

THE INFLUENCE OF DISCUSSION METHODS, AUDIO-VISUAL MEDIA, AND LEARNING MOTIVATION ON STUDENT ECONOMIC LEARNING OUTCOMES

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Abstract

This study aims to analyze the simultaneous influence of audio-visual methods, discussion methods, and learning motivation on the learning outcomes of students in economics at SMAN 1 Tiris, analyze the influence of audio-visual media methods on the learning outcomes of students at SMAN 1 Tiris, analyze the influence of discussion methods on the learning outcomes of students at SMAN 1 Tiris, and analyze the influence of learning motivation on the learning outcomes of students at SMAN 1 Tiris. The method used in this study is the survey method with discussion method (X1), audio visual media (X2), learning motivation (X3) while the dependent variable is learning outcomes (Y). The data collection technique is from primary data in the form questionnaires and secondary data in the form of documentation of report card grades, school profiles, facilities and infrastructure, and students to be studied. The use of the scale in this study is the Likert scale which will be used in a closed questionnaire. The results obtained in this study are that there is a positive and significant influence simultaneously between the discussion method, audio-visual media, and learning motivation on the learning outcomes of students of SMAN 1 Tiris Probolinggo. Student learning outcomes are a reflection of the discussion method, the use of audio-visual media, and the use of good learning motivation in supporting the implementation of learning in the subjects taken by students.

Keywords: *Learning motivation, audio visual media, discussion methods, learning outcomes*

INTRODUCTION

Education has a crucial role in shaping quality human resources, and schools are the main place for students to develop intellectual abilities, skills, and attitudes. At SMAN 1 Tiris, Probolinggo, economics subjects have an important role in helping students understand the economic dynamics that occur around them. This subject not only serves to provide knowledge about economic theory, but also trains students' analytical skills in understanding economic events that occur in daily life (Garcia & Lopez, 2017).

However, based on the results of initial observations at SMAN 1 Tiris, Probolinggo, it can be seen that student learning outcomes in economics subjects have not reached the expected level. Some students have difficulty understanding the economic concepts taught, which leads to low learning outcomes. This condition raises concerns that various internal and external factors can affect the academic performance of students in this lesson. These

factors include the learning methods used, the learning media applied, and the students' learning motivation (Nurhadi & Setyaningrum, 2017).

The learning method applied by teachers at SMAN 1 Tiris greatly determines the effectiveness of the learning process. One of the methods that is often used is the discussion method, which allows students to actively participate, exchange ideas, and develop critical thinking skills. Through discussions, students can delve deeper into the subject matter by exchanging ideas and opinions. However, the effectiveness of this method depends largely on how the teacher directs the discussion. Discussions that are not directed or well structured can cause students to be confused and even reduce their interest and learning outcomes. Therefore, it is important for teachers at SMAN 1 Tiris to design and direct discussions with the right strategies so that learning objectives can be achieved (Taylor & Martin, 2021).

In addition to the discussion method, the use of the right learning media also has a big impact on student learning outcomes. The use of audio-visual media, for example, has been shown to be effective in helping students understand abstract and complex economic concepts. At SMAN 1 Tiris, teachers have started to integrate audio-visual media in learning, such as videos, animations, and multimedia-based presentations, to make learning more engaging and interactive. This media not only helps students in understanding the material, but also increases their interest in learning (Anderson & Thompson, 2019).

In addition to learning methods and media, the learning motivation of students at SMAN 1 Tiris is also a key factor that affects their learning outcomes. Learning motivation can come from within students (intrinsic) or from outside (extrinsic). Students who have high motivation to learn tend to be more persistent, diligent, and proactive in participating in learning and completing tasks given by teachers. They are also better able to face challenges in understanding difficult material. In contrast, students who have low motivation to learn often have less interest in lessons, tend to procrastinate on assignments, and are less actively involved in learning activities (Smith & Johnson, 2018).

At SMAN 1 Tiris, student learning motivation is very important in the context of economic learning, considering that this subject is often considered difficult by most students. Complex and abstract economic concepts often make students feel difficult and eventually lose interest in learning. Therefore, teachers need to apply the right learning methods and use interesting learning media to maintain and even increase student learning motivation.

Previous research has shown that there is a significant relationship between learning methods, learning media, and learning motivation and student learning outcomes. However, further exploration is still needed to understand the extent to which discussion methods, the use of audio-visual media, and learning motivation together affect the economic learning outcomes of students at SMAN 1 Tiris. This understanding is important so that teachers can design learning strategies that are more effective and in accordance with the characteristics of students in this school.

