

The Influence between the Use of Online Learning Media and Student Learning Independence on Learning Outcomes in Creative Product and Entrepreneurship Subjects

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Abstract: This research uses quantitative research. The objectives are to: 1) know the influence of the use of online learning media on the learning outcomes of Creative Products and Entrepreneurship, 2) know the influence of student self-reliance on the learning outcomes of Creative Products and Entrepreneurship and 3) know the influence of the use of online learning media and student learning independence on the learning outcomes of Creative Products and Entrepreneurship. The problems in this study are as follows: 1) is there any influence of the use of online learning media on CPE learning outcomes? 2) Is there any influence of student self-reliance on CPE learning outcomes? 3) Is there any influence of the use of online learning media and student learning independence on the learning outcomes? This research method uses path analysis method or path analysis. The sample consisted of 34 students with random sampling techniques. Data analysis in this study using questionnaires and documentation. In proving hypothesis 1, there was a direct and significant influence of Online Learning Media (X1) on CPE Learning Outcomes (X3) of 31.61%. There are other variables with a variation of 68.39% that can affect the learning outcomes beyond the variables of online learning media that need to be researched further. In proving hypothesis 2, there was a direct and significant influence of Learning Efficacy (X2) on CPE Learning Outcomes (X3) of 30.39%. There are other variables with a variation of 69.61% that can affect the learning outcomes beyond the variables of Self-Reliance Learning. In proving hypothesis 3, there was a direct and significant influence of Online Learning Media (X1) on Learning Independence (X2) of 31.56%. There are other variables with a variation of 68.44% that can affect Learning Independence beyond the Variables of Online Learning Media. Thus 1. The concept of online learning media is done in an indirect or indirect way between the teacher and the student. Teaching and learning activities using online Learning Media can be done flexibly where students can access or conduct learning anytime and anywhere. 2. This online learning media is very suitable for learning activities in the midst of the current pandemic. 3. If the online learning media is packed with good and unique, this learning media can be the most efficient learning media and close to learners. Even this learning media is not only as a learning media but also can be as a medium of information, entertainment and education.

Keywords: Online learning media, Self-reliance on learning, Learning outcomes.

Introduction

Background to the Problem

Online learning media can be interpreted as media equipped with a controlling device that can be operated by the user (user), so that the user (user) can control and access what is the user's needs. The advantage of using online learning media is that learning is independent and high interactivity, able to increase memory levels, provide more learning experiences, with text, audio, video and animation which are all used to convey information, and also provide ease of conveying, updating content, downloading, students can also send emails to other students, send comments on discussion forums, using chat rooms, to conference e video links to communicate directly.

In the current conditions in Indonesia, during the Covid-19 pandemic which imposes PJJ for students ranging from basic education to higher education, the independence of students' learning (in this case, vocational students) is very necessary. Students are not only required to be able to understand the material taught independently, but must also be able to determine what material they need, find sources that are relevant to their needs, choose learning strategies, and must be able to evaluate their learning processes and outcomes. So that conditions during the Covid-19 pandemic do not have a negative impact on student learning outcomes, it is necessary to make efforts to increase student learning independence, one of which is the application of online learning. The use of technology in learning can provide opportunities for students to collaborate and communicate with each other, so as to increase learning independence.

Based on the problems mentioned above, the author takes the title "The influence between the use of Online Learning Media and Student Learning Independence on Learning Outcomes in Creative Products and Entrepreneurship Subjects

Problem Identification

Based on the background description of the problem mentioned above, it can be identified several problems that are suspected to be factors influencing the low learning outcomes of the Creative Products and Entrepreneurship subjects at the SMK level, namely as follows: 1. How to grow student independence towards learning outcomes in the use of online learning media. 2. Whether online learning media can be applied to product subjects, creative and entrepreneurial. 3. Whether the application of online learning media can increase student learning independence. 4. Whether the application of online learning media can improve student learning outcomes in product, creative and entrepreneurial lessons. 5. Whether the application of online learning media can improve student learning outcomes in product lessons, creative and entrepreneurial. 6. What types of learning media can be improved through the application of online learning media

Problem Restrictions

In this study, it is limited to the following problems:

1. The influence between the use of online learning media on student learning independence at SMK Nusantara Cigombong, Bogor Regency
2. The influence between student learning independence on student learning outcomes at SMK Nusantara Cigombong Bogor Regency
3. The influence between the use of online learning media and student learning independence on learning outcomes at SMK Nusantara Cigombong, Bogor Regency.

