

## THE INFLUENCE OF THE INTENSITY OF INTERNET MEDIA USAGE AND LEARNING MOTIVATION ON INCREASING LEARNING OUTCOMES OF BOGA DASAR SUBJECTS FOR GRADE X STUDENTS AT SMK NEGERI 57 JAKARTA

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**Abstract:** Purpose of this study is to examine the intensity of internet media usage and learning motivation towards improving student learning outcomes and strengthen theories related to learning motivation, intensity of internet media usage to improve student learning outcomes. This study was conducted at SMK 57 Jakarta using a quantitative approach with survey method. The target population is students of 57 Jakarta Vocational School majoring in Catering, while the affordable population is students of class X (ten) SMK Negeri 57 Jakarta 2017-2018 academic year totaling 139 people and 103 students as research samples using Slovin formula. Data analysis techniques used in this research is with descriptive and inferential statistics which are Regression Linearity Tests. Based on the results of the analysis above it can be concluded that there is no significant influence between the intensity of Internet Media Usage on Basic Food Subject Learning Outcomes. Based on the results of the above analysis it can be concluded that there is no significant effect between Student learning Motivation on Basic Food Subject Learning Outcomes. Based on the results of the analysis above it can be concluded that there is no significant effect between the intensity of Internet Media Usage and Learning Motivation simultaneously on Basic Food Subject Learning Outcomes.

**Keywords:** Intensity of Internet Media Usage, Learning Motivation and Improving Learning Outcomes

### INTRODUCTION

Education of a nation will never stop and finish. Like the proverb grows lost, finished solving a problem, another problem arises that is no less complicated. With attitudes and behaviors that take place through teaching, the activity is called education. In Indonesia teaching and training processes are experienced in three sectors, namely: formal, non-formal and informal. These three sectors are very strong and close networks, so education really leads to maturation, knowledge and skills of a person.

The Indonesian nation has never stopped building the education sector with the intention that the quality of its human resources is able to compete globally. Likewise the superior competitive issue for the graduation of an educational institution is very important to be studied and fought for in the teaching and learning process by all educational institutions in this country so that the existing educational institutions are able to enforce accountability to their environment. To be able to do these things, educational institutions need to make various efforts towards continuous quality improvement. Without continuous quality improvement education will be trapped in a momentary effort and only patchy, reactive. Such an effort is able to solve the problem of education that is and will be faced by us in the era of welcoming the MEA (Asean Economic Community). Vocational High School (SMK) preparing professional workforce in the formal sector. Vocational School as an instrument of development in preparing the workforce is expected to be able to anticipate changes in the world of work.

One formal school that directly contributes in producing skilled and professional personnel is Vocational High School (SMK). In accordance with Ministry of National Education number 053 / U / 2001, the objectives of Vocational High Schools (SMK) are: Improving students' skills to prepare them as middle-level workers and skilled educated, and professional and able to develop themselves in line with the development of science and technology.

The above statement has the consequence that Vocational Schools must be able to carry out education and training so as to provide students with the abilities that are needed and required by employment, fostering interest in creating employment for themselves and others.

The results of studies on improving the quality of education that are still not encouraging and the understanding of students at the vocational level in some subject matter shows unsatisfactory results. The concept of learning is according to some students who lack creativity.

Some of the problems associated with student motivation at Vocational High School 57 as in the last three-year period students who cannot take basic food learning are good because some students (45% of 139 students) have no interest in going to school, vocational school because these students are abundance of schools where students receivesystems *online*, public schools are free of charge so that students hunt for public schools even though there is no interest and talent in the keboagaan field, and some resign in the middle of the odd semester.

While the problem of student motivation is choosing vocational schools at this time according to the spread of statements to 57 SMK students as a sample of this study lack of parental support (by 55.34%), as well as a lack of interest in choosing vocational schools in food (13.59%).

From the above problems, the role of the teacher in delivering the material is highly expected, both the learning method and the method of delivering material, especially basic food material. Expected demands on teachers to be able to deliver material perfectly without using learning media that support and are difficult to fulfill, learning will not be achieved properly. Classroom management problems are always a problem where students' abilities vary greatly in each class.

In accordance with the results of research journal Matthew KO Lee in his research entitled, Acceptance of internet-based learning media: the role of extrinsic and intrinsic motivation, Hong Kong 20113. The results showed that both perceived usefulness and perceived pleasure both significantly and directly affected their intention to use ILM (*Internet based Learning Medium*). Seeing the ease of use does not have a significant impact on students' attitudes or intentions towards the use of ILM (*Internet based Learning Medium*).