Each school has its own characteristics and challenges, as well as SMAN 1 Tiris. Therefore, this research is expected to provide a deeper understanding of the influence of discussion methods, audio-visual media, and learning motivation on economic learning outcomes in this school. By conducting research that focuses on the local context, it is hoped that the results can provide more relevant and applicable solutions to improve the quality of economics learning at SMAN 1 Tiris (Jones & Patel, 2022).

In this study, an analysis will be carried out on the influence of discussion methods, audio-visual media, and learning motivation on the economic learning outcomes of students at SMAN 1 Tiris. This study uses a quantitative approach with a correlational design, involving students who are studying economics subjects. Data on the learning methods used by teachers, the learning media applied, and student learning motivation will be collected through questionnaires and direct observations.

The data obtained will be analyzed using multiple linear regression statistical techniques to see the extent to which discussion methods, audio-visual media, and learning motivation affect students' economic learning outcomes, either jointly or partially. The results of this study are expected to provide new insights for teachers, policy makers, and researchers in developing more effective learning strategies that are in accordance with the conditions of students at SMAN 1 Tiris (Williams & Hall, 2021).

The conclusion of this study is expected to provide useful recommendations for teachers at SMAN 1 Tiris in improving the quality of economics learning. By understanding the influence of discussion methods, audio-visual media, and learning motivation on student learning outcomes, teachers can be more careful in choosing and implementing learning strategies that can improve student learning outcomes, especially in economics subjects. The results of this study are also expected to contribute to the development of better education policies at the school level, especially in terms of improving the quality of learning in subjects that are considered difficult such as economics.

METHOD

This study uses quantitative data. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples. The approach used in this research data is a quantitative approach, because the data information obtained is presented in the form of numbers and analyzed using statistical analysis.

The method used in this study is the survey method. This research also aims to provide explanations of things related to free and bound variables.

There are 4 main variables that are the center of attention of this study, including:

- a. Discussion method, free variable (X1)
- b. Audio media, visually free variable (X2)
- c. Learning motivation, independent variable (X3)
- d. Learning outcomes, bound variable (Y)

The population in this study is all students of SMAN 1 Tiris Probolinggo Regency. These populations include:

- a. Class XA consists of 30 students with details of male students ranging from 14 children while female students ranging from 16 children.
- b. Class XB has 29 students with details of male students ranging from 21 children while female students ranging from 8 children.
- c. Class XC has 32 students with details of male students ranging from 23 children while female students ranging from 9 children.

So the population of the research conducted at SMAN 1 Tiris Probolinggo Regency is around 91 students. *Sample random sampling* is a technique to obtain samples that are directly carried out in the sampling unit. Thus each sampling unit as an element of an isolated population gets the same opportunity to be a sample or to represent the population. This method is done when the members of the population are considered homogeneous. This technique can be used when the number of sampling units in a population is not too large. Because the population is less than one hundred, a sample of 91 students of SMAN 1 Tiris Probolinggo Regency was determined.

In carrying out research activities, the author uses several data collection techniques, including:

a. Questionnaire

This data collection technique is carried out by giving written questions to respondents to be answered. The type of questionnaire used is a closed questionnaire using a *Likert scale*.

b. Documentation

The documentation technique is used to obtain data that is already available in the form of notes, reports, and photos. This technique is used to collect data on student scores, namely report card scores, school profiles, facilities and infrastructure, and the number of students to be studied.

In this study, the SPSS version 26 program was used to analyze data. The use of the SPSS program is used to analyze several things, including:

a. Simple linear regression

A simple correlation analysis is the relationship between two variables. In the correlation calculation, a correlation coefficient will be obtained that shows the close relationship between the two variables.

b. Regresi linear berganda

Multiple linear regression is a regression capital that involves more than one independent variable. Multiple linear regression analysis was carried out to determine the direction and how much influence the independent variable had on the dependent variable (Ghozali, 2018).

c. Descriptive Analysis

Descriptive analysis is a statistic used to analyze data by describing or describing the data that has been collected as it is without intending to make generalized conclusions or generalizations.

d. Analisis Frekuensi

Frequencies is a data analysis for the presentation of data in the form of tables or percentages (in statistics it is known as frequency distribution. (Singgih Santoso, 2018). Data presentation, including: Bar, Line, Pie, Histogram, area, Pareto etc.

Chart Analysis

Frequencies are data analysis of discussion methods, audio-visual media, and learning motivation. Singgih Santoso, (2018),

for the presentation of data in the form of tables. In this study, the author uses the Graph method (Singgih Santoso, 2018)

RESULTS AND DISCUSSION

Result

Data processing was carried out in two stages, the first stage was carried out by calculating and summing each score, then finding the average score answer from each respondent. For each independent variable, the discussion method (X1), audio-visual media (X2), learning motivation (X3) and the presentation of variables bound to learning outcomes (Y).

