

THE INFLUENCE OF LEARNING ACTIVITIES AND LEARNING MEDIA ON LEARNING OUTCOMES OF CLASS VIII HEALTH OF EDUCATION STUDENTS AT SMP N 1 KALIBARU

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Abstract:

Learning outcomes on the one hand are thanks to the actions of the teacher, as an achievement of learning objectives. Learning outcomes can be divided into teaching impacts and accompaniment impacts. Both of these impacts are very useful for teachers as well as students. The impact of teaching is a measurable outcome, such as the report card number, the number on the diploma, or the ability to jump after training. Learning factors can be influenced by activity factors that can affect the achievement of learning outcomes. Training factors so that students can understand the material that has been delivered, the atmosphere factor so that students can study calmly, the association factor that can provide a learning experience, the learning readiness factor in order to achieve maximum learning outcomes, the interest and effort factors must be in line so that students can learn optimally, physiological factors must be considered because physiological factors determine the success of students in learning, intelligence factors are very concerned about knowing how students think in making decisions.

The sampling technique used was simple random sampling. For testing the first, second and third hypotheses using simple linear regression, while for the fourth hypothesis using multiple linear regression. Based on the data analysis and hypothesis testing that has been done, the conclusions in this study can be formulated as follows: There is an effect of learning activities and learning media together on the learning outcomes of Physical Education for Class VIII students of SMP N 1 Kalibaru Banyuwangi.

Keywords: Learning Activities, Learning Media, physiological factors



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Introduction

The learning process is an important activity in education in schools. The success or failure of achieving educational goals depends on the learning process. Students who really want to learn will achieve better learning outcomes. However, achieving good learning outcomes is not easy. A person's learning success is strongly influenced by two factors, namely internal factors and external factors. Internal factors are factors that arise from within students, including: motivation, interests, talents and overall personal circumstances. While external factors are factors that arise from outside the student, such as the family environment and school environment.

Teaching and learning activities cannot be separated from the availability of learning facilities. because every learning process must be balanced with the existence of learning facilities, both the availability of learning facilities at home and at school, as well as the available learning facilities in schools such as libraries, teaching aids, laboratories, worksheets, and books related to the subject matter are sufficiently available. and adequate, but sometimes students' attention is divided by the

presence of a computer because in using computers children only use a few hours to help the learning process, the rest is used to play games so that the achievement of learning outcomes is less than optimal.

Children's learning interest in school is generally optimal, this can be seen from the child's desire to go to school, prepare textbooks and study according to the child's ability. Optimal interest in children's learning can be seen from the seriousness of children in learning with more prominent activities. Children's interest is formed when the teacher provides teaching materials in a language that is easy for children to understand and is well guided, if the teacher sees a child's interest in learning that is not good, a discussion with the child concerned should be held to better understand the child's specific abilities, in this way the teacher can always instill an optimal interest in learning.

The use of learning media is made by the teacher to make it easier for students to absorb the material presented by the teacher because with the learning media the material can be summarized in accordance with the expectations to be achieved. The use of learning media should be made by attracting students' attention and made as beautiful as possible so that students can easily read it and easily translate images in the subject matter. The media provided by the teacher in giving the material should not be too much and long-winded but concise and dense, if the media is too much and not directed students have difficulty digesting the expected material and the teaching and learning process will fail or not be achieved.

Classroom management needs to be well prepared, teachers must be able to create a fun and conducive learning atmosphere. Class management is not carried out by the teacher in the classroom by teaching, but the teacher must also be good at placing students' positions so that students learn safely such as tall students sitting behind and small in front, then the teacher must be able to put a reading corner in the class so that students feel comfortable and always want to learn and read. Disorganized classroom management will result in uncomfortable learning for children, a decrease in children's learning achievement, one of which is caused by irregular, planned and unpleasant classroom management.

