

The Influence of Student Activities, School Climate, and Learning Media on the Quality of Economic Learning

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KEYWORD

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Learning Media, Quality of Learning

A B S T R A C T

This research aims to analyze the influence of student activities, school climate, and learning media on the quality of learning in economics subjects. In this context, survey research is used through multiple regression analysis conducted on high school students with a sample of 226 people. Meanwhile, the sample drawing method adopts a simple random sampling. The results show that 86.1% of the variation in the social character of students can be explained by learning quality, while the difference from 100%-86.1% is obtained from external factors. The variables of school climate, learning media, and student activity have a beta coefficient of 0.423, 0.74, and 0.32, respectively.



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INTRODUCTION

Quality education is essential in determining the direction and objectives of the educational process. In this context, the progress of a country can be seen from the quality of education according to the level, including in Senior high school, or *Sekolah Menengah Atas (SMA)*. The learning process inherently requires the collaboration of various parties, including teachers, students, and the government. In the field of Education, teachers are expected to be creative and innovative in their teaching methods. This is because learning involves a conscious effort to engage students and foster positive changes in their attitudes and behaviors

The term "quality" refers to the assessment of good versus bad, and the degree of intelligence and proficiency. In this context, learning can be operationally defined as the systemic and synergistic interaction between teachers, students, the learning environment, and media to produce optimal processes and outcomes that align with curricular demands (Haryati & Rochman, 2012: 2). According to Daryanto, (2015), the quality of learning is a level of achievement of the initial objectives, including art learning in the form of increasing knowledge, skills and developing attitudes. The quality of learning is a significant concern in education since the concept impacts the advancement of education. The quality of learning can be known through increasing student activities and creativity, improving discipline, and increasing motivation. In addition, the availability of infrastructure facilities and the right methods also support the success or failure of learning. The criteria require teacher competence, as an active component in carrying out learning. According to Annur et al., (2022), the

quality of learning can be achieved through the Case Study Method in introductory courses in Economics. The concept is the value of an interaction activity between teachers and students in learning process.

The design of media affects the achievement of learning goals when teachers deliver material to students. In research conducted by Rejeki et al (2020), learning media functions to convey materials in the classroom. According to Ansyar, (2011) the concept is used to convey information and learning materials between teachers and students in learning process. Learning media can be in the form of hardware or software functioning to help students understand materials. Therefore, the selection is important to maximize the function in learning process (Diergarten K. A., Mockel T., Nieding G., et al. 2017). According to Tatta Herawati Daulae (2019:52) learning media is an object and tool used to stimulate the mind in understanding lessons and equipping the competencies of students. The concept serves to facilitate the teaching and learning process. Additionally, (Rasyid & Rohani 2018:94) stated that the function was to effectively deliver learning materials, enhance interactivity, increase engagement, improve outcomes, serve as a medium for facilitating learning, and make the role of teachers more productive. This was also evidenced by (Elfrida & Retno 2022) where interactive learning media in economics subjects had a level of effectiveness based on the pretest and post-test obtaining an N-Gain score of 0.724 with very effective criteria. The interest of students in participating in learning can be observed through active engagement and participation in classroom activities.

According to Muali (2018: 9–10), the criteria for selecting effective learning media include a) Creating a balance with learning objectives: The selected media should be balanced with instructional goals to address cognitive, affective, and psychomotor. Additionally, media should cater to abilities and needs, facilitating the exploration of the material content. b) Practicality, flexibility, and durability: Effective learning media should be simple to use, cost-effective, durable, and capable of being used repeatedly over time. These factors are critical in ensuring continued applicability and value. c) Proficiency in Usage: Teachers must possess the necessary skills to use the selected media effectively since the utility and impact of learning media are significantly influenced by expertise. Moreover, teachers can transfer these skills to students to proficiently use the selected media. d) Consideration of Student Conditions: Media should be concerned about the psychological, philosophical, and sociological contexts of students. Media that fail to correspond to conditions cannot aid in understanding learning material. e) Availability: Even though a particular medium is ideal for achieving learning objectives, the usage is difficult when unavailable. As tools for teaching and learning, the availability of media is essential to meet the needs of students and teachers.

The achievement of learning goals in several high schools in Pekanbaru City has not yet been maximized. Specifically, the minimum score completeness of 75% has not been reached. As shown in Table 1, the levels of incompleteness for SMA N 5, 10, 15, and 16 are 21.05%, 17.21%, 35%, and 35%, respectively.