Then the second stage is carried out to calculate the statistical components needed in the analysis which includes a validity test with

the product moment correlation formula, a reliability test with the Cronbach's Alpha formula, a normality test with chi squared, a test linieritas, looking for mean (M), standard deviation (SD), data analysis with the double regression correlation formula as described in the previous chapter. Meanwhile, the calculation of SPSS 26 statistical analysis (Singgih Santoso, 2018).

Based on the results of the data processing carried out, the research data can be described with the aim of providing information about the state of the independent variables of the discussion method (X1), audio-visual media (X2), learning motivation (X3) and the presentation of variables bound to learning outcomes (Y). An overview of the score and the criteria can be tabulated as follows:

Instrument Test Results

In detail, the score results of each variable are presented as follows:

Table 1. Tabulation of Research Results Score

Statistics					
		X1	X2	X3	Y
N	Valid	91	91	91	91
	Missing	0	0	0	0
Mean		40.03	40.21	4.01	86.58
Median		46.00	46.00	4.60	88.00
Std. Deviation		8.151	8.085	.804	4.033
Minimum		30	30	3	74
Maximum		49	49	5	92
Sum		3643	3659	365	7879

a. Discussion Method (X1)

Based on the results of the questionnaire distribution for the discussion method (X1), the following data were obtained:

Table 2. Tabulation of Variable Score Discussion Method (X1)

X1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	2.2	2.2	2.2
	31	22	24.2	24.2	26.4
	32	11	12.1	12.1	38.5
	33	5	5.5	5.5	44.0
	34	3	3.3	3.3	47.3
	35	1	1.1	1.1	48.4
	46	5	5.5	5.5	53.8
	47	15	16.5	16.5	70.3
	48	11	12.1	12.1	82.4

	49	16	17.6	17.6	100.0
	Total	91	100.0	100.0	

Based on the table above, the average answer of 91 respondents in the discussion method (X_1) was the lowest 1.1% as many as 1 respondent and the highest was 24.2% as many as 22 respondents.

b. Audio visual media

Based on the results of the distribution of the questionnaire for audio visual media (X_2), the following data was obtained:

Table 3. Tabulation of the Average Score of Audio Visual Media Variables (X_2)

X2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	2.2	2.2	2.2
	31	17	18.7	18.7	20.9
	32	12	13.2	13.2	34.1
	33	8	8.8	8.8	42.9
	34	4	4.4	4.4	47.3
	36	1	1.1	1.1	48.4
	46	5	5.5	5.5	53.8
	47	10	11.0	11.0	64.8
	48	16	17.6	17.6	82.4
	49	16	17.6	17.6	100.0
	Total	91	100.0	100.0	

Source of Analysis, SPSS 26 (Singgih Santoso, 2018) 2024

Based on the table above, the average answer of 91 respondents in audio visual media (X_2) was the lowest 1.1% as many as 1 respondent and the highest was 18.7% as many as 17 respondents. This can be illustrated in the following diagram:

c. Learning Motivation (x_3)

Based on the results of the distribution of the learning motivation questionnaire (X_3), the following data were obtained:

Table 4. Tabulation of Average Score of Learning Motivation Variables (X_3)

X3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	2.2	2.2	2.2
	3	14	15.4	15.4	17.6
	3	20	22.0	22.0	39.6
	3	4	4.4	4.4	44.0
	3	3	3.3	3.3	47.3
	4	1	1.1	1.1	48.4
	5	4	4.4	4.4	52.7
	5	12	13.2	13.2	65.9
	5	22	24.2	24.2	90.1
	5	9	9.9	9.9	100.0
	Total	91	100.0	100.0	

Based on the table above, the average answer of 91 respondents for learning motivation (X_3) was the lowest 1.1% for 1 respondent and the highest was 24.2% for 22 respondents.

d. Learning Outcomes (Y)

Based on the report card results for learning outcomes (Y), the following data were obtained:

Table 5. Tabulation of Average Score of Learning Outcome Variables (Y)

		Y			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	74	1	1.1	1.1	1.1
	76	1	1.1	1.1	2.2
	78	1	1.1	1.1	3.3
	79	6	6.6	6.6	9.9
	81	5	5.5	5.5	15.4
	82	1	1.1	1.1	16.5
	83	1	1.1	1.1	17.6
	84	13	14.3	14.3	31.9
	85	3	3.3	3.3	35.2
	86	4	4.4	4.4	39.6
	87	1	1.1	1.1	40.7
	88	10	11.0	11.0	51.6
	89	20	22.0	22.0	73.6
	90	16	17.6	17.6	91.2
	91	7	7.7	7.7	98.9
92	1	1.1	1.1	100.0	
Total		91	100.0	100.0	

Based on the table above, the average answer of 91 respondents for the Learning Outcome (Y) variable was the lowest 1.1% for 7 respondents and the highest was 22.0%. as many as 20 respondents.