Suhardjono in Arikunto Suharsimi, et al (2006: 55) suggests that: "Many factors can affect learning outcomes. There are factors that have been changed (such as: teaching methods, quality of design, evaluation models, etc.), there are also factors that must be accepted. as is (such as: student background, salary, school environment, etc.).

Thus, there are many problems related to learning outcomes and the teacher's role in the learning process. Teachers should be able to solve their learning problems through real activities in the classroom. The real activities are shown to improve the quality of the learning process and outcomes that are carried out professionally (Suhardjono, in Suharsimi Arikunto, et al; 2006: 55).

With the end of a learning process, then students get a learning outcome. Regarding learning outcomes, Dimiyati and Mudjiono (2006: 3) stated: "Learning outcomes are the result of an interaction between acts of learning and acts of teaching. From the teacher's perspective, the act of teaching ends with the process of evaluating learning outcomes.

From the students' point of view, learning outcomes are the end of the piece and the peak of the learning process." Furthermore, it is supported by the opinion of Syaiful Sagala (2003: 38) who says that in order for students to be able to learn successfully, certain requirements are needed, among others, as stated below:

- 1) High thinking ability for students, this is indicated by critical, logical, systematic, and objective thinking (Scolastic Aptitude Test).
- 2) Generating high interest in subjects (Interest Inventory),
- 3) Students' special talents and interests can be developed according to their potential (Differential Aptitude Test),
- 4) Mastering the basic materials needed to continue lessons at the continuing school (Achievement Test), and so on.

According to Slameto (2002:2) learning is a business process carried out by a person to obtain a new behavior change as a whole as a result of his own experience in interaction with the environment. The changes that occur in a person are many, both nature and type, because of that, of course, not every change in a person is a change in the sense of learning.

Paul B. Diedrich in Hamalik (2004:56) classifies student activities in 8 classes, namely: a, Visual activities (visual activities), such as reading, paying attention to demonstration pictures, experiments, other people's work. b, Oral Activities (oral activities), for example stating, formulating, asking, giving advice, issuing opinions, holding interviews, discussions. C, Listening Activities (listening activities), for example listening to descriptions, conversations, discussions, music and speeches. d, Writing Activities (writing activities), for example writing stories, essays, reports, questionnaires, copying. e, Drawing Activities (drawing activities), namely drawing, making graphs, maps, and diagrams. F, Motoric Activities (metric activities), for example doing activities, making constructions, models, repairing, playing, gardening, raising livestock. g, Mental Activities (mental activities), for example responding, remembering, solving problems, analyzing, seeing relationships, making decisions. h, Emotional Activities, for example being interested, feeling bored, happy, excited, passionate, brave, calm and nervous.

According to Gerlach and Ely (Azhar Arsyad, 2005:11) there are three search for media which is an indication of why the media is used and what media can do that the teacher may not be able to do (less efficiently). These characteristics include:

1. Fixative features

This feature describes the ability of the media to store, record, preserve and reconstruct an event or object.

2. Manipulative traits

This feature allows an object or event to be transformed.

3. Distributive characteristics

The distributive characteristics of the media allow an object or event to be transformed through space and simultaneously the event is presented to a large number of students with relatively the same stimulus experience regarding the event.

From the description above, the media has characteristics that are important elements of its use in the teaching and learning process. With these characteristics, it gives an idea of the extent to which the media can be used in teaching activities. by knowing the characteristics of why a media is used to provide information to the teacher to be able to optimize the use of media in teaching.

METHOD

1. Research Design

Based on the level of explanation, this research is classified as descriptive verification. Descriptive research is research conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons or connecting with other variables (Sugiyono, 2007:11). The method used in this research is using an ex post facto approach and survey.

The ex post facto approach is an assessment carried out to examine events that have occurred and then trace back to find out the factors that can lead to these activities (Sugiyono, 2007: 7).

Survey approach is research conducted on large or small populations, but the data studied are data from samples taken from the population so that relative, distributive events and relationships between sociological and psychological variables are found (Riduwan, 2005: 49).

