The Influence of Teachmint Learning Media and Learning Activeness on the Learning Outcomes of Class X Students in Economics Subjects at SMA Negeri 4 West Sumatra

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Abstract
This research aims to analyze the influence of Teachmint learning media and active learning on the learning outcomes of class X students in economics subjects at SMA Negeri 4 West Sumatra. The type of research used was quantitative with a sample of 71 students consisting of 35 experimental class students and 36 control class students. The research instrument used tests of validity, reliability, level of difficulty, discrimination, normality, homogeneity, and two-way ANOVA with the help of SPSS 18.0. The results of the research show: (1) The economic learning outcomes of students taught using Teachmint media are higher than conventional media, (2) The learning outcomes of students with high activity who are taught by Teachmint are higher than conventional, (3) The learning outcomes of students with low activity who are taught Teachmint is higher than conventional, (4) There is an interaction between learning media and active learning on students' economic learning outcomes.
Keywords: Teachmint Learning Media, Learning Activeness, Learning Results

INTRODUCTION

Education is a basic effort that is planned to create an environment and learning methods in which students actively develop their potential. According to Law no. 20 of 2003 concerning the National Education System, education aims to develop the potential of students so that they have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. Education is essentially an effort to develop all students' potential through developing talents, interests and engineering good learning conditions. In the midst of an increasingly growing era of globalization, education functions as a bridge that will connect people with their environment, helping them become quality human resources (HR). To help them become quality human resources, a teacher becomes a profession that is responsible for educating the nation's children, because there is nothing in this world without education.

A common problem that often occurs in the world of education, especially in Indonesia, is student learning outcomes that are not yet optimal. According to Ronald (2016), learning outcomes are the abilities that students have after receiving their learning experience. Learning outcomes are used as a measure or criterion in achieving an educational goal. According to Widayanti in Andriani & Rasto (2022) learning outcomes are patterns of actions, values, understandings, attitudes, appreciation and skills. Every teacher has an end goal to achieve. One of the goals to be achieved is better student learning outcomes than before. These learning outcomes result from the teacher's process of conveying knowledge to students so that students can obtain results that are appropriate to their learning process. so that students can fulfill the basic minimum completion requirements (KKM) set by the school.

Learning outcomes are the result of students' abilities in activities carried out and created during the learning process, both individually and in teams, and are influenced by internal and external factors, as well as from the perspective of teachers and students. Learning results will be stored for a long period of time or will not even be lost forever because the results participate in forming individuals who always want to achieve better results, so that they will change the way of thinking and produce better work behavior. Based on initial observations at SMA Negeri 4 West Sumatra, it was found that student learning outcomes in economics subjects were still low. This can be seen from the Mid-Semester Summative data for the odd semester of the 2023/2024 academic year where there are still many students who have not reached the Minimum Completeness Criteria (KKM). This low learning outcome is thought to be influenced by several factors, including the use of less interactive learning media and low student learning activity.

The use of appropriate learning media is very important in improving the quality of learning. One of the interactive learning media that can be used is Teachmint. According to Danial(2023), Teachmint is the largest all-in-one application for teachers that makes it easy for students and teachers to connect inside and outside the classroom. Teachmint features such as quizzes/tests, sharing learning materials, communication, live online classes, and attendance monitoring are expected to increase student activity and learning outcomes. Using the Teachmint application, students can feel directly involved in learning through demonstration or practical activities. Online learning means learning, discussions, guidance and evaluation can be done anywhere and at any time without face-to-face meetings.

Apart from learning media, student learning activity also plays an important role in improving learning outcomes. According to National in Hasanah & Himami (2021), active learning is any activity that involves students' thoughts and actions during the learning process. However, based on observation data, the learning activity of class X students at SMA Negeri 4 West Sumatra is still relatively low where only 37.95% of students are classified as active and very active in learning. Student learning activeness is when students are engaged physically and mentally consistently. Student-centered learning is learning that aims to maximize student potential based on their characteristics so that students achieve satisfactory learning outcomes. In other words, students act as the center of learning and participate actively in understanding learning physically and mentally by maximizing their potential.

