

# Relationship Utilization of Learning Media and Learning Sources with Javanese Learning Outcomes

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## Abstract

The purpose of this research was to examine the positive and significant relationship between the use of learning media and learning resources with Javanese language learning outcomes fourth grade students of SDN Cluster Melati, Semarang City. This research is a quantitative type of correlation research. The population in this research was the fourth grade students of SDN Gugus Melati, Semarang City. This research amounted to 115 students. Sampling technique using saturated sample. Data collection techniques using questionnaires, documentation, and interviews. The instrument test was carried out by testing the validity and reliability. Test prerequisite analysis using normality, linearity, and multicollinearity tests. While the data analysis techniques with descriptive statistics, product moment correlation analysis, multiple correlation analysis, significant test, and the coefficient of determination. The results showed that there was a positive and significant relationship between utilization of learning media and learning resources with Java language learning outcomes, variable contribution utilization of learning media and learning resources the learning outcomes are included in the strong category and contribute as much as 40,9%.

Keywords: Learning Outcomes; The use of Learning Media; Learning Resources

## 1. INTRODUCTION

Education is an important thing in human life. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 1 states that education is a conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control and emotional, intelligence, noble character, and skills needed by themselves, society, nation and state.

Law of the Republic of Indonesia Number 20 of 2003 Chapter X Article 37 paragraph 1 concerning the curriculum for primary and secondary education, one of which must contain local content in accordance with regional potential, namely the Javanese language. At this time, learning is carried out indirectly or online with students due to the Covid-19 pandemic. The implementation of the educational process encountered several obstacles. The Covid-19 pandemic has forced students to study at home. Learn students by using gadgets. Barriers to online learning are many students who do not have a device so that in doing assignments they wait for parents to come home from work. Another obstacle is the limited quota for students. Some complain about online learning because it costs money to buy a quota to take lessons.

Online learning causes students to be less than optimal in completing assignments and student learning outcomes. Less than optimal learning outcomes, the low number of student learning outcomes. Many factors determine the success of Javanese language learning, including the use of learning media and learning resources. The lack of use of learning media in learning causes students to get less variety of learning media. And the lack of learning resources used in learning, causing students to get less information and messages on the material. The lack of use of learning media in learning causes students to get less variety of learning media. And the lack of learning resources used in learning, causing students to get less information and messages on the material. The lack of use of learning media in learning causes students to get less variety of learning media. And the lack of learning resources used in learning, causing students to get less information and messages on the material.

Arsyad (2019:1) media as intermediaries students' learning process activities that are influenced by the environment include teachers, principals in carrying out learning. Satrianawati (2017:22) learning resources are all materials that facilitate a person's process of gaining experience. Learning resources are sources that support the activities of the learning process including support

systems, materials, and the surrounding environment that students use to obtain learning resources in order to be able to improve the quality of learning.

By using media learning and learning resources learning activities easier to achieve optimal learning outcomes. The learning outcomes of Sudjana (2016: 54) are changes in behavior after carrying out the learning process activities. In particular, developing local content according to Central Java Governor Regulation No. 57 of 2013 Javanese language is a language used for generations by the people of the Java region as a means of communication and cultural expression. The Javanese language is an Indonesian cultural heritage which is the identity and characteristic of the Javanese people, especially Central Java.

Information data that was found after conducting interviews and documentation on fourth grade students of SD Negeri Gugus Melati, obtained information that the score on the local content of the Javanese language was less than optimal. Student learning outcomes in the Mid-Semester of the Javanese language for the 2020/2021 school year, many students have not achieved the KKM score. The KKM score that has been passed is 70 for all schools. SDN Purwoyoso 01 (60%) students have not completed, SDN Purwoyoso 03 (51%) have not completed, class IVB 37 (54%) have not been completed, SDN Purwoyoso 04 (57%) has not been completed.