2. Population and Sample

The population in this study were all eighth grade students in the odd semester of SMPN 1 Kalibaru Banyuwangi. There are 256 students divided into 8 classes.

The sampling technique is a quota sample using random sampling lottery technique, the type of investigation uses simple linear regression to test the first and second and third hypotheses and to obtain significance test is used *t*.

While the third hypothesis used multiple linear regression and to obtain significance the F test was used. The unit of analysis was students of class VIII A, B, C studied from 8 odd semester classes at SMPN 1 Kalibaru Banyuwangi.

1. Data Collection Techniques

1. The data collection techniques used in this study were Observation, Interview, Documentation, and Questionnaire

2. Data Analysis

After collecting data, the next activity is coding so that the collected data can be processed using statistical data analysis programs.

The researcher used the SPSS version 22.0 for windows program in processing the questionnaire/questionnaire data. The data analysis methods used in this research are as follows, Descriptive Analysis and Analysis of Hypothesis Testing Results

RESULTS AND DISCUSSION

RESULTS

a. Instrument Validity and Reliability Test

After conducting research and distributing questionnaires to class VIII SMP Negeri 1 Kalibaru students who became the research sample. and obtained data on learning activities, interest in learning, learning media on the learning outcomes of EEPIS. Furthermore, to present research data using the sturgeless formula as follows:

1. Determine the range, namely:

Range = largest score – smallest score

2. Specify the number of interval classes:

Number of classes = $1 + 3.3 \log n$

3. Determine the length of the class interval The length of the class interval =

$$\frac{\text{rentang}}{\text{banyak kelas}}$$

a. Instrument Validity and Reliability Test

In detail, it can be seen in the following table:

Table 1. Results of Testing the Validity of the Questionnaire for Variable X

Item Soal	r hitung	r tabel	Keterangan
1	0,749	0,514	Valid
2	0,535	0,514	Valid
3	0,653	0,514	Valid
4	0,629	0,514	Valid
5	0,289	0,514	Tidak Valid
6	0,604	0,514	Valid
7	0,597	0,514	Valid
8	0,753	0,514	Valid
9	0,566	0,514	Valid
10	0,585	0,514	Valid

11	0,358	0,514	Tidak Valid
12	0,620	0,514	Valid
13	0,651	0,514	Valid
14	0,533	0,514	Valid
15	0,701	0,514	Valid

Sumber: Hasil Pengolahan Data 2019

a. Learning Activity Data (X 1)

Data on student learning activities were obtained through distributing questionnaires to class VIII SMPn 1 Kalibaru Banyuwangi which had been sampled from the actual population, the number of samples taken was 42 students with 15 question items, each question consisted of 5 alternative answers with a score of 5- 1 and the highest score is 69 and the lowest is 21. The calculation of the frequency distribution is as follows:

Table 2. Distribution of Learning Activity Frequency (X)

No	Kelas Interval	Frekuensi	Persentase (%)
1	21–27	1	2,38
2	28–34	3	7,14
3	35–41	1	2,38
4	42–48	16	38,09
5	49–55	10	23,81
6	56–62	6	14,29
7	63–69	5	11,90
	Jumlah	42	100

Source: 2021 Data Processing Results

1. Homogeneity Test

The homogeneity test aims to determine whether the sample taken has a homogeneous or the same variance. After doing the homogeneity test with the Barlett test, it is obtained if = 0.05 from Chi Bartlett's list, the value of 2 count is 0.396 while 2 table at $dk = k-1 = 4-1 = 3$ is 7.815, because 2 count < 2 table, the variance of the four homogeneous variable.

a. Test the Significance and Linearity of Variable X1 against Y

The test criteria if $F_{count} < F_{table}$ means that the data is linearly patterned and if F means that the data is non-linear patterned (Riduwan, 2004: 187) with the criteria for a real level = 0.05, F table 2.118 is obtained. Because $F_{count} < F_{table}$ or $1.393 < 2.118$, the regression model hypothesis acceptable.

