

The Influence of Internet-Based Learning Media and Learning Facilities on the Learning Achievement of MA Mambaul Ulum Students



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ABSTRACT: This study aims to find out how student learning achievement at MA Mambaul Ulum is influenced by learning resources and online learning environment. This study uses a sample of 104 respondents and is quantitative. The Likert scale is included in the data collection questionnaire. Multiple linear regression analysis is a technique used for analysis. The results showed that although the Learning Facilities variable ($0.018 < 0.05$) affected learning achievement, the Internet-Based Learning Media variable did not affect (significance value = $0.247 > 0.05$). The findings of the simultaneous test show that, with significance values of less than 0.001 and less than 0.05, Internet-Based Learning Media and Learning Facilities have a simultaneous impact on Learning Achievement.

KEYWORDS: Internet-Based Media, Learning Facilities, Learning Achievement

I. INTRODUCTION

The purpose of education is to provide students with the tools and environment they need to actively develop their moral character, intelligence, self-control, spiritual power, and other skills they need for society and themselves. One of the elements of the learning system that is very crucial in the learning process is the learning medium. Today's students who use learning media need to be independent and engaged. Finding educational resources is much easier with easy internet access. The internet provides resources for learning resources other than books, although there are many books available today. (Simamora, 2019). One of the elements of the learning system is learning media which is very important in the learning process. The purpose of using learning media is to increase students' understanding of the subjects they are learning. Once the chosen material has been selected, we must help students understand what is being taught. (Susanto, 2019).

According to Solihatin (2017) the learning process will be easier with the use of online resources in educational institutions; The internet is a better medium to overcome the problem of lack of books in libraries. Therefore, internet-based educational materials can be used to save time, cost, effort, and other resources while improving the quality and equitable distribution of education if designed and used appropriately. as a medium that is expected to play a role in a procedure. The implementation of interactive contact between teachers and students required in a learning activity is expected to be supported by the internet in the context of teaching and learning in schools. Because learning is essentially a communication process, the delivery of messages from the sender media to the recipient is very crucial for the learning process. Rich in content and teachings, communicated through verbal and nonverbal communication cues. (Susanto, 2019).

The most important element in the educational process is school infrastructure, which contains various needs to carry out daily activities. One of the prerequisites for education to run efficiently is infrastructure. (Azma, 2019). The quality of education must continue to be improved because it is the main factor that determines the competitiveness of a country and the source of national growth. The state of education in the country is still diverse, according to the latest data. Factors that cause gaps in the quality of education include inadequate infrastructure and facilities, lack of human resources, and a curriculum that is not ready for further learning. (Damanik, 2019).

The implementation of the teaching and learning process is greatly helped by the role of infrastructure and teaching and learning facilities. Although the field of education has great aspirations, there are also several problems that hinder the implementation of teaching and learning activities in the classroom. The problem of infrastructure and educational facilities is one of the problems

The Influence of Internet-Based Learning Media and Learning Facilities on the Learning Achievement of MA Mambaul Ulum Students

faced by schools. (Munthe, 2019).

The government has made a number of efforts to improve the standard of education in the country. The National Education Standards Agency (BSNP) was established as part of this effort, and many regulations have been issued, one of which addresses the standards of educational facilities. Schools must be able to provide facilities that are in accordance with national education standards so that these standard facility regulations can apply. In an effort to improve teaching standards, instructors must also become more skilled in a variety of educational settings. (BNSP, 2006).

Changes in the method of using internet-based learning media were carried out by teachers at MA Mambaul ulum who previously only used books, books and LKS as learning media and there was an improvement in the quality of learning facilities carried out by the Madrasah such as improvements to the learning room, equipping learning equipment and using the right learning resources. The use of internet-based learning media began with a pandemic that resulted in teaching and learning activities using an online system. Until now, students are looking for additional learning references apart from the material provided by the teacher with the aim of adding insight and strengthening student understanding.

The researcher conducted a study entitled "The Influence of Internet-Based Learning Media and Learning Facilities on the Learning Achievement of MA Mambaul Ulum Students" based on the background of the above information.