## **Learning**

According to Anurahman (2012) In everyday human life that has activities can hardly be separated from learning activities, in activities that are carried out alone or activities carried out in a group. It can be said, there is no space and time where humans can release themselves from learning activities, and means that learning is never limited by age, place, or time, because change requires learning activities to never stop.

The most important activity for everyone is learning, a survey stated by Nicholl J. Malcolm (2002) in his book *Accelerated Learning* shows that 82% of children who enter school at the age of 5 or 6 have a positive self-image about learning ability themselves. But the high number dropped to only 18% when they were 16 years old. Consequently, 4 out of 5 teenagers and adults begin their new learning experiences with feelings of discomfort. A study suggests that *instruction* or learning as a system that aims to help students learn. Abdillah on her website about understanding learning that comes from education / learning experts. James O. Whittaker (1999) suggests learning is a process where behavior is generated or changed through practice or experience. Husni (2017) Learning is a process carried out by individuals to obtain a change in new behavior as a whole, as a result of the experience of the individual itself in interaction with the environment. So learning is a conscious effort carried out by individuals in behavioral changes through practice and experience involving cognitive, affective and psychomotor aspects to obtain certain goals according to Abdillah in their conclusions.

## **Learning Outcomes Learning**

and teaching are concepts that cannot be separated. In activities on what one must do as a subject in learning. While teaching is what a teacher should do as a teacher. Two concepts of teaching and learning carried out by students and integrated teachers in one activity. Thus the two interactions occur with the teacher. The ability possessed by students from the teaching and learning process must be able to get results also through the creativity of someone without the intervention of other people as instructors.

The abilities possessed by students after receiving experience in learning are called learning outcomes. According to Horwart Kingsley in his book Sudjana (2004) dividing three kinds of learning outcomes: (1). Skills and habits, (2). Knowledge and direction, (3). Attitudes and ideals. From the opinion above, it can be concluded that learning outcomes are abilities in the skills, attitudes and skills that students acquire after they receive the treatment given by the teacher so that they can construct that knowledge in everyday life.

### **Basic Food Subjects**

Cooking is knowledge in the field of food (the art of processing food) which covers the scope of food, from preparation to processing to serving the food itself which is traditional and international (Dita: 2011).

One of the productive subjects in the catering service expertise program is the basic food given for class X (ten) which is taken for 5 hours 45 minutes per week. Competencies taught in basic food subjects include food processing equipment, basic handling of food processing, animal and animal food ingredients, *garnish* food, food processing techniques, basic ingredients and derivatives for Indonesian food, *stock* and *sauce*, food pads from leaf folds to with food containers from vegetables and fruit.

### **Definition of Intensity**

Intensity in large dictionaries of Indonesian is the level or size (Purwadarminta, 1990: 335). The intensity that is meant is the length (duration) and frequency (frequency) of a person in doing activities repeatedly.

In line with his opinion with Dali Gulo (1983) states, "Intensity means a big or the strength of something behavior". This is in line with the notion of intensity according to The Oxford English Dictionary (1993) is the quality of sincerity or a characteristic, condition, quality that is very high.

For that intensity is ability or strength, persistent or not, the greatness of Partano, et al. While in the dictionary psychology (Ashari: 1996) is the strength of behavior or experience, or the attitude that is maintained. Whereas in large dictionaries of Indonesian the intensity is an intense level or size state. Intense here is something that is great or very high; vibrant / very emotional.

Intensity is a condition, level / size (Development and Development Agency, Ministry of Education, 2011: 129). Most use is a process, a method, an act of using something, use (Ministry of National Education, 1990: 466). Based on the intensity of its use the Georgia Institute of Technology (2008) classified internet usage into three.

#### **Understanding the Internet**

Internet or International Network is a very large computer network consisting of small networks that are interconnected that reaches the entire world. Internet is a network of unlimited communication involving millions of personal computers spread throughout the world. By using the Transmission Control Protocol / Internet Protocol (TCP / IP) protocol and supported by communication media such as satellites and radio packages, the internet has enabled communication between computers with unlimited distances (Oetomo, 2002: 52).

According to Kadir (2003) the internet is a computer network, this network is connected between millions of computers spread throughout the world while according to William (in Pramudilaga, 2004) the internet is a collection of computer networks so that users can share information with other broader sources (Uno and Lamatenggo, 2011: 104). The internet is a global collection of thousands of freely managed reach. The internet is very popular among young people. Aside from being easy to use for anyone, the internet can be a cheap slang for finding education information and job vacancies *up-to-date* (Oetomo, 2002: 11). The power of the internet is not just the sophistication *hardware* but also the complexity of the *software*. applications are *software* Communication and connection collaboration used to support communication, coordination and network collaboration in *cyber communication* (Bungin, 2008: 137).