If the significance level is taken, = 0.05 in dk (1.40), F table = 4.085 is obtained. The conclusion of the regression direction coefficient is significant, because $F_{count} > F_{table}$ or $26.807 > 4.085$. This means that the results of this test indicate that the level of significance and linearity of the regression status after being compared with F table, it can be concluded that the variable X1 is linear to Y.

b. Test the Significance and Linearity of Variable X2 against Y

The test criteria if $F_{count} < F_{table}$ means that the data has a linear pattern and if F means that the data is non-linear (Riduwan, 2004: 187) with the criteria for a real level = 0.05, F table 2.199 is obtained. Because $F_{count} < F_{table}$ or $1.684 < 2.199$, the regression model hypothesis acceptable.

If the significance level is taken, = 0.05 in dk (1.40), F table = 4.085 is obtained. The conclusion of the regression direction coefficient is significant, because $F_{count} > F_{table}$ or $9.801 > 4.085$. This means

that the results of this test indicate that the level of significance and linearity of the regression status after being compared with F table, it can be concluded that the X2 variable is linear with respect to Y.

c. Test the Significance and Linearity of Variable X3 against Y

The test criteria if $F_{count} < F_{table}$ means the data has a linear pattern and if $F_{count} > F_{table}$ means the data has a non-linear pattern (Riduwan, 2004: 187) with the criteria for a real level = 0.05, F table 2.165 Because $F_{count} < F_{table}$ or $0.716 < 2.165$ then the hypothesis regression model is acceptable.

If the significance level is taken, = 0.05 in dk (1.40), F table = 4.085 is obtained. The conclusion of the regression direction coefficient means, because or $29.097 > 4.085$. This means that the results of this test indicate that the level of significance and linearity of the regression status after being compared with F table, it can be concluded that the X2 variable is linear with respect to Y.

2. Hypothesis Test

To test whether or not there is an effect of learning activities, learning interest and learning media on physical education learning outcomes for grade VIII students in odd semesters at SMPN 1 Kalibaru Banyuwangi, simple linear regression analysis was used to test the first and second hypotheses. Meanwhile, to test the third hypothesis using the multiple linear regression formula.

a. First Hypothesis Test

The hypotheses in this study are:

H_0 = There is no effect of learning activities on physical education learning outcomes for eighth graders in odd semesters at SMPN 1 Kalibaru

H_a = There is an influence of learning activities on physical education learning outcomes for class VIII students in the odd semester of SMPN 1 Kalibaru.

From the results of research data processing, it is found that there is a relationship between learning activities and learning outcomes of EEPIs. Based on the calculation, the correlation coefficient (r) is 0.633. The test results show that the correlation coefficient $r_{count} > r_{table}$ is $0.633 > 0.304$, this means that there is a relationship of 0.633 between learning activities and Integrated Health and Health Education learning outcomes, with a coefficient of determination (r^2) 0,401. So the contribution of learning activities to physical education learning outcomes is 40.1%, while 59.9% is contributed by other factors.

Based on the calculation of the regression coefficient, the regression equation = $18.462 + 0.638X$ is obtained. Regression coefficient (b) of 0.638 means that every Y learning activity will also increase the student's physical education learning outcomes by 0.638. To test the significance of the learning activities on the students' learning outcomes, the t-test was carried out.

From the results of data processing, the t-count is 5.178 with = 0.05 and dk = (n-2) the t-table value is 2.021, then the t-count t table is $5.178 > 2.021$. So that it is proven that there is an effect of learning activities on the learning outcomes of EEPIs for class VIII odd semester students of SMP N 1 Kalibaru Banyuwangi.

a. Second Hypothesis Test

The hypothesis in this study is

H_0 = There is no influence of learning media on physical education learning outcomes for class VIII students in the odd semester of SMPN 1 Kalibaru Banyuwangi.