Hypothesis Test Results

Normality Test

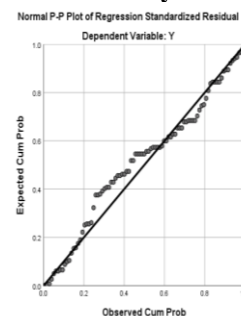
From the results of the normality test for data derived from independent variables, namely discussion method (X1), audio-visual media (X2), learning motivation (X3) and variables bound to student learning outcomes (Y), the results were obtained that these variables were

Linearity Test

From the results of the linearity test for data derived from independent variables, namely discussion method (X1), audio-visual media (X2), and learning motivation (X3) and the bound

normally distributed. Graphically, normality These variables can be described as follows.

Figure 1. Normality Test Results



variable of student learning outcomes (Y), the results were obtained that the variables were normally distributed. Graphically, the lineart of these variables can be described as follows:

Table 6. Results of the X1 Linearity Test with Y

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
* X1	Between Groups	(Combined)	414.179	9	46.020	3.550	.001
		Linearity	350.322	1	350.322	27.026	.000
		Deviation from Linearity	63.857	8	7.982	.616	.762
	Within Groups		1049.953	81	12.962		
Total		1464.132	90				

The linearity in the Anova table X1 with Y is obtained .762, then the relationship between X1 and Y is linear meaning that the change of the

variable X1 is followed by the change of the variable Y.

Table 7. Results of the X2 Linearity Test with Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
* X2	Between Groups	(Combined)	386.774	9	42.975	3.231	.002
		Linearity	348.047	1	348.047	26.168	.000
		Deviation from Linearity	38.727	8	4.841	.364	.937
	Within Groups		1077.358	81	13.301		
	Total		1464.132	90			

The linearity in the Anova table X2 with Y is obtained .937, then the relationship between X2 and Y is linear meaning that the change of the

variable X2 is followed by the change of the variable Y

Table 8. Results of the X3 Linearity Test with Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
* X3	Between Groups	(Combined)	409.639	9	45.515	3.496	.001
		Linearity	352.544	1	352.544	27.080	.000
		Deviation from Linearity	57.096	8	7.137	.548	.817
	Within Groups		1054.493	81	13.018		
	Total		1464.132	90			

The linearity in the Anova table X3 with Y is obtained .817, so the relationship between X3 and Y is linear meaning that the change of the variable X3 is followed by the change of the variable Y

hypothesis. And statistical analysis was carried out to test hypotheses 1, 2, and 3. The results of the hypothesis test mentioned above using the SPSS 26 program (Singgih Santoso 2018), will first be stated a positive and significant influence together discussion methods, audio-visual media and learning motivation, on student learning outcomes. This is shown in the following table:

Hypothesis Testing

Before hypothesis testing, a null hypothesis is first presented that is tied to an alternative

Table 8. Double Regression X1, X,2 and X3 to Y

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.492 ^a	.243	.216	3.570	.938
a. Predictors: (Constant), X3, X1, X2					
b. Dependent Variable: Y					

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	355.088	3	118.363	9.285	.000 ^b
	Residual	1109.044	87	12.748		
	Total	1464.132	90			
a. Dependent Variable: Y						
b. Predictors: (Constant), X3, X1, X2						

The value of the determination coefficient (R²) of the correlation coefficient is .492a which means that the independent variables X1, X2, and X3 are able to explain the bound variable Y by 49.2% while the remaining 50.8% are explained by other variables outside the model. This shows that the independent variable with the bound variable has a significant positive influence.

The results of the fourth hypothesis test read that there was a positive and significant influence

together of discussion methods, audio-visual media and learning motivation, on student learning outcomes. The results of data analysis obtained multiple linear regression of 0.000b with a significance of 0.005. This number of 0.000 is smaller than the alpha of 0.05. Thus, it can be said that the influence of X1, X2, and X3 on Y is significant.

Discussion

The research conducted at SMAN 1 Tiris, Probolinggo, aims to understand the influence of discussion methods, audio-visual media, and learning motivation on student learning outcomes in economics subjects. Based on the analysis carried out, it was found that these three variables have a significant influence on student learning outcomes, both individually and together. These findings are in line with the theory of learning which states that a combination of appropriate teaching methods, the use of relevant media, and high learning motivation can improve the overall quality of learning (Setiawan & Rahmawati, 2019).