The internet at this time is a network of computer networks that are connected to each other with amazing speed and can access all information from all over the world.

### **The Nature of Motivation**

Motivation is an important factor that always gets attention in various efforts aimed at formal, non-formal and informal education as a way to educate and teach humans. Motivation of students with various reflections of attention by the teacher by giving questions such as, "Why can I focus less on today's lesson?" Or "Problems that are the main causes of Andi's failure in learning are his motivations for low learning" (Martini: 2012).

According to Hamzah B. Uno (2008) "motivation to learn is internal and external encouragement to students who are learning to conduct behavior, generally with several indicators or elements that support. These indicators, among others: the existence of desires and desires to succeed, encouragement and needs in learning, hopes and aspirations for the future, appreciation in learning, and a conducive learning environment. "

As educators or parties related to the development of resources human power, the nature of motivation really needs to be understood. The basic word of motivation is a motive, which can be interpreted as an effort from within that encourages someone to do something work or activity.

## RESEARCH METHODOLOGY

The general objective of this study was to determine the relationship between the intensity of electronic media use and motivation to learn together on the results of learning at 57 SMKN Jakarta.

This research was conducted at 57 Jakarta Vocational High School located on No. Wildlife Park Road. 38 B, Jati Padang village, Pancoran sub-district, South Jakarta. SMKN 57 Jakarta has a Catering Department. The preparation of research plans (proposals) will be conducted in July 2017 - February 2018.

This study uses a quantitative approach with the survey method. This method is intended to obtain empirical data from each variable studied in a relatively concurrent time without any control group treatment as in the experimental method. According to Kerlinger in Ridwan (2009) survey research is research conducted on large and small populations, but the data studied is data from samples taken by the population using a questionnaire as a data collection tool so that relative events, distribution and relationships between variables are found sociological and psychological.

## RESEARCH RESULTS AND DISCUSSION

Presentation of Student Perception Data on the Intensity of Internet Media Usage ( $X_1$ )  
From the results of research that has been carried out on 103 students of SMK Negeri 57 Jakarta. Based on data from students' perceptions about About Intensity Use of Media Center that has been obtained, after calculating the percentage value can be obtained from the perceptions of students about the intensity of use of Internet Media ( $X_{(1)}$ ) as follows:

Table 1 Frequency Distribution of Student Perceptions about the Intensity of Internet Media Usage

No	Class Interval			Frequency	Percentage
1	96	-	101	4	3.88
2	102	-	107	2	1.94
3	108	-	113	3	2.91
4	114	-	119	8	7.77
5	120	-	125	13	12.62
6	126	-	131	24	23.30
7	132	-	137	33	32.04
8	138	-	143	16	15.53
	Amount of			103	100.00

Source: primary data processed, 2018

Value of student perceptions about the intensity of the use of Internet media in the table above. It can be concluded from 103 students, 4 students (3.88%) having a category of values 96-101 and 2 students (1.94%) having a category of grades 102-107 and 3 students (2.91%) having a category of values 108-113 and 8 students (7.77%) have a value category of 114-119 and 13 students (12.62%) have a category of values 120-125 and 24 students (23.30%) have a category of value 126- 131 and 33 students (32.04%) had a value category of 132-137 and 16 students (15.53%) had categories 138-143.

### Presentation of Learning Motivation Data

Based on the results of Student Learning Motivation data calculations can be known about the presentation of the data value of Student Learning Motivation ( $X_2$ ) can be seen in the following table:

Table 2. Distribution of Frequency of Student Motivation

No	Class Interval		Frequency	Percentage
1	96	- 101	4	3,88
2	102	- 107	1	0,97
3	108	- 113	4	3,88
4	114	- 119	9	8,74
5	120	- 125	16	15,53
6	126	- 131	26	25,24
7	132	- 137	43	41,75
8	138	- 143	0	0,00
Amount			103	100,00

Source: primary data processed, 2018

Student Motivation Value in the table above. It can be concluded from 103 students, 4 students (3.88%) having a category of values 96-101 and 1 student (0.97%) having a category of grades 102-107 and 4 students (3.88%) having a category of values 108-113 and 9 students (8.74%) have a value category of 114-119 and 16 students (15.53%) have a category of values 120-125 and 26 students (25.24%) have a category of value 126- 131 and 43 students (41.75%) had a value category of 138-143.