H_1 = There is an influence of learning media on the learning outcomes of EEPIs for class VIII students in the odd semester of SMPN 1 Kalibaru Banyuwangi.

From the results of research data processing, it was found that there was a relationship between the learning media and the learning outcomes of PENJASKES. Based on the calculation, the correlation coefficient (r) is 0.649. The test results show that the correlation coefficient $r_{count} > r_{table}$ is $0.649 >$

0.304. This means that there is a relationship of 0.649 between learning media and EEPIS learning outcomes, with a coefficient of determination (r^2) 0.421. So the amount of the contribution of learning media to the learning outcomes of PENJASKES is 42.1%, while 57.9% is that which has been contributed by other factors.

Based on the calculation of the regression coefficient, the regression equation = $15.313 + 0.700X$ is obtained. Regression coefficient (b) of 0.700 means that every Y the use of good learning media will also increase student learning outcomes by 0.700. To test the significance of the learning media on the student's Physical Education learning outcomes, the t -test was carried out. From the results of data processing, it was obtained that the t count was 5.394 with $\alpha = 0.05$ and $dk = (n-2)$, the t table value was 2.021, so $5.394 > 2.021$. So it is evident that there is an influence of learning media on physical education learning outcomes for class VIII students in the odd semester of SMPn 1 Kalibaru Banyuwangi.

b. Third Hypothesis Test

The hypotheses in this study are:

H_0 = There is no effect of learning activities and learning media on physical education learning outcomes for class VIII students in the odd semester of SMPN 1 Kalibaru Banyuwangi.

H_1 = There is an effect of learning activities and learning media on physical education learning outcomes for eighth grade students in the odd semester of SMPN 1 Kalibaru Banyuwangi.

From the results of research data processing, it was found that there was a relationship between learning activities and learning media on physical education learning outcomes. Based on the calculations, the correlation coefficient (r) was 0.520. The test results show that the coefficient $r_{count} > r_{table}$ is $0.520 > 0.304$. This means that there is a relationship of 0.520 between learning activities and learning media with the results of EEPIS learning, with a coefficient of determination (R^2) 0.721. So the contribution of learning activities and learning media to Physical Education learning outcomes is 72.1%, while 27.9% is contributed by other factors.

Based on the calculation of the regression coefficient, the regression equation = $5.052 + 0.358X_1 + 0.228X_2 + 0.321X_3$

a. The constant of 5.052 states that if there is no score for learning activities, interest in learning and learning media ($X = 0$) then the score for physical education learning outcomes is 5.052.

b. The X_1 regression coefficient of 0.358 states that each addition of one unit of learning activity dimension will increase learning activities of 0.358.

c. The X_2 regression coefficient of 0.321 states that each additional one dimension unit of learning media will increase learning media by 0,321.

PEMBAHASAN

1. Based on the analysis of the data, it can be seen that there is a relationship between learning activities and the learning outcomes of PENJASKES. This is evidenced by the correlation coefficient (r) of 0.633 and the test results show that the correlation coefficient of $r_{count} > r_{table}$ is $0.633 > 0.304$. This means that there is a relationship of 0.633 between learning activities and the results of EEPIS learning, including the category of a high level of relationship with the coefficient of determination (r^2) 0.401, which means that physical education learning outcomes are influenced by learning activities by 40.1%, the remaining 59.9% is influenced by other factors.

2. After knowing that there is a relationship between the two variables, it is continued by testing the t statistic with a simple linear regression model with constants $a = 18.462$ and $b = 0.638$. So that the form of the regression equation becomes: = $18.462 + 0.638X$ Y .

The constant of 18.462 states that if there is no learning activity score ($X_1=0$) then the Physical Education learning achievement score is 18.462. The regression coefficient for X_1 is 0.638, which

states that each addition (strongly agree) with one unit of X will increase physical education learning outcomes by 0.638. Meanwhile, the results obtained are $t_{count} > t_{table}$ or $5.178 > 2.021$.