The discussion method is one of the effective approaches because it actively involves students in the learning process. At SMAN 1 Tiris, this method is applied to encourage students to think critically and participate in solving economic problems. The results of the study showed that students who were active in discussions tended to have a better understanding of the material discussed. Discussions allow students to explore different points of view, deepen their understanding, and develop critical thinking skills. However, the success of this method is highly dependent on the teacher's ability to direct and manage discussions well (Arifin & Hidayati, 2020).

In addition, the use of audio-visual media has also been proven to have a positive effect on students' economic learning outcomes. This media helps students understand abstract economic concepts more easily, through concrete and interesting visualizations. At SMAN 1 Tiris, teachers utilize various types of media, such as video and animation, to make learning more interactive. The proper use of media not only helps in understanding the material, but also increases students' interest and motivation in learning (Brown & Green, 2020).

Learning motivation is also an important factor that affects student learning outcomes. This study found that students who have high motivation to learn, both intrinsic and extrinsic, tend to achieve better learning outcomes. Intrinsic motivation, such as the desire to understand the material, and extrinsic motivation, such as the desire to get high grades, encourage students to study more diligently. At SMAN 1 Tiris, students' learning motivation is influenced by the learning environment created by teachers. Teachers who are able to create a supportive environment and provide positive

feedback can significantly increase student learning motivation (Lestari & Wijayanti, 2018).

The combination of discussion methods, audio-visual media, and learning motivation forms a strong synergy in improving student learning outcomes. These three factors complement and strengthen each other, creating a conducive learning environment at SMAN 1 Tiris. This study also shows that the effectiveness of discussion methods, audio-visual media, and learning motivation can vary depending on the context and characteristics of students, so teachers need to consider these factors in designing effective learning strategies (Wulandari & Utami, 2020).

The results of this study make an important contribution to the development of learning strategies at SMAN 1 Tiris. Teachers can be more careful in choosing and implementing learning approaches that suit the needs of students. This study also provides practical implications for policymakers in schools, by demonstrating the importance of providing facilities that support the use of audio-visual media, as well as training for teachers in applying effective discussion methods (Carter & Evans, 2019).

Overall, this study shows that a holistic approach to learning, which integrates various elements such as teaching methods, media use, and learning motivation, can create a more meaningful learning experience for students. This approach has proven to be effective in improving students' economic learning outcomes at SMAN 1 Tiris. However, it is important to remember that each student has different learning needs, so flexibility in applying learning methods and using media is key to achieving optimal learning outcomes (Prasetyo & Sukmawati, 2022).

In addition, the results of this study underscore the importance of learning motivation as a key factor in learning. Motivation not only encourages students to learn, but it also affects how deeply they understand the material and how well they can apply the knowledge gained in real-life situations. Thus, efforts to increase students' learning motivation must be the main focus in planning and implementing learning in schools (Suryadi & Kusumawati, 2021).

This research also opens up opportunities for further research on other factors that can affect student learning

outcomes, such as emotional intelligence, family support, and the availability of learning resources. Further research can explore how combinations of different learning methods and media can be more effective in improving learning outcomes. The results of this study provide new insights that can be used to develop more effective learning strategies that are in accordance with the conditions of students at SMAN 1 Tiris.

In the end, this study provides recommendations for teachers at SMAN 1 Tiris to continue to innovate and find ways to adapt learning strategies to the needs and characteristics of students. This is important to ensure that every student gets the same opportunity to achieve optimal learning outcomes, especially in economics subjects that are often considered difficult by most students.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Discussion methods, audio-visual media, and learning motivation significantly had a positive effect on student learning outcomes in economics subjects at SMAN 1 Tiris, Probolinggo. These three variables, when applied effectively and adjusted to the needs and characteristics of students, form a strong synergy in creating a conducive learning environment, improving understanding, and student learning outcomes. Therefore, a combination of learning strategies that include interactive teaching methods, the use of relevant media, and strengthening learning motivation is very important to be implemented to achieve optimal learning outcomes.

Suggestion

Develop and integrate well-structured discussion methods, utilize relevant and engaging audio-visual media, and increase efforts to motivate students through both intrinsic and extrinsic approaches. It is important for teachers to continue to innovate in designing learning strategies that can accommodate students' individual needs and create a supportive learning environment, so that students can better understand economic materials and achieve better learning outcomes. In addition, there is a need for training for teachers on the use of media and discussion

techniques as well as efforts to create programs that can increase students' motivation to learn in a sustainable manner.

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