#### Presentation of Basic Food Subject Learning Outcomes Data

Based on the research data obtained from the learning outcomes of basic food subject students are as follows:

Table 3. Learning Outcomes of Basic Food Subjects

Responden	Value	Responden	Value	Responden	Value	Value	Value	Responden	Value
1	74	17	60	33	78	49	80	65	80
2	66	18	58	34	58	50	76	66	75
3	84	19	75	35	83	51	61	67	69
4	70	20	81	36	78	52	72	68	74
5	83	21	70	37	63	53	65	69	68
6	71	22	70	38	71	54	76	70	54
7	78	23	78	39	76	55	80	71	71
8	70	24	79	40	52	56	69	72	76
9	77	25	74	41	74	57	65	73	75
10	76	26	70	42	70	58	75	74	80
11	78	27	70	43	66	59	75	75	86
12	70	28	81	44	77	60	60	76	86
13	50	29	81	45	78	61	77	77	83
14	76	30	80	46	79	62	76	78	81
15	73	31	86	47	64	63	60	79	80
16	73	32	75	48	76	64	78	80	80

Source: primary data processed, 2018

Learning Results of Basic Food Subjects in class X of SMK Negeri 57 Jakarta in the table above can be concluded that the average value of 103 students is 75.

## DISCUSSION

### 1. The Effect of Internet Media Intensity Basic Food Subject Learning Outcomes

onBased on the results of the above analysis it can be concluded that there is no significant influence between the intensity of Internet Media Usage on Basic Food Subject Learning Outcomes. It can be seen from the ANOVA is 0.358, meaning sig  $0.358 > 0.05$  then,  $H_0$  is rejected and  $H_1$  accepted, and the value of  $R = 0.092$ , meaning that the level of correlation is weak. The value of  $R^2 = 0.008$ , meaning that the contribution / contribution of the influence of Internet Media Intensity on Learning Outcomes of Class X Students of SMK Negeri 57 Jakarta is only 8%, while the regression equation is  $\hat{Y} = 85,842 + (-0,078) X_1$ . This means that the average Y criterion score will change by -0.078 for each change that occurs on X.

### 2. The Effect of Student Learning Motivation on Learning Outcomes of Basic Food Subjects

Based on the results of the above analysis it can be concluded that there is no significant effect between Student Learning Motivation on Basic Food Subject Learning Outcomes. It can be seen from the ANOVA table sig is 0.315, meaning sig  $0.315 > 0.05$  then,  $H_0$  is rejected and  $H_1$  accepted. So there is no linear relationship between Student learning Motivation towards Basic Food Subject Learning Outcomes. And the value of  $R = 0.100$ , which means the level of the relationship is weak. The value of  $R^2 = 0.010$ , meaning that the contribution / contribution of the student's learning motivation towards the basic food learning outcomes of 10% and 90% is influenced by other factors not examined by the author while the regression equation is  $\hat{Y} = 86.757 + (-091) X_2$ . This means that the average Y criterion score will change by 0-0,091 for each change that occurs on X.

### 3. The Influence of Internet Media Usage Intensity and Student Learning Motivation Basic Food Subject Learning Outcomes

onBased on the results of the above analysis it can be concluded that there is no significant effect between the intensity of Internet Media Usage and Learning Motivation simultaneously on Basic Food Subject Learning Outcomes. This can be seen from the results of the value of  $R = 0.102$ , meaning the level of the relationship is weak. The value of  $R^2 = 0.010$ , meaning that the contribution / contribution of the intensity of Internet media use and learning motivation on the learning outcomes of class X Dasra cooking subjects in 57 Jakarta State Vocational High Schools is 10% and 90% are influenced by other factors not examined by the author and ANOVA values obtained sig  $0.593 > 0.05$  then  $H_0$  is received and  $H_1$  rejected and the regression equation is  $Y = 86.466 + 0,070X_1 + (-0.163) X_2$ .

Based on the results of the sample analysis above it can be concluded that there is no significant effect between the intensity of Internet Media Usage and Learning Motivation simultaneously on Basic Food Subject Learning Outcomes.

## CONCLUSION

From the results of the research conducted, regarding the Effect of Internet Media Intensity and Learning Motivation on Learning Outcomes of Basic Food Subjects at Vocational High School 57 Jakarta, it can be concluded as follows:

1. Based on the results of the above analysis it can be concluded that there is no influence significant between Intensity of Internet Media Usage Basic Cooking Subject Learning Outcomes
2. Based on the results of the above analysis it can be concluded that there is no significant effect between Student Learning Motivation Basic Food Subject Learning Outcomes
3. Based on the results of the above analysis it can be concluded that it is not there is a significant influence between the Intensity of Internet Media Usage and Learning Motivation simultaneously on Basic Food Subject Learning Outcomes.

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