Table 1. List of Mid-Semester Exam Scores for the 2024-2025 Academic Year Economics Subject

School Name	Scores > KKM (Students)	Scores < KKM (Students)	Total Number of students
SMA N 5 Pekanbaru	28	133	161
SMA N 10 Pekanbaru	21	122	143
SMA N 15 Pekanbaru	30	85	115
SMA N 16 Pekanbaru	26	75	101
Total	149	371	520

Source: Data Processed 2024

This research determines the influence of student activities, school climate, and learning media on the quality of economic learning at Pekanbaru City High School. Based on the results of observations, the average learning outcomes have not been completed due to several factors. Teachers who teach economics subjects often use textbook learning media, decreasing the motivation level of students. Other factors, such as school climate, play a crucial role in shaping learning environment, particularly in settings where high competition exists. According to Hadiyanto, Kusumastuti, Priatna, and Khuluqo (2020), school climate is a significant factor in promoting an effective and supportive learning environment.

The quality of education, particularly in the context of economics learning at high schools in Pekanbaru City, is crucial for shaping the academic development of students. However, as evidenced by the incomplete

learning outcomes in several schools, there is a clear gap in achieving the desired academic standards. Despite the availability of various teaching methods, including learning media, many students continue to fall short of meeting the minimum score completeness, which hinders their overall academic progress. Understanding the impact of these elements is essential to improve the learning environment and outcomes for students, especially in schools where competition is high and student engagement remains a challenge. The findings of this study will provide valuable insights into the current shortcomings in the learning process and offer practical recommendations for enhancing the effectiveness of teaching methods and the learning environment. Additionally, addressing these issues is crucial for ensuring that students develop the knowledge, skills, and attitudes necessary to succeed in their academic and future professional lives.

RESEARCH METHODS

The method carried out is quantitative survey research with multiple regression analysis. According to Wiratna Sujarweni (2020), survey research is conducted to collect information by compiling a list of questions to be asked to respondents. This research is used to analyze the symptoms of a group or individual behavior. The target is all students in grades XI and XII majoring in social research at SMA N 5, SMA N 10, SMA N 16, and SMA N 15 in Pekanbaru City. The entire population consisted of students who had selected a major, totaling 550 individuals, from which the sample was drawn. According to Sugiyono (2019:81), the sample is part of the number and characteristics possessed. Therefore, the population representation of the sample amounted to 226 students. Sample withdrawal was carried out by a simple random sampling method.

The data collection method is carried out by distributing questionnaire statement items using Google Forms through economics teachers. Before the questionnaire is distributed to students, a validity and reliability test is performed with a Likert scale. According to Sugiyono, (2019: 93), this scale is used to measure the opinions, attitudes, and perceptions of a person about social phenomena. There are 11, 7, 8, and 9 valid question items from the validity of the instrument on student activity (X1), school climate (X2), and learning media (X3), respectively. Ghozali (2016) stated that a variable was said to be reliable with an Alpha Cronbach of more than 0.70. The results showed reliability tests of learning quality, student activities, school climate, and learning media at 0.914, 0.826, 0.879, and 0.899. Therefore, a reliability test greater than 0.70 is reported to be reliable.

The next stage is to conduct normality and heteroskedasticity tests for multiple regression analysis. The normality test used the One-Sample Kolmogorov-Smirnov Test and the significance value of sig (2-tailed) of 0.063 is greater than 0.05. The data is normally distributed under the basis of decision-making in the Kolmogorov-Smirnov normality test. Meanwhile, the results of the heteroscedasticity test using glaciers showed that student activity, school climate, and learning media were $0.652 > 0.05$, $0.257 > 0.05$, and $0.486 > 0.05$, respectively. The regression model in this research can be shown as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Information:

- Y = variable Learning Quality
- β_0 = constant
- X1 = student activity
- X2 = school climate
- X3 = learning media

RESULTS AND DISCUSSION

Results

Data collection was conducted at four senior high schools in Pekanbaru City, involving a total of 226 students who responded to the instruments. The data were analyzed using SPSS 25 to test the hypothesis, which examined the determinant factors influencing economic learning, namely student activities, the social climate, and learning media. The coefficient model of regression equations for student activity, school climate, and learning media can be shown in Table 2.

Table 2. Results of the Coefficient Variable Test of Research

Type	Unstandardized Coefficients		Standardized Coefficients	T	Mr.
	B	Std. Error	Beta		
1 (Constant)	94.768	8.245		11.494	.000
Student Activities (X1)	.095	.071	.032	1.344	.007
School Climate (X2)	1.573	.232	.423	6.768	.000
Learning Media (X3)	.286	.205	.074	1.394	.004

a. Dependent Variable: Learning Quality (Y)

Source: Data Processed 2024

The coefficient determinants of student activities, school climate, and learning media affect the Quality of Economic Learning Partially (individually). This provides information about the regression equation and the presence or absence of the influence of X variables on Y of learning quality. Based on the Sig. column, each variable X is smaller than 0.05 (Sig.<0.05). Therefore, variables for determining learning quality partially have an impact on learning quality. The regression coefficient model of variables X to Y can be described as follows.

$$Y = 94,786 + 0,095X1 + 1,573X2 + 0,286X3$$

The Summary model shows the coefficient of determination, representing the contribution of the influence of Student Activities (X1), School Climate (X2), and Learning Media (X3) simultaneously on Learning Quality variable (Y). The value of the determination coefficient or R Square of 0.861 is obtained from the squaring of the correlation coefficient or "R", which is $0.928 \times 0.928 = 0.861$. The magnitude of the R Square determination coefficient number is 0.861 or 86.1%.