So that the discussion of this research is focused and does not cause duplication of interpretation, it is affirmed as follows:

- 1) The learning raised in this study is the application of the use of online learning media in the lessons of creative and entrepreneurial prod uk.
- 2) The independence of student learning in this study is based on the results of the online learning process after the covid19 outbreak.
- 3) The learning outcomes of creative and entrepreneurial product subjects in this study are limited to student learning outcomes on aspects of mastery of concepts measured through learning outcomes tests.

Rumusan Problem

Based on the identification of the problem above, the formulation of the problem in this study is as follows:

1. Is there an influence between the use of online learning media and student learning independence
2. Is there an influence between student learning independence and student learning outcomes
3. Is there an influence between the use of online learning media and student learning independence on learning outcomes

Theoretical Review

Understanding Learning Outcomes

According to Bloom (in Suprijono 2013: 6) learning outcomes include cognitive, affective and psychomotor abilities. Cognitive abilities consist of knowledge (knowledge, memory), comprehension (understanding, explaining, summarizing), application (applying), analysis (elaborating, determining relationships), synthesis (organizing, planning) and evaluating (assessing). Affective ability consists of receiving, responding, valuing, organization, characterization. Psychomotor abilities include initiatory, pre-routine, and routinized. According to Suprijono (2013: 7) learning outcomes are changes in overall behavior, not just one aspect of human potential.

According to Susanto (2013:5) learning outcomes are changes that occur in students, both those that concern cognitive, affective and psychomotor aspects as a result of learning.

Definition of Creative Products and Entrepreneurship (CPE)

Creative and entrepreneurial products or commonly abbreviated as CPE are one of the productive subjects found in Vocational High Schools. Definition of Creative Products and Entrepreneurship Creative and entrepreneurial products or CPE consist of two words, namely "Creative Products" and "Entrepreneurship". Creative product has the meaning of a product that is produced from creativity and has certain innovations. Which means that the resulting product must be fairly new or a development of the previous product. For example, there is a beverage product that is very marketable in its sales, then the beverage product is developed by adding toppings that make the product more attractive to buyers and beat the previous product. Meanwhile, entrepreneurship is a business with the aim of obtaining income by means of independent business. In short, entrepreneurship learns about SOFTSKILL.

Definition of Learning Media

Azhar (2011) learning media is a tool in the learning process both inside and outside the classroom, it is further explained that learning media is a component of learning resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn.

Rayanda Asyar (2012: 8) stated that "learning media can be understood as everything that can convey or channel messages from sources in a planned manner, so that a conducive learning environment occurs where the recipient can carry out the learning process efficiently and effectively.

Gerlach & Ely: "learning media has a very broad scope, namely including humans, materials or studies that build a condition that makes students able to acquire knowledge, skills or attitudes. Learning media includes all the resources needed to communicate in learning, so that the form can be in the form of hardware, such as computers, TVs, projectors, and software (software) used in that hardware."

Learning Media Functions

Learning media has a variety of functions. By definition, these functions sometimes differ, it all depends on who the expert who describes them is. Here are the functions of the learning medium;

- 1) **The Function of Learning Media According to Experts (Levie & Lentz)**
 - **The function of attention** is to attract students' attention to concentrate more and focus attention on the content of the subject matter
 - **Affective function** is the student's comfort when studying or reading. For example, pictorial text
 - **Cognitive Function** Makes it easier to understand and remember information
 - **Functions Compensatorical** Accommodating / helping weak and slow students receive verbally presented lessons or texts

Various Types of Learning Media

Learning media is divided into several types. Among the types of learning media are as follows:

MEDIA TYPE	EXAMPLES OF LEARNING MEDIA
Print	Books, modules, magazines, pictures, posters, maps, photographs, wall magazines, planel boards, LKS, newspaper cutouts, handouts
Media Audio	Broadcast radio, cd/dvd, podcasts, songs, music, mp3 files, phone, language lab
Media Audio Visual	Film, television, video
Interactive Multimedia	Games, android based apps etc.
E-Learning	Udemy, code academy, ruangguru, zenius, google classroom, etc.
Media Realia	Plants, rocks, trees, currency etc.

Types of Online Learning Media

1) Web Supported E-Learning

Learning is carried out face-to-face and is supported by the use of a website that contains summaries, learning objectives, learning materials, assignments, and accompanied by short tests.

2) Blended Or Mixed Mode E-Learning

The learning process is carried out face-to-face and some are carried out online.

3) Fully Online E-Learning Format

All learning processes are carried out online including face-to-face between educators and students which is also carried out online, teleconference technology is usually an option.