Thus there is a positive and significant influence between learning activities on physical education learning outcomes because the better the learning activities, it is hoped that the better the physical education learning outcomes at SMPn 1 Kalibaru Banyuwangi.

Paul B. Diedrich in Hamalik (2004) classifies student activities in 8 classes, namely:

1. Visual activities, for example reading, paying attention to demonstration pictures, experiments, other people's work.
2. Oral Activities (oral activities), for example stating, formulating, asking questions, giving suggestions, issuing opinions, holding interviews, discussions.
3. Listening Activities (listening activities), for example listening to descriptions, conversations, discussions, music and speeches.
4. Writing Activities (writing activities), for example writing stories, essays, reports, questionnaires, copying.
5. Drawing Activities (drawing activities), namely drawing, making graphs, maps, and diagrams.
6. Motor Activities (metric activities), for example carrying out activities, making constructions, models, repairing, playing, gardening, raising livestock.
7. Mental Activities (mental activities), for example responding, remembering, solving problems, analyzing, seeing relationships, making decisions.
8. Emotional Activities, for example being interested, feeling bored, happy, excited, passionate, brave, calm and nervous.

Learning activity is an activity that is planned and realized to achieve learning objectives, namely improving knowledge and skills of students who carry out learning activities. The success of learning activities is determined by how interactive activities are in learning, the more active the student is in learning, the more children will remember the learning, and the learning objectives will be achieved more quickly.

Based on the opinions above, it can be concluded that there is an influence between learning activities on physical education learning achievement of class VIII students at SMP N 1 Kalibaru Banyuwangi.

So, if the better the learning activities carried out by a student, the better the learning outcomes that will be achieved by students.

Based on the data analysis, it can be seen that there is an influence of learning media on the learning outcomes of PENJASKES. This is evidenced by the correlation coefficient (r) of 0.649. and the test results show that the correlation coefficient $r_{arithmetic} > r_{table}$ is $0.649 > 0.304$. This means that there is a relationship of 0.649 between learning media and the learning outcomes of PENJASKES, including the category of a high level of relationship with a coefficient of determination (r^2) 0.421, which means that student learning activities are affected. learning media is 42.1%, the remaining 57.9% is influenced by other factors.

After knowing that there is a relationship between the two variables, it is continued by testing the t statistic with a simple linear regression model with constants $a = 15.313$ and $b = 0.700$. So that the form of the regression equation becomes:

$$Y = 15.313 + 0.700X$$

The constant of 15.313 states that if there is no interest in learning score ($X_2=0$) then the score for Physical Education learning outcomes is 15.313. The regression coefficient for X_2 is 0.700, which states that each addition (strongly agree) with one unit of X will increase Physical Education learning outcomes by 0.700. While the results obtained $t_{count} > t_{table}$ or $5,394 > 2,021$.

Thus, there is a positive and significant influence between the learning media on the results of the PENJASKES learning at SMP N 1 Kalibaru Banyuwangi.

According to M. Uzer Usman (2005:32) the values and benefits of using teaching media include:

1. Laying concrete foundations for thinking.

2. Increase students' attention.
3. Make lessons more stable or not easily forgotten
4. Provide real experiences that can foster self-employment activities among students.
5. Cultivate regular and continuous thinking.
6. Helping the growth of understanding and helping the development of language skills.
7. Very interesting students in learning.
8. Encourage the child to ask questions and discuss because he wants to use a lot of words, but by showing a picture, an actual object or another tool.

From the description above, the benefits of using media in teaching and learning activities make it easier for teachers to convey the content of the subject matter and make it easier for students to absorb the subject matter they are learning. The absorption received by students with the use of media will be different compared to teachers who do not use media in teaching. With good absorption will make it easier for students to absorb every lesson given and of course will affect the achievement of learning outcomes.

Based on the results of the study, it can be seen that there are learning activities, interest in learning and learning media on the learning outcomes of EEPIS. This is evidenced by the correlation coefficient (r) of 0.520.