Table 3. Determinant Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.928a	.861	.801	16.099

a. Predictors: (Constant), Student Activities (X1), School Climate (X2), Learning Media (X3)

Source: Data Processed 2024

Discussion

Learning is the process of interaction between students and teachers (Arsad, 2017:73). The interaction can open communication to increase the enthusiasm of students in carrying out positive activities. According to Jeawak et al., (2020), teachers influence the quality of learning. The variables of student activities, school climate, and learning media have a significant effect on the quality of learning in economics subjects. Good learning quality can achieve the goals faced according to the plan. An important factor influencing the quality of learning is the presence of a healthy school environment, which significantly contributes to the effectiveness of teaching activities. According to Pius Heman Tuwa & Nahiyah Jaidi Faraz (2018:71), school climate is learning environment for promoting positive behavior and creating an optimal teaching and learning process.

School climate can occur due to the interaction between an open organizational structure, dynamic performance standards, a sense of responsibility for teachers, participation in the organization, recognition of work results, supportive management style, and commitment to carrying out tasks (Kasim, M & Ismail, 2017). In addition, the variable also plays an important role in developing a healthy and positive school (Babatunde, M. M., & Olanjowaru, 2014). School climate is shown by the conditions of religious life, exemplary, democratic atmosphere, cleanliness, security, beauty, and order developed in school.

A conducive learning climate facilitates the achievement of learning goals, and the process is very enjoyable for students. In contrast, an unconducive school climate affects learning process and negatively impacts the achievement of learning goals. The variable is closely related to a productive and conducive environment for student learning process. Daryanto (2015:9) explained that school climate could be seen from

the implementation of curriculum, availability of facilities, and leadership of the principal. According to Syahril & Hadiyanto (2018, p. 18), the variable is a state experienced in schools due to differences caused by interaction or stakeholder connections. Additionally, (Fazar 2023) stated that school climate had a positive and significant effect on student learning outcomes. The class climate can be measured from the dimensions of relationships, personal growth and development, changes and improvements in systems, as well as the physical environment (Hadiyanto 2016:88). School climate is an important concept attracting attention in the literature of educational organizations (Zysberg & Schwabsky, 2021). The variable is related to the application and development of organizational climate. In this context, school climate refers to the perception of school members, characteristics, and the quality of the internal environment as a product of interactions influenced by norms, beliefs, value systems, and expectations (Fefer & Gordon, 2020; Ferrer-Cascales et al., 2019).

Elements within school environment that receive significant attention from teachers include student engagement during learning process. These activities serve as a key indicator of participation in learning. Therefore, the instructional strategies used by teachers should prioritize positive student activities to enhance stimulation and motivation in learning process. Students are often allowed to ask questions, express opinions, answer questions, work together, and respect the opinions of friends. Activities that arise through activeness also lead to the formation of knowledge and skills.

Attractive media design as a factor of teacher creativity is needed to support the quality of learning. Less interesting media makes students unfocused in participating in classroom learning. The demands can stimulate the development of understanding (Wei et al., 2020). The current trend is the use of computer-based media such as presentation media. Therefore, teachers are expected to make graphic media and computer-aided presentation media. According to Sigit Dwi Laksana, (2017), teachers can use learning aids for the process to run optimally. In this context, learning media can be used to convey materials, and the process becomes more interactive to improve outcomes.

Learning media is an integral part of daily teaching activities. Its presence shapes teachers' perspectives in delivering messages to students and fosters a commitment to designing materials that align with the subject matter. As a result, students feel well-supported during the learning process and are better positioned to achieve their potential. Media plays a significant role in enhancing the quality of learning at senior high schools in Pekanbaru City. The quality of education in the learning process can be enhanced through the effective use of media (Sari et al., 2019). Creative use of learning media increases the ability to understand and improve appearance in performing skills (Shang & Sun, 2021). There are different types of simple and complex learning media in schools. However, many teachers encounter a lack of innovation and creativity in terms of learning media. Teachers need to undertake the task even though the creation of illustrations for designing learning media is highly important. Learning outcomes are enforced to promote greater motivation and ensure the achievement of high-quality learning.

CONCLUSION

In conclusion, there was a positive and significant influence between student activities, school climate, and learning media on the quality of learning. The results of multiple linear regression analysis showed that these variables simultaneously had a significant influence on the quality of learning in economics subjects. An increase in the intensity of student activities, the presence of a supportive school climate, and the use of creative learning media collectively contributed to enhancing the quality of learning. Supporting facilities and technologies, such as interactive media and virtual laboratories were provided to create a more conducive learning environment. In this context, teacher competence was increased through continuous training and professional development to support effective learning for all elements and create a conducive environment.

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