

The Influence of Using Learning Media on the Understanding of Office Administration Education Students at Universitas Negeri Makassar

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Abstract. Student understanding has a big role in the learning process to achieve the learning goals themselves. Therefore, research has a significant role in identifying factors that influence student understanding. This research discusses the influence of the use of learning media on the understanding of Office Administration Education students, at the Faculty of Social Sciences and Law, Universitas Negeri Makassar. This type of research is descriptive research with a quantitative approach. The sample used in this research was 88 students with a population of 175 students. This research presents newer information by linking detailed theories and different loci to previous research so that it can be used as evaluation material to improve student understanding through several indicators in the use of learning media. The results of the research show that the indicators used for each variable show that the use of learning media is in the good category and the understanding variable is in the very high category. Based on the correlation test, there is a relationship between the two variables. So it can be concluded that there is a positive and significant influence of learning media on the understanding of Office Administration Education students, Faculty of Social Sciences and Law, Universitas Negeri Makassar.

Keywords: Media, learning, understanding

1. Introduction

Education is a foundation in life which aims to improve and develop each individual. The world of education is entering the era of the digital world, where the learning process is required to reduce the lecture method and replace it with the use of media to make it easier for students to gain understanding. The understanding gained by students can be improved through the use of learning media. The role of media in the learning process, apart from being able to improve the quality of the learning process, can also help improve the understanding gained by students (Darwis et al., 2022; Saleh et al., 2019; Suprianto et al., 2018). In a learning process, there are still many educators who use learning strategies inappropriately, resulting in students' understanding of concepts and learning outcomes being less than satisfactory. Therefore, the use of media in the learning process is very necessary. As an educator, you must try to use modern electronic technology tools that are developing and use simple media that will be used in the learning process.

Using appropriate media can support students' understanding. As said in (Darwis et al., 2019) that "the learning process will not run well without learning resources which include messages, materials, tools, techniques and environments that can influence the student learning process and outcomes". The word understanding is a translation of the term understanding which is defined as in-depth absorption of the material being studied. According to (Rachman, 2018) "Indicators of understanding are the same, that is, understanding something means someone can defend, differentiate, suspect, explain, interpret, predict, determine, expand, give examples, and rewrite. This indicator shows that understanding is broader than knowledge".

Students' understanding can be seen if students can associate the lessons they have learned, seen from various angles (Kaso et al., 2021; Kraiger & Culbertson, 2013; Sirait et al., 2019). A student is required to have an understanding so that he can link previous learning with new learning. However, understanding does not always have to

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link new abilities and previous abilities. Understanding is divided into three categories, starting from the lowest level where students are still translating the information that has been given, students begin to connect existing interpretations which are then analyzed at a higher level, namely extrapolation.

The factors that influence understanding are internal factors and external factors. Assessment of students is something that is prioritized by an educator. Learning assessment does not only focus on results but has targets contained in three indicators, namely: the cognitive domain which is the ability possessed by a person that contains behaviors that focus on intellectual aspects, the affective domain includes behaviors that emphasize feelings and emotions, The psychomotor domain is related to physical activity. Understanding as a result of learning is of course obtained through connecting tools or media. Effective use of media can of course have implications for the understanding obtained by someone (Bulkani et al., 2022; Saleh & Arhas, 2023; Zhang et al., 2021).

The presence of media in the learning process is very necessary because if during learning there is uncertainty about the material being presented, it can be helped by presenting media as an intermediary. The use of media in learning can generate new desires and interests, increase motivation and stimulation of the learning process, and can have a psychological influence. The more interesting the learning media used, the more motivated students will be to learn and will increase their understanding of learning. The use of media in learning can help educators present material that can help the learning process run smoothly. Media presentation is carried out according to learning needs.

The word media comes from the Latin *medius* which means middle, intermediary, or introduction. In carrying out the learning process, media is needed (Daryanes et al., 2023; Rachmadtullah et al., 2023; Ratnawati et al., 2021; Sari & Ardianti, 2021). Learning media are educational tools that can be used to assist the teaching and learning process, as well as foster students' learning motivation and everything that is used, both objects and the environment around students that can be utilized by students in the learning process (Hasan & Bao, 2020; Lacka et al., 2020; Sarder, 2016). Lack of attention and focus by educators on students' understanding certainly results in less than optimal output from the learning and teaching processes carried out. There are still educators who do not fully pay attention to the affective and cognitive aspects of students, which is one of the factors inhibiting students' learning success. The concept of learning by just hearing, seeing, and taking notes will certainly not increase students' interest in learning and understanding of the teaching material provided. Students who do not understand are then unable to elaborate and apply learning outcomes in real-life.