The test results show that the correlation coefficient r arithmetic $> r$ table is $0.520 > 0.304$, this means that there is an influence of 0.520 between learning activities, learning interest and learning media on EEPIS learning outcomes, including the category of a high level of relationship with a coefficient of determination (R^2) 0.721, and after being consulted with the correlation criteria, the relationship of 0.721 lies between 0.400 to 0.800 = sufficient with a moderate interpretation (Riduwan, 2004: 110) which means the large contribution of learning activities, learning interest and learning media to physical education learning outcomes for grade VIII students in the odd semester of SMPn 1 Kalibaru Banyuwangi is only 72.1%, the remaining 27.9% is influenced by other factors.

The form of the Multiple Linear Regression Equation is: $= 5.052 + 0.228X_2 + 0.358X_1 + 0.321X_3$. The constant of 5.052 states that if there is no learning activity score ($X_1 = 0$) then the Physical Education learning outcome score is 5.052. The regression coefficient for X_1 is 0.358, which states that each addition (strongly agree) with one unit of X will increase physical education learning outcomes by 0.358. The X_2 regression coefficient of 0.228 states that each addition (strongly agree) of one unit of X will increase physical education learning outcomes by 0.288.

The X_3 regression coefficient of 0.321 states that each addition (strongly agree) of one unit of X will increase physical education learning outcomes by 0.321. Then the criteria for testing the hypothesis is to reject H_0 $F_{count} > F_{table}$ the results are $13.724 > 2.852$ with a correlation coefficient (r) of 0.520. with a coefficient of determination (R^2) 0.721 so it is evident that there is an influence between learning activities, interest in learning and learning media on physical education learning outcomes for eighth semester odd semester students of SMPN 1 Kalibaru Banyuwangi.

Based on the results of the analysis above, it can be concluded that if the learning activities, interest in learning and learning media are good, the better the students' learning outcomes for Physical Education will be. According to Slameto (2003:2) learning is a business process carried out by a person to obtain a new behavior change as a whole as a result of his own experience in interaction with the environment. The changes that occur in a person are many, both nature and type, because of that, of course, not every change in a person is a change in the sense of learning

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on data analysis and hypothesis testing that has been done, the conclusions in this study can be formulated as follows:

1. There is an effect of learning activities on physical education learning outcomes for grade VIII SMP N 1 Kalibaru Banyuwangi, obtained $T_{count} > T_{table} = 5.178 > 2.021$ with a correlation coefficient (R) of 0.633 and a coefficient of determination (R²) 0.401 or 40.1%
2. There is an Influence of Learning Media on Physical Education Learning Outcomes of Class VIII SMPN 1 Kalibaru Banyuwangi, obtained $F_{count} > F_{table} = 5.394 > 2.021$ with a close correlation coefficient (r) 0.649 and coefficient of determination (r²) 0.421 or 42.1%.
3. There is an effect of learning activities and learning media together on physical education learning outcomes for class VIII SMPN 1 Kalibaru Banyuwangi, obtained $F_{count} > F_{table} = 13,724 > 2,852$ with a close correlation coefficient (r) 0,520. and the coefficient of determination (R²) is 0.721 or 72.1%.

Suggestion

Based on the results of research on the effect of learning activities, learning interest and learning media on physical education learning outcomes for class VIII SMP N 1 Kalibaru Banyuwangi, the suggestions are as follows:

1. To improve learning outcomes, students should have high learning motivation in the teaching and learning process and do the tasks given by the teacher
2. To increase interest in learning, students must have a high sense of curiosity. High interest in learning will have an impact on good learning outcomes or achievements, so the higher the interest in learning, the higher the achievements to be achieved.
3. Teachers should be more creative in presenting a subject matter, namely by using learning media that are in accordance with the subject matter. With good teaching media, every material taught can be easily accepted and absorbed and of course interesting for students to learn.
4. Schools and parents should provide complete learning facilities so that the student learning process runs well.

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