Based on the background of the existing problems, the researcher limits the learning outcomes, the use of learning media and learning resources. The formulation of the problem in this study are: (1) What is the relationship between the use of learning media and the learning outcomes of fourth grade Javanese at SD Negeri Gugus Melati? (2) What is the relationship between resource utilization? learning with Javanese language learning outcomes for fourth grade students at SD Negeri Gugus Melati? (3) How is the relationship between the use of learning media and learning resources with the learning outcomes of fourth grade Javanese at SD Negeri Gugus Melati? (4) Is there a positive and significant relationship between the use of instructional media and the learning outcomes of fourth grade Javanese at SD Negeri Gugus Melati? (5) Is there a positive and significant relationship between the use of learning resources and the learning outcomes of fourth grade Javanese at SD Negeri Gugus Melati? (6) Is there a positive and significant relationship between the use of learning media and learning resources with the learning outcomes of fourth grade Javanese at SD Negeri Gugus Melati? (7) How big is the contribution of the relationship between the use of learning media and the learning outcomes of fourth grade students in Java? Jasmine Cluster State Elementary School? (8) How big is the relationship between utilization of learning resources and learning outcomes of fourth

grade Javanese at SD Negeri Gugus Melati? (9) How big is the contribution of the relationship between the use of learning media and learning resources with the learning outcomes of fourth grade Javanese at SD Negeri Gugus Melati?

## 2. RESEARCH METHODS

This research is a quantitative research and includes the type of correlation. The subjects in this study were fourth grade students of SD Gugus Melati, Semarang City. The sampling technique was saturated sampling with a sample of 124 students. The variables in this study consisted of two independent variables, namely the use of learning media and learning resources and one dependent variable, namely the learning outcomes of Javanese. Data collection techniques using questionnaires, interviews, and documentation. The questionnaire in this study was used to find out information about the use of learning media and learning resources owned by each student, while the Javanese language learning outcomes were obtained from the results of the Mid-Event Semester Assessment for the 2020/2021 school year. Before the research instrument was used, a trial was conducted. Furthermore, the researchers tested the validity and reliability of the instrument. The data analysis techniques used in this study are: (1) prerequisite test includes normality test, test linearity, and multicollinearity test; (2) descriptive statistical analysis; and (3) analysis of hypothesis testing using simple correlation test, multiple correlation test, significance test or F test, and coefficient of determination test.

## 3. RESEARCH RESULT AND DISCUSSION

### Descriptive Analysis Results

Descriptive analysis is used to describe the data from each variable. In this study, the description of the data presented includes a description of the independent variable data, namely the use of learning media and learning resources as well as a description of the dependent variable data, namely the learning outcomes of the fourth grade Javanese students at SDN Gugus Melati, Semarang City.

### Results of Descriptive Analysis of Learning Media Utilization Variables (X1)

Learning media utilization data was obtained based on a questionnaire consisting of 30 statement items. The use of learning media in class IV SDN Gugus Melati Semarang City can be seen in the following table:

**Table 1** Category Utilization of learning media

No	interval Score	Category ri	Frequenc yensi	Perce ntage	Flat- flat
1	82-100	Very Good	32	28%	76
2	63-81	Good	76	66%	
3	44-62	Enough	7	6%	
4	25-43	Kuran g	0	0%	
friday lah			115	100%	Good

Based on Table 1, it can be concluded that the use of learning media in the "Very Good" category is 28% (32 students), the "Good" category is 66% (76 students), the category "Good" is 66% (76 students). "Enough" is 6% (7 students), and the "Poor" category is 0% (0 students).

ResultsDescriptiveAnalysisVariable Source study (X2)

Learning media utilization data was obtained based on a questionnaire consisting of 31 statement items. Utilization of learning resources in class IV SDN Gugus Melati Semarang City can be seen in the following table:

**Table 2** Category Learning Resources

No	interval Score	Category ri	Frequen cy ensi	Percent age	Flat- flat
2	51-75	Good	97	84%	76
3	26-50	Enough	0	0%	
4	0-25	Not enough	0	0%	
Amount			115	100%	Good

Based on Table 3, it can be concluded that the Javanese Language Learning Outcomes in the "Very Good" category are 16% (18 students), the "Good" category is 84% (97 students), the "Enough" category by 0% (0 students), and the category "Less" by 0% (0 students).