Strategies for Using Online Learning Media

There are four learning spaces used in the learning process including face-to-face, synchronous, collaboration and Asynchronous. The implementation of distance learning certainly uses learning strategies that are different from those applied to face-to-face learning.

There are 4 online learning methods, including:

- 1) LMS (Learning Management System), some of the LMS that are commonly used and have licenses include: Moodle, Claroline, Dokeos, Docebo, Atutor, Chamilo, Olat and many more.
- 2) Video Conference (Vicom) is an effective telecommunications tool between two or more people, anywhere in the world. Using this service, one can not only talk to each other but can even view videos of the people with whom they interact. It is an effective two-way communication of audio and video transmission. This service utilizes internet media for data transmission.
- 3) CBT (Computer Based Test), Computer Based Test (CBT) is a test using a computer. The characteristics of this test are the same as the usual written test, which is to use one test certificate for several participants with the same test time length. The difference lies in the technique of delivering (Delivery) question items that no longer use paper (Paper), both for the question manuscript and the question answer sheet. The scoring or correction system is directly carried out by the computer. Usually participants can do and see the question items from the first to the last number.

Multimedia is the use of a computer to present and combine text, sound, images, animation, audio, and video with tools and links so that users can navigate, interact, create, and communicate. Multimedia is often used in the world of informatics.

The methods above provide variations on online learning media, not only the lecture method which is often carried out during face-to-face learning.

Frame of Mind

Based on the conceptual explanation above, it can be stated that the framework of this research is as follows: The description above can be concluded that the better the online learning, the better the student learning outcomes will be:

1. The use of online learning media that is carried out effectively and efficiently, it can improve student learning outcomes in the subject of Creative Products and Entrepreneurship (CPE), but on the contrary, if the use of learning media carried out is not effective, it will reduce student learning outcomes.
2. Independence of learning in the world of online learning has the principles of the Student Learning Center. Where in this online learning independence is preferred because it has a variety of learning variations. With this variety of variations, it will result in more improved learning, but on the contrary, low learning independence will reduce student learning outcomes.

The use of online learning media that is managed effectively and supported by high independence, will improve student learning outcomes, but on the contrary, the use of online learning media that is managed less effectively and low student learning independence will reduce learning outcomes.

Research Methodology

Research Objectives

This research was conducted with the aim of obtaining information about:

1. The influence between the use of online learning media on the learning outcomes of creative and entrepreneurial products (CPE) subjects
2. The influence between student learning independence on the learning outcomes of Creative Products and Entrepreneurship (CPE) subjects
3. The influence between the learning outcomes of creative products and entrepreneurship (CPE) subjects

Place And Time Of Research

The research was conducted at SMK Nusantara Cigombong, Bogor Regency, West Java Province. The research time plan is carried out in the odd semester of the 2020/2021 academic year for two months, namely August to October 2020.

Research Methods

This research uses a path analysis approach, because this method is quantitative, data processing uses statistics. The role of statistics is very decisive in the preparation of theoretical models, the formulation of hypotheses, the development of data retrieval tools, the preparation of research designs, and statistics as data processing and analysis. To see the relationship between exogenous and endogenous variables, a constellation of variables is designed as follows:

Furthermore, the steps of this study are compiled on the basis of the principles of the scientific method which can be explained as follows:

1. Problems. The problem arises due to the gap between the ideal condition (das sollen) and the real condition (das sein). The problems in this study are formulated from the background of problems related to the demands of today's learning in order to improve the quality of education. From the background of the problem, various problems were identified that caused the low learning outcomes of Creative Products and

Entrepreneurship at the VOCATIONAL level. From the identification of problems, it is limited to the problem that is further discussed in this study, which concerns the relationship between the free variables of use of online learning media and learning independence with variables bound to learning outcomes.

2. Literature Review. To deepen and obtain theoretical data to answer research problems, a theoretical study is carried out that is relevant to the problem. Based on the Literature Review, a logical Framework of Thinking is compiled.
3. Hypothesis Submission. The hypothesis is a temporary answer to the problem formulated. Based on supporting theories and logical thinking frameworks formulated hypotheses.
4. Development of Research Instruments. In this stage, researchers compiled an online learning media research instrument and learning independence in the form of a questionnaire which amounted to 31 points of statement list and was given to 34 respondents so that the instrument as a data collection tool had the accuracy and determination to measure learning outcomes.
5. Hands-on practice using audio-visual media (podcasts) and audio media and their influence on learning outcomes of Creative Products and Entrepreneurship (CPE). The learning design carried out in this study is as formulated in the Learning Implementation Plan (RPP).
6. Hypothesis Test. With the instruments that have been prepared,

Empirical data are obtained on the influence of each use of online learning media and learning independence on the results of Learning Creative Products and Entrepreneurship (CPE). The data is described and processed with statistical tests.

