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THE EFFECT OF THE USE OF IT-BASED LEARNING MEDIA AND TEACHERS' TEACHING SKILLS ON THE LEARNING OUTCOMES OF ECONOMICS SUBJECTS (EXPERIMENTAL STUDY ON GRADE XI STUDENTS OF SMA NEGERI 2 DEPOK)

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Abstract:
This study aims to examine the influence of the use of IT-based learning media and teachers' teaching skills on economics learning outcomes. The research method is an experiment with a 2-factor design conducted at SMAN 50 Depok. The method used is quantitative with an experimental research design. The result of the study indicate that (1) there is a difference in economic learning outcomes between students who use IT-based learning media and students who use conventional learning, (2) there is a significant difference in economic learning outcomes between students with high and low teacher teaching skills, (3) there is no significant interaction between the use of IT-based learning media and teacher teaching skills in influencing students' economic learning outcomes.

Keywords: ***Learning Media, Teaching Skills, Learning Outcomes, Canva***

BACKGROUND

Education is an effort to prepare the younger generation to welcome the rapid developments of the times. Therefore, education must be carried out as well as possible to produce quality education and also improve the quality of human resources (Nurrita, 2018). The function of education is to eliminate all sources of suffering of the people from ignorance and backwardness, and the function of Indonesian education states that national education serves to develop abilities, shape character and create a dignified civilization of the nation. In this sense, this function focuses on building character, attitudes, and the transformation of the philosophical values of the Indonesian state (Sujana, 2019).

Learning outcomes often serve as a benchmark for the intelligence or understanding of students. According to Sjukur (2013), learning outcomes also contribute to shaping the individual's personality, which consistently seeks to achieve even better results, thereby changing thinking patterns and producing better work behaviors. Learning outcomes are not solely the responsibility of the students themselves; however, there are many other factors such

as learning media, teaching skills of the teachers, and the curriculum that play a significant role in the teaching and learning process in schools as a bridge to achieving educational goals.

The advancement of technology is so rapid at all times, with innovations constantly occurring in various sectors, especially in the education sector. Learning media has now become more varied aimed at making students more interested and enthusiastic in learning. However, Finland, which is one of the countries with the best education system in the world and known as a pioneer in the integration of technology in learning, has actually retracted its use of technology as a learning medium in recent years because it is viewed that excessive use of technology can have negative impacts on its users. One of the impacts is decreased concentration among students, mental health issues, and a lack of interaction among peers. For this reason, some schools in Finland are reinstituting conventional learning methods based on printed books, face-to-face discussions, and physical activities in the classroom. Conventional learning methods are considered more effective compared to digital learning methods. This is driven by the belief that a strong foundation in education comes not only from screens but also from interaction among peers, deep learning, and firsthand experience.

IT-based learning media must be complemented by good teacher skills to maximize its function, as stated in Nurchhaili's (2010) research, which emphasizes that teachers should utilize IT-based learning media. However, the lack of understanding and insight regarding its use has become a major issue. The suboptimal learning in schools is revealed by Karwono through his research findings, indicating that the diverse learning resources available around schools and students' lives have not been effectively utilized to develop subject learning. Therefore, educators are required to possess the ability to use learning resources such as learning media. Educators must quickly adapt to technology due to the rapid advancements in technology today and the various technologies that are continuously evolving. This requires teachers to update their knowledge of technology so that learning can proceed optimally and maximize the quality of the learning media available.

The skills of good and interactive teachers will make students better understand the material and more interested in following the learning process, as per the research conducted by (Leonard, 2016). Teachers are one of the important components in improving student learning outcomes and motivation. This is because teachers are the central point in the educational workforce that is directly related to students. The success of education is greatly determined by the readiness of teachers to prepare students through the learning process (Purba et al., 2022). Teachers are also said to be the frontline for the progress of the Indonesian nation. When understood more deeply, the effective time that students have for learning, interacting, and communicating is largely spent at school, so it is not an exaggeration to say that students' potential is greatly influenced by the school environment, especially the attention of teachers. Teachers are expected to bring about change for students, especially to ignite their spirit and desire to learn, which will ultimately lead students to success.

THEORETICAL FRAMEWORK

The Constructivism theory developed by Lev Vygotsky focuses on the social role in the process of learning and individual cognitive development. The core concepts and principles of Vygotsky's constructivism theory are that humans have the ability to use their mental functions to enhance learning, memory, and logical reasoning. Vygotsky's constructivism theory

emphasizes the interaction of interpersonal (social), cultural-historical, and individual factors as key to human development. This learning theory focuses on learners and teachers as facilitators (Vygotsky, 2002). Vygotsky also emphasizes the importance of using aids (mediators) such as technology in supporting learning and skill development. According to Schunk (2012), there are 4 (four) main concepts in this theory, including the Zone of Proximal Development (ZPD), scaffolding, and language and thought.

Ormrod (2012) explains Vygotsky's constructivism, stating that formal or informal interactions between adults and children will provide children with an understanding of how they will develop. Vygotsky's constructivism theory emphasizes students as the core of learning, often referred to as student-centered instruction, and teachers are merely 'guides on the side' rather than 'the wise sage on the stage'.