This is in line with existing research which states that the Teachmint application influences learning outcomes, According to Sabtiya Pratiwi, Sumardi, Nurul Umamah,dan Marjono (2024) The research results show that the application of the Experiential Learning model integrated with Teachmint media has a positive effect on motivation and learning outcomes. This can be explained by the ability of the experiential learning model which is able to foster enthusiasm and passion for learning, create a conducive learning environment and bring enjoyment. According to Donna Bella Kasiuhe, Victor R Sulangi , Anekke Pesik (2023) This research has developed learning design products SPLDV mathematics material, namely Teaching Modules, and Learning Outcomes Tests (THB) with Teachmint assisted by Microsoft Math Solver. According to Romi Kurniawan, Yanti Fitria Based (2023) on the results The data obtained shows that e-Learning uses applications Teachmint on science learning outcomes is considered very valid, very practical, and very effective in science learning in elementary schools.

There is research that says that other media influence learning outcomes, According to Jimi Ronald (2016) Based on the results of the research and discussion of this research, it can be concluded that the Power Pont learning media has an influence on the learning outcomes

of students' 2014 F economic education material at STKIP PGRI SUMBAR. According to Amalia Yulianti, Nurul Fazriyah, Aas Saraswati (2023)researchers concluded that on the influence the use of Canva-based learning media on participant learning outcomes educated at elementary school. According to I Gd. Gunarta (2019) cooperative learning model the TGT (Teams Games Tournament) type assisted by Question Card media has a significant effect on the science learning outcomes of class III students at SD Gugus IV, Petang District, academic year 2016/2017.

From the many articles published in various journals. The uniqueness of the article from the findings presented is that the variables are different from previous research, the object and place of implementation are different, then the media used in this research is teachmint, where this teachmint learning media is still very rarely found. or used by everyone. Based on these problems, this research aims to analyze the influence of Teachmint learning media and active learning on the learning outcomes of class X students in economics subjects at SMA Negeri 4 West Sumatra. It is hoped that the results of this research can contribute to efforts to improve the quality of economics learning at the high school level.

RESEARCH METHODS

This research uses a quasi experimental method with a quantitative approach. The research population was all class The sample was taken using a purposive sampling technique, consisting of 71 students (36 control class students and 35 experimental class students). The research instruments are learning results tests and learning activity questionnaires. The validity of the instrument was tested using content validity and construct validity. Reliability was tested using the Kuder Richardson formula (KR-20). The level of difficulty and different strengths of the questions are also analyzed. Data analysis techniques include descriptive and inferential analysis. Descriptive analysis to describe data on learning outcomes and student learning activity. Inferential analysis uses two-way ANOVA to test the research hypothesis. Research procedures include: 1) Preparation stage: compiling instruments, conducting trials, and analyzing trial results. 2) Implementation stage: giving pretest, treatment and posttest to experimental and control classes. 3) Final stage: analyzing research data and drawing conclusions. The research was carried out at SMA Negeri 4 West Sumatra for one month starting May 2024.

RESEARCH RESULTS AND DISCUSSION
Two Way ANOVA Test Results

Table 1. Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	17,246[a]	60	,287	5,749	,002
Intercept	103,272	1	103,272	2065,447	,000
Keaktifan	5,691	35	,163	3,252	,026
Teachmint	3,501	9	,389	7,779	,002
keaktifan * teachmint	2,715	16	,170	3,394	,028
Error	,500	10	,050		
Total	179,000	71			
Corrected Total	17,746	70			

Source: Primary Data processing result, 2024

There is an interaction between Teachmint learning media and conventional learning media with learning activeness on students' economic learning outcomes at SMA Negeri 4 West Sumatra seen from the sig value. 0.028. This means that the sig value is smaller than the value α = 0.05 (sig<a) so H0 is rejected. Ha is accepted.