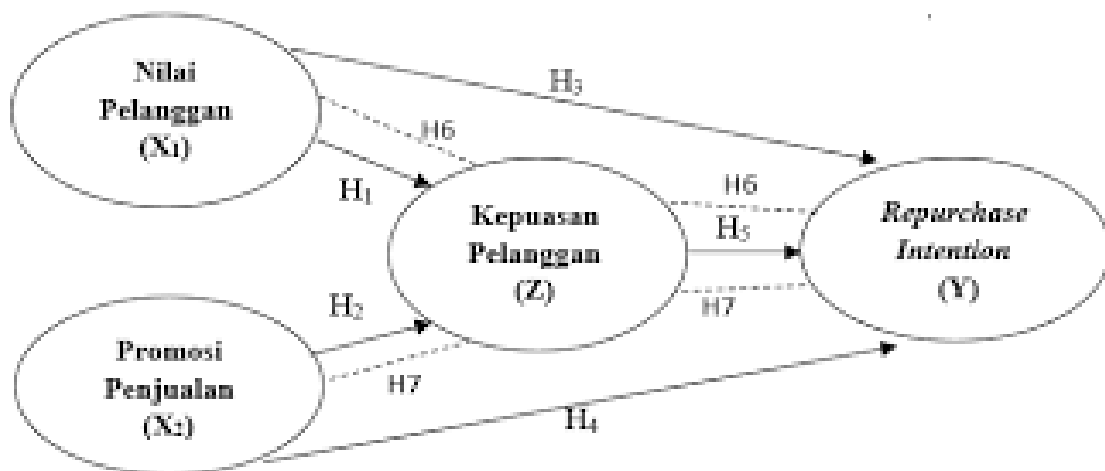


Figure 1. Constellation Variable Path Analysis

Data Collection Techniques

Data collection techniques are ways that can be used to collect data. There are two types of data collection techniques used in this study, namely: 1) questionnaire 2) documents. The research instrument is used to collect data on the influence of online learning media and learning independence on the learning outcomes of creative and entrepreneurial products (CPE) subjects. The questionnaire in this study is a measuring tool to determine the level of student satisfaction with the use of online learning media and also to find out the high low independence of student learning. Meanwhile, the report card value is used to collect data on learning outcomes. Therefore, for the purposes of this data collection technique, instruments are needed that are arranged based on research variables.

1. Questionnaire

A questionnaire is a list of written questions given to the subject under study to gather the information the researcher needs. There are 2 kinds of questionnaires, namely structured questionnaires and unstructured or open questionnaires. (Kusumah 2011).

The use of questionnaires in this study consisted of 31 points of statements and five alternative answers, namely with statements: strongly agree (SS), agree (S), hesitate (R), disagree (TS), strongly disagree (STS) given to respondents for answers.

2. Documentation

Documentation according to Sugiyono (2015) is a method used to obtain data and information in the form of books, archives, documents, writing numbers and images in the form of reports and information that can support documentation research used to collect data and then reviewed. The document used to support this research is in the form of a report card value as a learning outcome.

a) Online learning media instrument grid

Based on the conceptual and operational definition of online learning media, a grid of online learning media instruments consists of 31 question items, where each question item has an alternative answer very agreeing, agreeing, doubting, disagreeing and strongly disagreeing. The grid of online learning media instruments can be presented in table 3.2.

Table 1. Grid – Online Learning Media Instrument Grid

No.	Questionnaire Questions	Observed Aspects	Nature of the Statement
1	Learning using media is more fun than just the lecture method.	Students' opinions on the use of online media	SS, S, RR, TS, STS
2	I am more able to follow the learning well about what the teacher explains when using the media than just lectures.	Opinions of students with the use of online media prefer to be followed in learning	SS, S, RR, TS, STS
3	I get bored quickly when I follow a lesson that only takes notes and listens without any direct interaction	Students' opinions on learning methods	SS, S, RR, TS, STS
4	Learning with conventional methods (lectures) makes me bored quickly and tends to prefer to talk to friends instead of paying attention to the material presented	Students' opinions on learning methods	SS, S, RR,
5	I prefer an interactive teaching and learning process (discussion, use of media, etc.) because it understands the subject matter faster.	Students' opinions regarding the learning process	SS, S, RR,
6	I am not able to clearly capture the material presented only by using the lecture method without any examples of images or videos	Students' opinions on learning methods	SS, S, RR, TS, STS
7	I feel happy participating in learning activities using <i>visual</i> displays as a learning medium.	Students' opinions regarding learning materials	SS,S
8	The presentation of the material with <i>visual</i> media made me interested in following the lesson	Students' opinions regarding learning materials	SS,S,RR
9	The application of learning with <i>visual</i> media made me more active in	Students' opinions on learning methods	SS,S,RR