2. Method

This research uses a quantitative approach, where in this research the data used is statistical data to explain the relationship between learning media variables and student understanding variables. The population in this research is students of the Office Administration Education Study Program class of 2019 and 2020 with a total of 175 students with a sample of 88 students.

Through quantitative correlational research, researchers aim to describe a general research approach that focuses on assessing covariation between related naturally occurring variables. To determine whether or not there is an influence between variables, measurement is used through indicators of understanding namely (1) Relevance/Appropriateness, (2) Lecturer Ability, (3) Ease of Use, (4) Availability, (5) Usefulness. To support this research process, data analysis techniques are used which

include descriptive statistical tests, data normality tests, product moment correlation analysis, hypothesis testing, and simple linear regression analysis.

The type of research used in this research is correlational with quantitative techniques. Correlational research describes a general research approach that focuses on assessing covariation among naturally occurring variables. This type of research is used to determine whether or not there is an influence between two variables. The data collection technique used in this research is the distribution of questionnaires (questionnaires), the questionnaire method given to respondents is in the form of Google media with questions and answers provided so that respondents only choose alternative answers according to those listed and documentation. in this research, namely in the form of data from students from the Universitas Negeri Makassar Office Administration Education Study Program who are still active, a general description of the research location, vision, mission, objectives, learning strategies, and learning curriculum.

3. Results and Discussion

The results of the research include an overview of the use of learning media on students' understanding of the Office Administration Education study program, Faculty of Social Sciences and Law, Universitas Negeri Makassar. The results of this research consist of descriptive statistical analysis and inferential analysis. To determine the influence of using learning media on student understanding, this research uses a questionnaire as a data collection tool. Apart from that, this research also uses quantitative test methods to test hypotheses, and the SPSS 29 application to analyze data to find out how much influence media use has on student understanding:

3.1 Descriptive Statistical Analysis

Descriptive analysis was used to determine the influence of using learning media on students' understanding of the Office Administration Education study program, Faculty of Social Sciences and Law, Universitas Negeri Makassar with frequency and percentage distribution tables. These two variables can be classified as very good, good, quite good, not good, and not good, as well as very high, high, fair, low, and very low..

Use of Learning Media

To determine the use of learning media in the office administration education study program, Faculty of Social Sciences and Law, Universitas Negeri Makassar, the data in this study were obtained from questionnaire scores that were distributed to 88 office administration education students who were the sample who answered the questionnaire where the variable use of learning media consisted of relevance or suitability, lecturer ability, ease of use, availability, usefulness. To obtain a more detailed picture, please see the following table:

Table 1.

Descriptive Analysis Results Per Learning Media Variable Indicator

| No | Indicator | n | N | % | Category |
|----|---------------------------|------|------|-------|-----------|
| 1. | Relevance/Appropriateness | 1372 | 1760 | 77,96 | Good |
| 2. | Lecturer Ability | 1413 | 1760 | 80,29 | Good |
| 3. | Ease of Use | 736 | 880 | 83,64 | Good |
| 4. | Availability | 1064 | 1320 | 80,61 | Good |
| 5. | Usefulness | 764 | 880 | 86,82 | Very good |

Source: SPSS 29 Data Processing Results

The results of the descriptive analysis show that each indicator used to measure the description of the use of learning media in the office administration education study program, Faculty of Social Sciences and Law, Universitas Negeri Makassar, where the indicator of relevance or suitability is in the good category with a percentage level of

77.96%. This shows that in the learning process the use of learning media is in accordance with the teaching material presented. For indicators of lecturer ability, it can be concluded that the ability to use media during the learning process is in the good category with a percentage level of 80.29% where the learning media used is varied and interesting. The ease of use indicator is in the good category with a percentage level of 83.64% where the use of the media used can be understood by students. The availability category is in the good category with a percentage level of 80.61% indicating that the availability of learning media has been provided by educators. The last indicator, namely usefulness, is in the very good category with a percentage level of 86.82%, in this case indicating that the use of media in learning can increase students' interest in learning.

