30,257	.000
X2	.700	.260	.320	2,270	.000

The regression equation is formed from the coefficient values in Table 6 above, which means that for every 1 unit increase in student learning motivation, it is also followed by an increase in social studies learning outcomes scores for class VII students of 0.700 units with a constant of 84.239. Regression equation $\hat{Y} = 84.239 + 0.700 X_2$ so that it can be said that the higher the student's learning motivation, the higher the social studies learning outcomes and vice versa. From the explanation above, it can be said that there is a positive relationship between student motivation and social studies learning outcomes for students at SMP Bojong Sari Depok.

Table 7. Significance Test of Correlation Coefficient X2 and Y

Model	R	R Square	Adjusted R Square
1	.320 ^a	.510	.013

The significant test of the correlation coefficient obtained from Table 7 can be seen at the sig value of $0.000 < 0.05$, meaning that the correlation coefficients X and Y are significantly significant. In contrast, in the first row, the correlation coefficient (r_{xy}) = 0.320 indicates that the relationship between X2 and Y has a high level of relationship. Strong. Meanwhile, the coefficient of determination from the table above shows the value of R square = 0.510, which means that 51% of social studies learning outcomes can be influenced by students' learning motivation variables and 49% by external factors.

The third hypothesis tested was " There is a positive relationship between students' perceptions of video OBS learning media and student motivation and social studies learning outcomes for students at SMP Bojong Sari Depok.

Table 8 . Multiple Linear Equations and Significance Test Coefficients of Regression Equations Y, X1, and X2

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	std. Error	Betas	t	Sig.
1 (Constant)	85,265	3,610		23,621	.000
X1	.510	.033	.054	4,451	.000
X2	.800	.026	.036	3.306	.000

Based on Table 8, a can be obtained multiple regression equation where the value of the constant = 85.265, the value of the coefficient X1 = 0.510, and the value of the coefficient X2 = 0.800. So the multiple linear regression equation is $\hat{y} = 85.265 + 0.510 X1 + 0.800 X2$. The analysis results in Table 7 show a positive relationship between students' perceptions of using OBS Video learning media and student motivation and social studies learning outcomes for students at SMP Bojong Sari Depok.

Table 9. Significance Test of Multiple Correlation Coefficients

Model	R	R Square	Adjusted R Square	std. Error
1	.620 ^a	.400	.024	2,499

A significant test of the multiple correlation coefficient obtained from Table 9 can be seen at a sig value of $0.000 < 0.05$, or H_0 is rejected. This means the correlation coefficients X1, X2, and Y are significant. In contrast, in the first row, the correlation coefficient (r_{xy}) = 0.620 indicates that the relationship between X1, X2, and Y has a strong level relationship. While the coefficient of determination from the table above shows the

value of R square = 0.400, which means that 40% of social studies learning outcomes (Y) can be explained by the use of OBS video media (X1) and student learning motivation (X2), so it can be said that the effect of using OBS video media and motivation learning class VII students together to social studies learning outcomes by 40%.

DISCUSSION

The first finding shows that OBS Video media is also essential for supporting learning outcomes in schools. Some of the results of past research have also tried to develop this video learning media. Wulandari's findings, for example, state the effectiveness of using Powtoon-based learning animation video media for science subjects. Namely, students understand the material and are interested in learning science to effectively use it with Powtoon-based video animation media (Wulandari et al., 2020).

The results of the second finding can be strengthened by the results of research related to motivation and learning outcomes, namely, achievement motivation influences student learning achievement (Nurhidayah, 2016). Subsequent research also states that the average level of student concentration toward online learning is in the low category, and the average level of student motivation toward online learning is in the medium category. It is recommended that all students maintain concentration and motivation in the learning process to get maximum results (Winata, 2021). The teacher is one component of education that plays a vital role in educational success, and teachers are expected to be able to play the role of an ideal teacher. One way to improve the quality of education is to improve teacher performance.

The teacher is one component of education that plays an essential role in the success of education, and teachers are expected to be able to play the role of an ideal teacher. One way to improve the quality of education is to improve teacher performance. Another important thing that is the main focus of this research is that the use of media is one component of the Learning Strategy. The media to be lifted in this research is Multimedia (Anang; Yasin, 2016).

The third finding is reviewed based on previous findings, which state that there is a relationship which is significant achievement motivation with learning outcomes in class XI student Chassis and Power Transfer Service subjects (Budiono & Muliatna, 2015). the OBS Studio application is helpful as a support for student learning, especially Islamic Broadcasting Communication students, as a medium for learning communication in the field of broadcasting (Hamdan & Atika, 2022). This research shows that not only the lower middle class are happy with this OBS Video media, but also students.

CONCLUSION

Based on the findings above, it can be concluded, according to the problem formula in this study, that is, there is a positive relationship between students' perceptions of using OBS Video learning media on social studies learning outcomes for students at SMP Bojong Sari Depok; there is a positive relationship between student learning motivation and social studies learning outcomes for students at SMP Bojong Sari Depok; there is a positive relationship between student's perceptions of the use of video OBS learning media and student learning motivation together with the results of learning history in students at SMP Bojong Sari Depok.

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