No.	Questionnaire Questions	Observed Aspects	Nature of the Statement
	following lessons.		
10	Through the use of <i>visual</i> media made me prefer CPE lessons	Students' opinions regarding materials	SS,S
11	The presentation of the material on a <i>visual</i> display can guide me to go deeper into the subject matter.	Students' opinions regarding materials	SS, S, RR, TS, STS
12	Through the use of <i>visual</i> media , I am more excited to follow CPE learning	Students' opinions on learning methods	SS, S, RR, TS, STS
13	The <i>visual slideshow</i> really piqued my interest in studying CPE material	Students' opinions on learning methods	SS, S, RR, TS, STS
14	Visually presented <i>material</i> is easy to understand	Students' opinions regarding materials	SS, S, RR, TS, STS
15	The color combination in the <i>visuals</i> is just right	Students' opinions regarding materials	SS, S, RR, TS, STS
16	Videos that are in <i>visual</i> media help me better understand the CPE material	Opinions of students in understanding the learning material	SS, S, RR, TS, STS
17	The existing animations made me interested in participating in learning with <i>visual</i> media	The opinions of the students in the use of diverse media, can be better understood and understood	SS, S, RR, TS, STS
18	Text on <i>visual</i> media is clearly legible	Opinions of students in the use of diverse media	SS, S, RR,
19	The material in the <i>visual</i> media is quite complete	Opinions of students in understanding the learning material	SS, S, RR, TS, STS
20	Learning by using media for the presentation of the material is very fun	Opinions of students in understanding the learning material	SS, S, RR, TS, STS
21	I can clearly capture the material presented by using <i>visual</i> media	Opinions of students in understanding the learning material	SS, S, RR, TS, STS
22	The materials that have been provided using <i>visual</i> media help me to always remember them	Opinions of students in understanding the learning material	SS, S, RR, TS, STS

No.	Questionnaire Questions	Observed Aspects	Nature of the Statement
23	Visual material can make the learning mood improve	Opinions of students in understanding the learning material	SS, S, RR, TS, STS
24	Self-motivational visual material is very easy to remember in CPE learning	Opinions of the students of the learning materials	SS, S, RR, TS, STS
25	With the presence of visual material in CPE lessons, the online classroom is getting more lively	The opinions of the students in the use of diverse media, can be better understood and understood	SS, S, RR, TS, STS
26	I prefer to take face-to-face learning in class than online learning	Students' opinions are interested in online learning rather than face-to-face in the classroom	SS, S, RR, TS, STS
27	I am able to do and submit assignments given by the teacher by using the google classroom application	Students' opinions on the use of learning media	SS, S, RR, TS, STS
28	I often interact with other students through online media (video conference) to work together to complete the tasks given by the teacher	Students' opinions on interaction with friends using video conferencing to complete tasks	SS, S, RR, TS, STS
29	I feel that all students get the same opportunity to actively participate in online learning activities	Students' opinions on equal opportunities to actively participate during online learning	SS, S, RR, TS, STS
30	I feel that the acquisition of learning outcomes during online learning is more improved than offline learning / face-to-face	Student opinions regarding improved learning outcomes during online learning	SS, S, RR, TS, STS
31	I prefer that teachers use online learning media instead of the media used in face-to-face learning in the classroom.	Students' opinions on the interest in online learning media rather than face-to-face media	SS, S, RR, TS, STS

Information:

- SS = Strongly Agree
- S = Agree
- RR = Undecided
- TS = Disagree
- STS = Strongly Disagree

Instrument Calibration

1) Validity Test

The data of the trial results were analyzed with the aim of establishing valid items. Furthermore, to measure the validity of this instrument, a product moment correlation from Pearson is used between the grain score and the total score. The instrument item is declared valid if the price of the Product Moment coefficient (rxy) is greater than the r of the table according to the predetermined level of significance which is $\alpha = 0.05$.

The Product Moment formula in question is:

$$r = \frac{(N \cdot \sum X_i X_i) - (\sum X_i)(\sum X_i)}{\sqrt{\{(N \cdot \sum X_i^2) - (\sum X_i)^2\} \{(N \cdot \sum X_i^2) - (\sum X_i)^2\}}}$$

Information:

rXY = Correlation Coefficient

N = Number of Respondents

X = Item Score

Y = Total score

The results of the analysis of online learning media instruments consist of 31 statements, which have a valid status of 26 statements. While the invalid ones are as many as 5 points of questions.