Discussion

Based on the hypothesis testing carried out and described above, the following findings were obtained: The first finding, where the test results showed that students in classes where Teachmint Learning Media was applied had significantly higher learning outcomes compared to students taught through conventional media. This means that students who are treated with Teachmint Learning Media will have better learning outcomes compared to students who are treated with conventional media (Percentage/PPT). Based on descriptive analysis, in general it can be seen that the learning outcomes of experimental class students who applied Teachmint learning media were higher compared to control classes who applied conventional media (Percentage/PPT). This can be seen from the comparison of the averages of the two classes when the posttest was carried out. At the time of the posttest, the average of the experimental class was higher, namely 84, compared to the Control class, namely 76. This means that the class that was treated using Teachmint Learning Media had better learning outcomes compared to the class that was treated with conventional media (Percentage/PPT).

Learning outcomes using Teachmint Learning Media are higher than student learning outcomes applied with conventional media. This can happen because every learning process contained in Teachmint Learning Media can support students' learning abilities and activeness. Students will learn to deepen the subject matter, various knowledge and solve problems, so that teaching and learning activities are no longer a boring activity and make students more motivated in solving every challenge in the learning process. Therefore, Teachmint Learning Media can be a strategy for teachers to improve student learning outcomes. According to Sulastiani & Rusdiyani (2023), Teachmint Learning Media received a positive response from both students and teachers and was declared good for use in the learning process. So it can be concluded that by using Teachmint Learning Media, students with high activeness will be able to improve their learning outcomes because any difficulties in learning can be overcome through group work. This research is in line with research findings from Danial (2022) which found that Teachmint Learning Media can improve student learning outcomes. Based on the opinions expressed above, and connected with this research, it can be concluded that students taught with Teachmint Learning Media have higher learning outcomes than students taught with conventional media.

The second finding, the research results show that the economic learning outcomes of students with high learning activity who are taught using Teachmint learning media are better than students who have high activity who are taught using conventional learning media at SMA Negeri 4 West Sumatra. Based on the hypothesis test carried out, it was concluded that students with good Learning Activeness who were taught with Teachmint Learning Media had significantly higher learning outcomes compared to students who had high Learning Activeness who were taught with Conventional Media. This means that students with high Learning Activeness who are taught using Teachmint Learning Media will have better learning outcomes compared to students with high Learning Activeness who are taught using Conventional Media.

Third finding, the results of the fourth hypothesis test found that there was an interaction between Teachmint learning media and conventional learning media with learning activity on student learning outcomes in the Teachmint subject at SMA Negeri 4 West

Sumatra. According to Hasanah & Himami (2021), we can see students' active learning activity from students' involvement in every learning process, such as when listening to explanations of material, discussing, making assignment reports and so on. Student learning activeness can be seen in the following terms:

1. Participate in carrying out assignments.
2. Get involved in the problem solving process.
3. Ask your group friends or teacher if you don't understand the problem you are facing
4. Carry out group discussions according to the teacher's instructions.
5. Able to present the results of his work.

CONCLUSION

Based on the results and discussion described above, it can be concluded that : The economic learning outcomes of students taught using Teachmint learning media are higher than students taught using conventional learning media at SMA Negeri 4 West Sumatra as seen from the sig value. is smaller than the value $\alpha = 0.05$ (Sig. $< \alpha$) and t_{count} 5,210 is greater than t_{table} 1,668, so H0 is accepted and Ha is rejected. The economic learning outcomes of students with high learning activity who are taught using Teachmint learning media are higher than those with high learning activity taught using conventional learning media at SMA Negeri 4 West Sumatra. The sig value is smaller than the value $\alpha = 0.05$ (sig.$< \alpha$) and t_{count} 2,097 are greater than t_{table} 1,692, so H0 is accepted and Ha is rejected. The economic learning outcomes of students with low learning activity who are taught using Teachmint learning media are higher than those with low learning activity taught using conventional learning media at SMA Negeri 4 West Sumatra seen from the sig value. 0.562 means that the sig value is greater than the value $\alpha = 0.05$ (sig.$> \alpha$) and t_{count} 5,422 is smaller than t_{table} 1,694, so H0 is rejected and Ha is accepted. There is an interaction between Teachmint learning media and conventional learning media with learning activeness on students' economic learning outcomes at SMA Negeri 4 West Sumatra seen from the sig value. 0,028. This means that the sig value is smaller than the value $\alpha = 0.05$ (sig<a) so H0 is rejected. Ha is accepted.

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