Student Understanding

To get a picture of the understanding of students in the office administration education study program, data from the results of this research is presented, namely data obtained from questionnaire scores that were given to the 88 students who were the research samples. Student understanding in this study was measured from the results of the Cumulative Percentage Index or student GPA. The results of the descriptive analysis of students' understanding of office administration education are as follows:

Table 2.

Results of Descriptive Analysis of Student Understanding Variables

| IPK value | n | N | (%) | Value Category |
|-------------|----|----|--------|----------------|
| 3,85 - 4,00 | 40 | 88 | 45,45% | Very high |
| 3,70 - 3,85 | 41 | 88 | 46,59% | High enough |
| 3,55 - 3,70 | 7 | 88 | 7,95% | Enough |

Source: SPSS 29 Data Processing Results

The results of the descriptive analysis show that the number of respondents who reached the very high category was 40 students out of 88 students who were respondents with a percentage of 45.45%. Obtaining a high IPK shows the success of students in meeting understanding achievements, especially in the cognitive domain, affective domain, and psychomotor domain.

3.2 Normality Test

The normality test was carried out using a non-parametric statistical test - one sample Kolmogorov Smirnov test using the SPSS 29 program, as follows:

Table 3.

Uji One-Sample Kolmogorov-Smirnov Test

| One-Sample Kolmogorov-Smirnov Test | | |
|-------------------------------------|----------------|-------------------------|
| | | Unstandardized Residual |
| | | 88 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 1.74586849 |
| Most Extreme Differences | Absolute | .069 |
| | Positive | .056 |
| | Negative | -.069 |
| Test Statistic | | .069 |
| Asymp. Sig. (2-tailed) ^c | | .200 ^d |

Source: SPSS 29 Data Processing Results

From the results of normality testing on the learning media variable, student understanding funds are normally distributed. The significance result obtained is 0.200, which means it is greater than 0.05. The results of product-moment correlation testing are as follows:

Table 4.
Product Moment Correlation Analysis

| | | Correlations | |
|---------------------------|---------------------|-------------------------|---------------------------|
| | | Instructional Media (X) | Student Understanding (Y) |
| Instructional Media (X) | Pearson Correlation | 1 | .779** |
| | Sig. (2-tailed) | | <,001 |
| | N | 88 | 88 |
| Student Understanding (Y) | Pearson Correlation | .779** | 1 |
| | Sig. (2-tailed) | <,001 | |
| | N | 88 | 88 |

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS 29 Data Processing Results

3.3 Determinant Coefficient

To measure the model's ability to apply learning media variables to student understanding, the determinant coefficient was tested using the R-squared value. Following are the results of testing the determinant coefficient:

Table 5.
Determinant Coefficient

| Model Summary ^b | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .779 ^a | .607 | .603 | .683 |

Source: SPSS 29 Data Processing Results

Based on these results, the R square value is 0.607, which means the influence of using learning media on student understanding is 61%. This means that 61% of students' understanding is influenced by the use of learning media, while the remaining 39% is influenced by other factors.

3.4 Simple Linear Regression Analysis

Simple linear regression was used to determine the influence of using learning media on students' understanding of the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar. The purpose of using simple linear regression analysis is to test the hypothesis in this research, namely "it is suspected that there is a significant influence between the use of learning media on student understanding". The following are the results of a simple linear regression analysis carried out using the SPSS 29 program.

Table 6
Simple Linear Regression Results

| Model | | Coefficients ^a | | Standardized Coefficients | t | Sig. |
|-------|---------------------|-----------------------------|------------|---------------------------|--------|-------|
| | | Unstandardized Coefficients | Std. Error | | | |
| | B | | | Beta | | |
| 1 | (Constant) | 30.026 | .634 | | 47.324 | <,001 |
| | Instructional Media | .120 | .010 | .779 | 11.533 | <,001 |

a. Dependent Variable: Student Understanding

Source: SPSS 29 Data Processing Results

The results of the T analysis using the SPSS program showed a significance value of 0.001, which is smaller than 0.05, meaning it has a partial influence on *tung* is greater than *Ttabel*, therefore, *H0* is rejected and *Hi* accepted. Based on the results of the data management that has been carried out, it can be said that "There is a significant positive influence between learning media on students' understanding of the Office Administration Education Study Program, Universitas Negeri Makassar."