2) Instrument Reliability

Reliability calculation is a calculation of the consistency of questionnaire data, namely by using the Alpha Cronbach formula. The use of this formula is adjusted to the scoring technique performed on each item in the instrument. The Cronbach alpha formula in question is:

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum si^2}{st^2} \right)$$

Where:

Rii = Instrument reliability coefficient

K = number of instrument grains

Si2 = grain variance

St2 = total variance

The calculation of the reliability of the Online Learning Media instrument obtained a value of 0.961. This shows that the instrument as a whole is reliable so that it can be used for research

Variables of Learning Independence

Student Learning Independence Instrument Grid

The student's learning independence instrument consists of 28 points of statements, where each item of the statement has an alternative answer always, often, sometimes, once and never. The grid of student learning independence instruments is as follows:

Table 2. Learning Independence Questionnaire Grid

No.	Observed Attitudes	Alternative Answers	No Grain
1	Attention	Always, often, sometimes, never	1,2,23,24,26
2	Confident	Always, often, sometimes, never	3,4,10,18,20,27
3	Oomph	Always, often, sometimes, never	7,8,9,13,14,16,23,25
4	Ability	Always, often, sometimes, never	12,19,28
5	Satisfaction	Always, often, sometimes, never	5,6,11,15,17,21,22

Instrument Calibration

1) Validity Test

The data of the trial results were analyzed with the aim of establishing valid items. Furthermore, to measure the validity of this instrument, a product moment correlation from Pearson is used between the grain score and the total score. The instrument item is declared valid if the price of the Product Moment coefficient (rxy) is greater than r of the table according to the predetermined degree of significance which is $\alpha = 0.05$.

The Product Moment formula in question is:

$$r = \frac{(N \sum X_i Y_i) - (\sum X_i)(\sum Y_i)}{\sqrt{\{[N \cdot \sum X_i^2] - (\sum X_i)^2\} \{[N \cdot \sum Y_i^2] - (\sum Y_i)^2\}}}$$

Information:

rXY = Correlation Coefficient

N = Number of Respondents

X = Item Score

Y = Total score

The results of the learning independence analysis consisted of 28 statements, which had a valid status of 26 statements. While the invalid ones are as many as 2 points of statement.

2) Instrument Reliability

Reliability calculation is a calculation of the consistency of questionnaire data, namely by using the Alpha Cronbach formula. The use of this formula is adjusted to the scoring technique performed on each item in the instrument. The Cronbach alpha formula in question is:

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum si^2}{st^2} \right)$$

Where:

Rit = Instrument reliability coefficient

k = number of instrument grains

Si² = grain variance

St² = total variance

The calculation of the reliability of student learning independence obtained a score of 0.970. This shows that the instrument as a whole is reliable so that it can be used for research

Research Results

CPE Learning Outcomes (X3)

Table 3. Frequency Distribution of CPE Learning Outcomes

Interval Class	Lower Limit	Upper Limit	Freq. Absolute	Freq. Relative
64 - 68	64.5	68.5	3	4%
69 - 73	69.5	73.5	8	11%
74 - 78	74.5	78.5	14	20%
79 - 84	79.5	84.5	18	25%
85 - 89	85.5	89.5	15	21%
90 - 94	90.5	94.5	8	11%
95 - 100	95.5	100.5	5	7%
Sum			71	100%

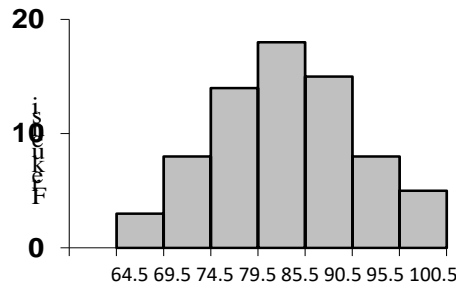


Figure 2. Score Histogram HaSil Learn CPE

Based on the data that has been collected on CPE Learning Outcomes obtained a value of $X_3 = 7939$; Average $(\bar{x}) = 111,817$; Mode 106; Median 112 and Its Standard Deviation 10.43

Online Learning Media (X1)