### Prerequisite Test Analysis Normality test

Normality test was carried out to find out the data on each variable analyzed is normally distributed (Sugiyono, 2017). The normality test in this study refers to the Kolgomorov-Smirnov test model. Based on the significance test of Learning Media Utilization of 0.075, the variable of Learning Resources Utilization was 0.200 and the variable of learning outcomes of Javanese language was 0.150. The result shows that each variable has a value of significance is greater than 0.05 then the third data

Based on Table 2, it can be concluded that the learning resources in the "Very Good" category are 30% (35 students), the "Good" category is 65% (75 students), the "Enough" category is 5% (5 students), and the "Less" by 0% (0 students).

### Results of Analysis of Learning Outcomes (Y)

The results of learning Javanese for fourth grade students are obtained from the Mid-Event Semester Assessment for the 2020/2021 academic year, which can be seen in the following table:

**Table 3** Category of Javanese Learning Outcomes

N o	interval Score	Category ri	Frequen cy ensi	Percent tase	Flat- flat
1	76-100	Very Good	18	16%	69
<hr/>					
No	interval Score	Category ri	Frequen cy ensi	Percent age	Flat- flat
1	82-100	Very Good	35	30%	76
2	63-81	Good	75	65%	
3	44-62	Enough	5	5%	
4	25-43	Kuran g	0	0%	
friday lah			115	100%	Good

variables are declared normally distributed.

### Linearity Test

The linearity test of the learning media utilization variable with student learning outcomes obtained a significance value of Deviation from Linearity  $0.367 > 0.05$ , so it can be concluded that the relationship between the use of learning media and learning outcomes is stated to be linear. While the linearity test of learning resource variables with student learning outcomes obtained a significance value of Deviation from Linearity  $0.265 > 0.05$ , it can be concluded that the relationship between learning resources and student learning outcomes is stated to be linear.

### Multicollinearity Test

Multicollinearity test used to determine whether there is a relationship (correlation) between one independent variable with other independent variables. The criteria for testing multicollinearity are if the VIF value is  $< 10$ , and the tolerance is more than 0.1, it can be concluded that there is no

multicollinearity between independent variables (Priyanto, 2017: 120). The results of the multicollinearity test show the Variance Inflation Factor (VIF) value of the Media Utilization variable Learning and Utilization of Learning Resources is 3,467 ( $3,46 < 10$ ) and the Tolerance value is 0.288 ( $0.288 > 0.1$ ), so it can be concluded that there is no multicollinearity between independent variables.

### Hypothesis Analysis

Hypothesis analysis using simple correlation analysis, multiple correlation analysis, significant test and coefficient of determination.

### The Relationship between Learning Media Utilization and Learning Outcomes

The simple correlation test in this study uses the product moment correlation test with the help of the SPSS version 25 program by comparing the significance value and rcount. The calculation results can be seen in the following table:

**Table 4** Simple Correlation Results between Utilization of learning media and Student Learning Outcomes

<b>Correlations</b>			
		X1_Usage_Media_Belajar	Y_Value_Language_Java
X1_Utilization_Media_Learn	Pearson Correlation	1	.631**
	Sig. (2-tailed)		.000
	N	115	115
Y_Value_Language_Java	Pearson Correlation	.631**	1
	Sig. (2-tailed)	.000	
	N	115	115

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

Table 4 shows that the correlation index (rcount) is 0.631, which means that the better the use of learning media, the better student learning outcomes. The rcount value of 0.631 indicates the magnitude of the correlation coefficient is included in the medium category, namely in the range of 0.60 - 0.799. The value of rcount is greater than rtable, namely  $0.631 > 0.1832$ , so  $H_{a1}$  is accepted.