The results of simple regression calculations show that the constant coefficient value is 30.026 and the coefficient of variable The positive value (0.120) found in the regression coefficient of the learning media variable (X) illustrates that the direction of the relationship between the learning media variable and student understanding (Y) is in the same direction where every unit increase in the learning media variable will cause an increase in student understanding.

Discussion

The results of the research in this section discuss the influence of the use of learning media on students' understanding of the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar. This discussion will also provide answers to the formulation of research problems which are described as follows.

3.1 Overview of the Use of Learning Media

Learning media is an inseparable part of learning in the classroom. The use of learning media is carried out in a creative and systematic effort to create experiences that can support students in understanding teaching material. Using media in the learning process will support the implementation of an effective teaching and learning process attract students' interest in learning and support increased understanding in the learning process. As said by (Abdul 2018) "One of the adjustment factors related to teaching is the learning media that teachers need to learn and master so that they can deliver lesson material to students well, efficiently, and successfully".

Things that must be considered in learning media are indicators of the use of learning media, namely relevance/suitability, lecturer ability, convenience, availability, and usefulness. Based on the results of the descriptive analysis that has been carried out, the overall score obtained for the use of Office Administration Education learning media is in a good category. The availability of media, especially visual media in the Office Administration 60 Education Study Program, includes two LCDs, and two whiteboards according to the number of classes available as well as other media such as books and computer labs provided by the administration science department. Based on these results, it can be said that the use of learning media in the classroom follows the teaching material presented, the lecturer's ability to use learning media is effective

so that the media used is more easily understood by students, while the availability of media is in the good category and the usefulness is in the very category. good in the sense that participants get many benefits from using this media.

3.2 Overview of Student Understanding

Understanding is a person's thinking and learning process. The knowledge that a person has may not necessarily be able to understand something in depth, just knowing without being able to grasp the understanding. Learning assessment does not only focus on results but has targets contained in the objectives. In this research, the understanding of Office Administration Education students is measured through the Cumulative Achievement Index score which refers to three indicators, namely the cognitive domain, the affective domain, and the psychomotor domain. "Understanding can be influenced or improved by familiarizing students with discovering, developing and applying the concepts they have learned" (Nurhawaisyah, 2021; Saleh et al., 2022; Suprianto et al., 2021; Tiranda, 2021). In general, the level of understanding is divided into three parts, namely the high level where someone can see and expand perceptions, the middle level, namely understanding the interpretation, and the lowest level, namely understanding the translation.

The results of achieving a high Cumulative Achievement Index are achievements from the cognitive, affective, and psychomotor aspects of students after the learning process. During the lecture process, Office Administration Education students can capture the material provided, can complete the assignments given, and can master the material provided through the learning media used.

3.3 The Influence of Using Learning Media on Student Understanding

Appropriate learning media can support increased student understanding. Learning media in the teaching and learning process is a very important factor in making it easier for students to understand a lesson and can also help educators in explaining the material being taught. Based on the results of the analysis, the results of this research show that there is a positive and significant influence between media learning of 62 students' understanding of the Office Administration Education Study Program, Faculty of Social and Legal Sciences, Universitas Negeri Makassar.

The results of this research are supported by data from product-moment correlation statistics where a correlation coefficient of 0.779 is obtained, which indicates a strong level of relationship. The results of this research are supported by, (Darwis et al. 2019) that "The learning process will not run well without learning resources which include messages, materials, tools, techniques and the environment which can influence the student learning process and outcomes." The magnitude of the influence is obtained from the value of the coefficient of determination, which is 60. 68%. So it can be concluded that the influence of the use of learning media on the understanding of students in the Office Administration Education Study Program is 60.68%, while the remaining 30.32% is determined by other factors not discussed in this research.

4. Conclusion

Based on the results of data analysis that has been obtained and the formulation of the problem regarding the Influence of Using Learning Media on the Understanding of Students in the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar, it can be concluded that: 1. Learning Media (X) in the teaching and learning process is within good category. 2. Student understanding (Y) based on the Cumulative Achievement Index value is in the Very high category. 3. Based on the results of the data analysis carried out in Chapter IV, it can be concluded that the influence of the use of learning media on the understanding of students in the Office Administration Education Study Program is 60.68%, while the

remaining 30.32% is determined by other factors not discussed in this research, and there is a significant influence positive and significant learning media on students' understanding of the Office Administration Education Study Program, Faculty of Social Sciences and Law, Universitas Negeri Makassar.

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