Table 4. Frequency Distribution of Online Learning Media

Interval Class	Lower Limit	Upper Limit	Freq. Absolute	Freq. Relative
96 - 101	95.5	101.5	5	7%
102 - 107	101.5	107.5	9	13%
108 - 113	107.5	113.5	14	20%
114 - 119	113.5	119.5	18	25%
120 - 125	119.5	125.5	12	17%
126 - 131	125.5	131.5	10	14%
132 - 137	131.5	137.5	3	4%
Sum			71	100%

Y

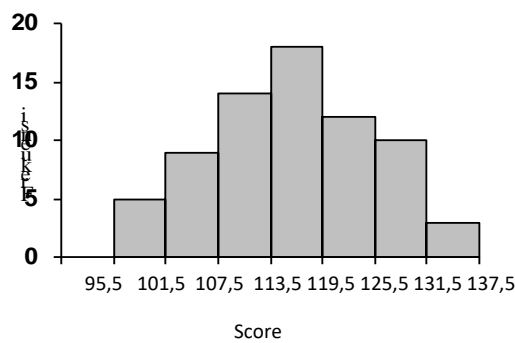


Figure 3. Online Learning Media Score Histogram

Based on the data that has been collected about Online Learning Media obtained a value of $X_1 = 8243$; Average $(\bar{x}) = 116,099$; Mode 113; Median 116 and Its Standard Deviation 9.45.

Learning Independence (X2)

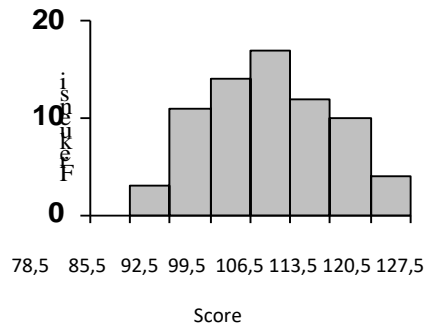


Figure 4. Learning Independence Score Histogram

Table 5. Estimated Error Sample Normality Test Results (X3 over X1), (X3 over X2), and (X2 over X1) At n = 71, $\alpha = 0.05$

No.	Estimated Error	N	L _{count}	L _{table}	Information
1.	X ₃ over X ₁	71	0,056	0,106	Usual
2.	X ₃ over X ₂	71	0,073	0,106	Usual
3.	X ₂ over X ₁	71	0,093	0,106	Usual

Table 6. Homogeneity Test Results with Barlett Test for Homogeneity of Variance X3 over X1, X3 over X2, and X2 over X1 At n = 71, = 0.05

No.	Variance	χ^2_{count}	Db	χ^2_{tables}	Information
1.	X ₃ over X ₁	27,95	34	43,8	Homogeneous
2.	X ₃ over X ₂	16,96	31	42,6	Homogeneous
3.	X ₂ over X ₁	30,27	34	43,8	Homogeneous

Table 7. ANAVA Table Regression Significance and Linearity Test X 3 = 39.77 + 0.621X1X1

Source	Dk	Sum Squared (JK)	Average Number Squared (RJK)	F _{count}	F _{table}
Total	71	895325			
Regression (a)	1	887714,38			
Regression (b/a)	1	2405,98	2405,98	31.90**	3,99
Residue	69	5204,64	75,43		
Tuna Fit	35	2266,27	64,75	0.75 ^{ns}	1,78
Error	34	2938,37	86,42		

Table 8. ANAVA Table Regression Significance and Linearity Test $X_3 = 57.63 + 0.528X_2$

Source Variance	Dk	Sum Squared (JK)	Average Number Squared (RJK)	F _{count}	F _{table}
					0.05
Total	71	895325			
Regression (a)	1	887714,38			
Regression (b/a)	1	2313,07	2313,07	30.13**	3.99**
Residue	69	5297,55	76,78		
Tuna Fit	36	2913,14	80,92	1.12 ^{ns}	1,78
Error Error	33	2384,42	72,26		

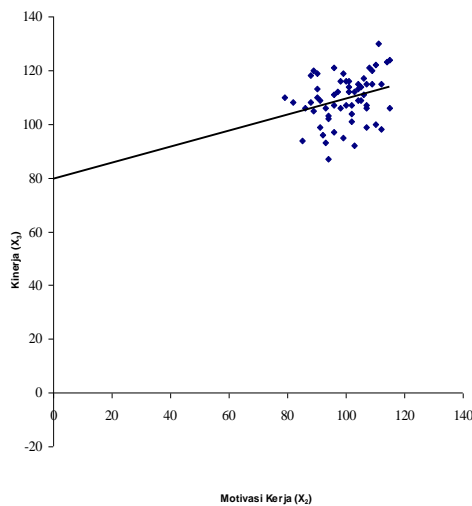


Figure 5. Linear Regression Line Graph the Effect of X2 On X3

Table 9. ANAVA Table significance and linearity test
Regression $X_2 = 27.50 + 0.648X_1$