### Relationship between learning resources and learning outcomes

The simple correlation test in the simple correlation test in this study uses the product moment correlation test with the help of the SPSS version 25 program. The calculation results can be seen in the following table:

**Table 5** Simple Correlation Results between Learning Resources and Learning Outcomes

<b>Correlations</b>			
		X2_Sumber_Belajar	Y_Value_Bahasa_Java
X2_Sumber_Belajar	Pearson Correlation	1	.582**
	Sig. (2-tailed)		.000
	N	115	115
Y_Value_Bahasa_Java	Pearson Correlation	.582**	1
	Sig. (2-tailed)	.000	
	N	115	115

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

Table 5 shows that the correlation index (rcount) is 0.660, which means that the better the learning resources, the better the student learning outcomes. The rcount value of 0.582 indicates the magnitude of the correlation coefficient is included in the medium category, namely in the range of 0.40 - 0.599. The value of rcount is greater than rtable, which is  $0.582 > 0.1832$ , so  $H_{a1}$  is accepted.

### The Relationship between Utilization of Learning Media and Learning Resources with Learning Outcomes.

The multiple correlation test in this study used the product moment correlation test with the help of the SPSS version 25 program. The calculation results can be seen in the following table:

**Table 6** Multiple Correlation Results Utilization of learning media and learning resources on student learning outcomes

<b>Model Summary</b>		<b>Change Statistics</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Change	Sig. F Change
1	.638 <sup>a</sup>	.407	.397	4.69284	38.469	.000

a. Predictors: (Constant), X2\_Sumber\_Belajar, X1 Utilization Media Belajar

Table 6 shows that the correlation index (rcount) is 0.638, which means that there is a strong correlation or relationship between the use of learning media and learning resources and student learning outcomes. The rcount value of 0.638 indicates the

magnitude of the correlation coefficient is included in the strong category, which is in the range of 0.60-0.799. The value of  $r_{count}$  is greater than  $r_{table}$ , which is  $0.638 > 0.1832$ , so  $H_{a3}$  is accepted. The Relationship between Utilization of Learning Media and Learning Resources with Learning Outcomes.

The multiple correlation test in this study used the product moment correlation test with the help of the SPSS version 25 program. The calculation results can be seen in the following table:

**Table 6** Multiple Correlation Results Utilization of learning media and learning resources on student learning outcomes

Model Summary		Change Statistics							
el mod	R	R Squared	Adjusted R Square	Std. Error of the Estimate	R Square Change		F Change		Sig. F Change
					1	2	1	2	
1	.638 <sup>a</sup>	.407	.397	4.69284	.407	38.469	2	11.2	.000

a. Predictors: (Constant), X2\_Sumber\_Belajar, X1 Utilization Media Learning

Table 6 shows that the correlation index ( $r_{count}$ ) is 0.638, which means that there is a strong correlation or relationship between the use of learning media and learning resources and student learning outcomes. The  $r_{count}$  value of 0.638 indicates the magnitude of the correlation coefficient is included in the strong category, which is in the range of 0.60-0.799. The value of  $r_{count}$  is greater than  $r_{table}$ , which is  $0.638 > 0.1832$ , so  $H_{a3}$  is accepted.

#### 4. CONCLUSION

There is a positive and significant relationship between the use of learning media and the learning outcomes of the fourth grade Javanese language at SD Negeri Gugus Melati, Semarang City. It is proven by  $r_{count} > r_{table}$  namely  $0.631 > 0.1832$  at the 5% significance level, and is included in the strong category and has a positive value, and

contributes 39.9% to the students' learning outcomes of Javanese. There is a positive and significant relationship between the use of learning resources and the learning outcomes of the fourth grade Javanese language at SD Negeri Gugus Melati, Semarang City. It is proven by  $r_{count} > r_{table}$ , which is  $0.582 > 0.1832$  at a significance level of 5%, including the strong category and positive value and contributing 33.9% to the students' learning outcomes of Javanese. There is a positive and significant relationship between the use of learning media and learning resources with the learning outcomes of the fourth grade Javanese language at SD Negeri Gugus Melati, Semarang City. It is proven by  $r_{count} > r_{table}$  that is  $0.638 > 0.1832$  at a significance level of 5%,

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