METHOD

This research uses a quantitative approach with experimental techniques. Experimental research is a type of research that aims to prove the effect of a treatment on the outcome of that treatment (Effendi, 2013). In experimental studies, the independent variable will be manipulated using control groups and experimental groups. The experimental group is the group that will be tested and affected by the independent variable, while the control group is the group that will be tested but not affected by the independent variable.

This research was conducted at State High School 2 Depok. The research subjects are students in grade XI who are taking the specialization in economics. The experimental research was conducted in grade XI of economics specialization 1 and 2, and the distribution of the questionnaires was carried out directly to State High School 2 Depok using Google Form. Researchers will use a pre-test as the initial step to measure the baseline condition before the treatment is applied and to ensure that the control and experimental groups are equivalent. Then, an experiment will be conducted on both groups, and lastly, a post-test will be conducted to see the changes and effects of the treatment given to those groups.

RESULT

The Two Way ANOVA test was conducted with the help of SPSS software. The following are the results of the Two Way ANOVA test.

Tests of Between-Subjects Effects

Dependent Variable: Hasil Belajar

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1448.670[a]	3	482.890	4.210	.008
Intercept	723010.090	1	723010.090	6304.038	.000
Kelas	470.890	1	470.890	4.106	.046
KeterampilanMengajarGuru	800.890	1	800.890	6.983	.010
Kelas * KeterampilanMengajarGuru	176.890	1	176.890	1.542	.217

Error	11010.240	96	114.690		
Total	735469.000	100			
Corrected Total	12458.910	99			

a. R Squared = .116 (Adjusted R Squared = .089)

Based on the results of the two-way ANOVA testing, the results are as follows:

1. There is a significant difference in the economics learning outcomes of students who use IT-based learning media compared to conventional learning. This is evidenced by a significance value of 0.046, which is less than the significance level of 0.05, indicating that there is a difference.
2. There is a significant difference in economics learning outcomes between teachers with high and low teaching skills. This is evidenced by a significance value of 0.010, which is less than the significance level of 0.05, indicating that there is a difference.
3. There is no interaction effect between IT-based learning media and the teaching skills of the teachers. This is evidenced by a significance value of 0.217, which is greater than the significance level of 0.05, indicating that there is no interaction or difference.

DISCUSSION

1. The Difference in Economic Learning Outcomes of Students Using IT-Based Learning Media and Conventional Learning Based

   On the processing and testing of the research data conducted, it is known that the significance value is 0.046 which indicates that there is a significant difference between the economic learning outcomes of students who use IT-based learning media and conventional learning. This is also in line with the research by Nurdalilah & Desniarti (2020) which states that there is an effect of IT-based learning media on learning outcomes. The research also states that the success of the learning process is influenced by the learning methods, which must use a more interactive model for optimal learning outcomes.
2. The Difference in Students' Economics Learning Outcomes with High and Low Teacher Teaching Skills Based

   On the processing and testing of the research data conducted, it is known that there is a difference in economics learning outcomes between teachers with high and low teaching skills. This is evidenced by a significance value of 0.010 which indicates that there is a significant difference between the economics learning outcomes of students with teachers who have high teaching skills and those with low skills. This is consistent with Lolita's (2024) research which shows that there is a significant influence of teacher teaching skills on student learning outcomes, as demonstrated by the experimental class which performed better than the control class. The quality and quantity of learning in the classroom depend on a teacher's classroom management, such as providing attention, giving clear instructions, and controlling student behavior, which will lead to good learning outcomes.
3. The Influence of Interaction Between IT-Based Learning Media and Teacher Teaching Skills on Students' Economics Learning Outcomes Based

   On the results of the two-way ANOVA data testing that was conducted, it is concluded that there is no interaction effect between IT-based learning media and teacher teaching skills on students' learning outcomes. This is reflected in the sig value = 0.217. If the sig value is greater than 0.05, it is stated that there is no difference or effect, meaning that the interaction between IT-based learning media and teacher teaching skills does not have a

significant impact on students' learning outcomes. This conclusion is similar to the research of Mardiana et al., (2022) which reveals that there is no interaction effect between learning media and teacher teaching skills on learning outcomes. IT-based learning media is likely to be more effective if teachers have high skills and knowledge regarding the learning media used, and vice versa (Rahmi et al., 2019).

CONCLUSION

Based on the research conducted on the influence of the use of IT-based learning media and teachers' teaching skills on the learning outcomes of the economic subject for eleventh-grade students at SMAN 2 Depok, the following results were obtained:

1. There is a difference in the learning outcomes of students studying economics who use IT-based learning media compared to conventional learning. The use of IT-based media has a positive impact on the learning outcomes of eleventh-grade students at SMAN 2 Depok. This can be interpreted to mean that as the development of learning media in teaching increases, so too will the learning outcomes of the students. The optimization of learning technology needs to be continuously improved through training and innovation in learning media.
2. There is a difference in the learning outcomes of students studying economics with high and low teaching skills of teachers. Thus, teachers' teaching skills have a significant influence on students' learning outcomes.
3. There is no interaction effect between IT-based learning and teachers' teaching skills on the learning outcomes of XI grade students in SMAN 2 Depok can be stated that the use of IT-based learning media does not significantly affect the students' learning outcomes, regardless of whether the teaching skills are high or low.

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