RESEARCH METHODS

The purpose of this study is to find the partial and simultaneous impact of independent factors on dependent variables. This study uses a quantitative methodology, where Internet-Based Learning Media is represented by X1. X2 represents Learning Facilities and Y represents Learning Achievement. The complete population, or up to 104 respondents, all of whom were students of MA Mambaul Ulum, were sampled for this study. The data collection approach includes questionnaires, interviews, documentation, and observations. Before being disseminated, to ensure the questionnaire is suitable for use in the study, the questionnaire is initially validated using validity and reliability tests. Among the methods for analyzing data are multiple linear regression analysis, hypothesis testing, and traditional assumption testing.

RESEARCH RESULTS AND DISCUSSIONRESEARCH RESULTS

Description of Respondent Characteristics

The sample in the study was as many as 104 respondents of MA Mambaul Ulum Class X and XI students with the following details:

Table 1 Respondent Data by Class

It	Class	Number of Students	Percentage
1	X	51	49,1%
2	XI	53	50,9%
Sum		104	100%

Classical Assumption TestNormality Test

Table 2 Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual	
N		104	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	3.13784861	
Most Extreme Differences	Absolute	.053	
	Positive	.053	
	Negative	-.044	
Test Statistic		.053	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.673	
	99% Confidence Interval	Lower Bound	.661
		Upper Bound	.685

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 334431365.

The Influence of Internet-Based Learning Media and Learning Facilities on the Learning Achievement of MA Mambaul Ulum Students

If the value of Asymp. Sig (2-tailed) >0.05, residual data is consistently distributed, as indicated by the Asymp value. Sig (2-tailed) of 0.200 in the previous table.

Multicolonality Test

Table 3 Multicolonality Test Coefficients^a

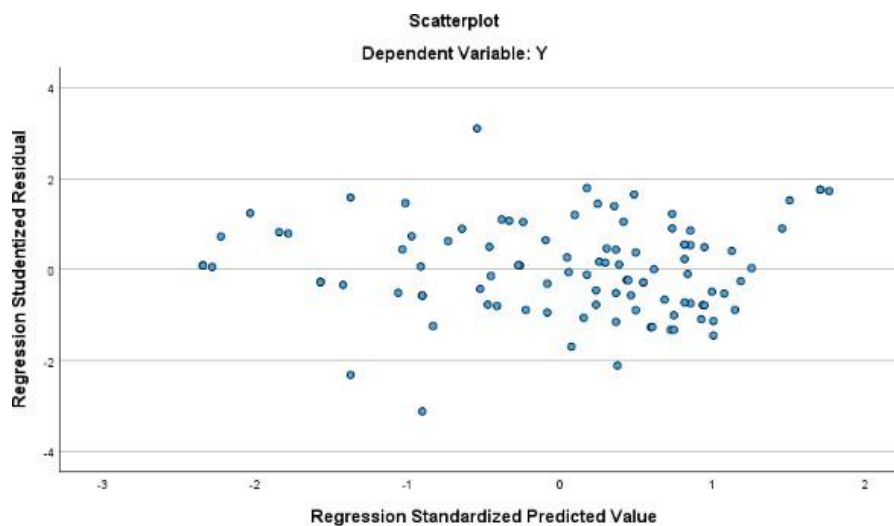
Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	13.767	1.648		8.351	<.001		
Media Pembelajaran Berbasis Internet	.086	.074	.146	1.164	.247	.522	1.917
Fasilitas Belajar	.187	.077	.302	2.413	.018	.522	1.917

a. Dependent Variable: Prestasi Belajar

The Internet-Based Learning Media variable and the Learning Facilities variable both have a VIF value of 1.917, as seen in the previous table. Each independent variable had a tolerance value higher than or equal to 0.52 and a VIF value of less than 10. This suggests that there is no multicollinearity or noncollinearity among the independent variables in the regression model.

Heteroscedasticity Test

Table 4 Heteroscedasticity Test



There is no pattern seen in the point distribution on the Scatterplot chart above, therefore no heteroscedasticity occurs, as indicated by the distribution above and below the zero point of the Y-axis.

Multiple Linear Analysis

Table 5 Multiple Linear Regression Analysis Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	13.767	1.648		8.351	<.001		
Media Pembelajaran Berbasis Internet	.086	.074	.146	1.164	.247	.522	1.917
Fasilitas Belajar	.187	.077	.302	2.413	.018	.522	1.917

a. Dependent Variable: Prestasi Belajar

In the table above, the regression equation from the results of statistical calculations is obtained as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

The Influence of Internet-Based Learning Media and Learning Facilities on the Learning Achievement of MA Mambaul Ulum Students

Learning achievement = 13,767 + 0.086 X1 + 0,187 X2 + e

The results of multiple linear regression analysis show that elements of learning facilities and internet-based learning resources have a linear influence on student learning achievement.