Source Variance	Dk	Sum Squared (JK)	Average Number Squared (RJK)	F _{count}	F _{table}
					0.05
Total	71	895325			
Regression (a)	1	887714,38			
Regression (b/a)	1	2622,48	2622,48	36.28**	3.99**
Residue	69	4988,14	72,29		
Tuna Fit	35	2708,44	77,38	1.15 ^{ns}	1,78
Error Error	34	2279,70	67,05		

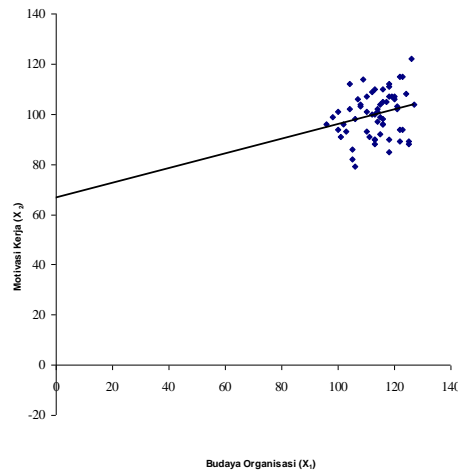


Figure 6. Linear Regression Line Graph of the relationship of X2 To X1

Conclusions, Implications and Suggestions

Conclusion

From the results of the research that has been carried out, several conclusions can be drawn that are in accordance with the objectives of the study, namely as follows:

1. There is an influence between online learning media on student learning outcomes, with a positive direction that shows that the better the online learning media, the higher the impact on learning outcomes and vice versa.
2. There is an influence of student learning independence on learning outcomes in the subjects of Creative Productive and Entrepreneurship. This means that learning independence is related to learning outcomes, with a positive direction that shows that the higher the student's learning independence, the higher the student's learning outcomes, and vice versa.
3. There is a significant influence between online Learning Media and Learning Independence on Learning Outcomes in the subjects of Creative Productive and Entrepreneurship.

Implication

The implications that the author can recommend in this study are:

- 1) The concept of online learning media that is carried out in an indirect or non-face-to-face manner between teachers and students. Teaching and learning activities using online Learning Media can be carried out flexibly where students can access or do learning anytime and anywhere.
- 2) This online learning media is very suitable for learning activities in the midst of the current pandemic.
- 3) If online learning media is packaged well and uniquely, this learning media can be the most efficient learning media and close to students. In fact, this learning media is not only a learning medium but can also be used as a medium for information, entertainment and education.
- 4) This online learning media requires students to learn independently with various appropriate approaches so that students are able to be motivated, direct and organize themselves in the process of learning activities. With this online system, students can also indirectly learn technological developments. In addition to students, educators must also be able to improve or develop technological knowledge and skills needed in learning activities.
- 5) The importance of teachers in increasing learning independence so that students are able to carry out learning activities on their own initiative or will without relying much on others and are able to monitor, evaluate, and organize their own learning activities, make good use of time, be able to direct and control themselves in thinking and acting.
- 6) In addition, this research has implications for schools to organize education that bathes students. The implications of this research are also important for subsequent researchers who have an interest in student learning independence to develop or follow up on issues contained in the development of student learning independence.

Suggestion

Based on the results of the research obtained, researchers recommend several things to be used as material for consideration and thinking, including: Online learning media is an alternative interactive learning media that develops an active, independent and creative attitude, so this online learning media should be used for every ICT material and other subjects. The preparation of the student activity assessment format is also highly emphasized in order to produce complete data.

1. Before implementing learning using this online media, teachers must be able to prepare supporting components, such as a more systematic learning plan so that it is smooth and clear what will be delivered, then the materials and tasks in this online learning must have been provided before learning begins.
2. Online learning media requires extra time in preparation, so before starting learning, teachers should have prepared it very carefully. Because this medium is used by teachers throughout learning.
3. The conditioning of student learning when online learning takes place must be paid more attention to because students will be required to independently explore the material taught in more depth, while developing the widest possible knowledge.
4. For further research, it is better to do similar development but with different subjects, so that it can be seen that the application of this online learning media is very suitable to be applied to any material that requires students' practical skills.
5. Computer laboratory facilities and internet connections as factors supporting the application of this learning must be adequate, so that the effectiveness of learning can be carried out properly. The learning process with online media is very dependent on the availability of an internet connection, so that when internet network facilities are disrupted, the learning process can be disrupted.

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