Hypothesis Test Test T (partial)

Table 6 Test T (partial) Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	13.767	1.648		8.351	<.001		
Media Pembelajaran Berbasis Internet	.086	.074	.146	1.164	.247	.522	1.917
Fasilitas Belajar	.187	.077	.302	2.413	.018	.522	1.917

a. Dependent Variable: Prestasi Belajar

The internet-based learning media variable had a sig value of 0.247 > 0.05 based on the results of the t-test, which showed that the variable had no effect on the learning achievement variable. With a sig value of 0.018 < 0.05, the variable of learning facilities was significant to the variable of learning achievement.

Test F (Simultaneous)

Table 7 Test F (Simultaneous)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	212.891	2	106.445	10.601	<.001 ^b
	Residual	1014.148	101	10.041		
	Total	1227.038	103			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Based on the results of the F test, Ha can be accepted if the sig value is less than 0.001 and less than 0.05. This shows that the dependent variable, learning achievement, is influenced both simultaneously and jointly by independent variables, Internet- Based Learning Media and Learning Facilities.

DISCUSSION

Based on the results of the research, the academic achievement of MA Mambaul Ulum students is not affected by online learning resources. This study supports the research of Simamora (2019) which did not find a relationship between online media consumption and academic achievement. The results of the interviews showed that a number of respondents had obstacles in terms of having gadgets or devices, so that the internet-based learning materials in this study had no effect on achievement. The use of internet-based learning media is only used at certain times, for example when learning online or when there is material or questions that are poorly understood, so it can be concluded that internet-based learning media is not the main medium in the learning process.

Students still depend on conventional learning media, for example, the use of LKS books and books provided by the school or the existence of other platforms other than the Ruang Guru application such as *google* and *youtube*. There are limitations in the devices used by students, not all students have adequate *mobile phones* to carry out internet-based learning and the number of computers or PCs owned by schools is also limited. However, the internet network provided by the school is quite adequate. The educational resources available to students at MA Mambaul Ulum affect their academic performance. The findings of Setyorini (2021) research which shows that the learning environment has a positive influence on students' academic progress, are strengthened by this study. The availability of adequate learning facilities during educational activities can have an impact on student academic achievement. Students can better understand the learning materials if they have access to a library that supports their knowledge, have a fun and conducive learning environment, have all the necessary equipment to study, and use

The Influence of Internet-Based Learning Media and Learning Facilities on the Learning Achievement of MA Mambaul Ulum Students

appropriate learning resources. The school also provides a very complete range of learning resources, ranging from well-maintained whiteboards, desks, and classroom chairs. A friendly and supportive learning environment with teachers and students who can communicate effectively.

The learning outcomes of MA Mambaul Ulum students are influenced, either simultaneously or together, by internet-based learning resources and learning environments. Learning facilities and internet-based learning materials are interrelated, and if both are used to the fullest, learning achievement will increase. This research supports the research of Setyorini (2021) which found that student learning achievement is influenced by learning facilities and learning media. Student learning achievement is undoubtedly influenced by the use of quality learning resources and the availability of appropriate learning spaces. Academic grades are not the only indicator of learning achievement; Students' talents and skills can also be used to measure how well they learn new material and how they respond to their environment.

Internet-based learning media is not only useful for students in finding material or questions, but can help students in adapting to technology so that they can train students' abilities or skills in the digital era. The learning facilities provided by the school make students enthusiastic in learning. All educational buildings have the potential to facilitate learning for students, so that the use of online learning resources and learning environments can have an impact on student learning outcomes.

CONCLUSION

The following hypothesis has been proposed in this study and can be concluded based on the findings of the research and testing mentioned: The absence of a correlation between internet-based learning facilities and the learning achievement of MA Mambaul Ulum students is shown by a sig t value of $0.247 > 0.05$. There is a correlation between learning facilities and the learning achievement of MA Mambaul Ulum students, shown by a sig t value of $0.018 < 0.05$. (3) The combined use of online learning resources and learning environments has an impact on the academic performance of MA Mambaul Ulum students.

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The Influence of Internet-Based Learning Media and Learning Facilities on the Learning Achievement of MA Mambaul Ulum Students

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