Relationship between Learning Resources and Students' Learning Methods on Biology Student Learning Outcomes in XI MIPA Class

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Article Info	Abstract
	The achievement of student learning outcomes is influenced by various factors, such as learning resources and ways of learning. The purpose of this study is to determine the relationship between learning resources and learning outcomes; know the relationship between how to learn and the learning outcomes; and know the relationship between learning resources and ways of learning on the learning outcomes. The sample in this study was 108 students. The independent variables in this study are learning resources (X_1) and ways of learning (X_2). The dependent variable in this study is learning outcomes (Y). The data collection method used a questionnaire and documentation. Data analysis in this study used descriptive percentages, multiple linear regression, t test and F test. The results showed that the analysis of multiple linear regression obtained equation: $Y = 52.078 + 0.224X1 + 0.203X2$. Partially, the influence of learning resources on learning outcomes was 43.3%, while the influence of learning methods was 42.6%. Simultaneously, learning resources and ways of learning influenced the learning outcomes by 47.3%, with SE (X1) = 24.6%, and SE (X2) = 22.7%. Based on the results of the analysis, it can be concluded that learning resources and ways of learning significantly influenced learning outcomes, both partially and simultaneously. In this study, learning resources had a greater influence on learning outcomes compared to the of way of learning on learning outcomes. Thus, schools need to optimize all learning resources both in their existence and utilization, and students need to improve their way of learning in order to get optimal learning outcomes.

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INTRODUCTION

Learning is a process carried out by individuals consciously to obtain certain changes in behavior by interacting with the environment or learning resources. Syah (2009) said that learning is an activity that processes and is a basic element in the implementation of each type and level of education, this means that the learning process experienced by students greatly influences the success or failure of achieving educational goals. One indicator of achieving learning objectives can be seen from the high and low learning outcomes achieved by students. The higher student learning outcomes, the better the learning that has been carried out. The problem referred to in this study is the results of the UTS (Middle Semester Deuteronomy) Biology class XI MIPA students of 12th Senior High School Semarang, which is less than optimal due to the number of students who have not yet completed the grade (Minimum completeness criteria) of 62 students from 111 students with grades The KKM set is 77. This is allegedly due to factors of learning resources and ways of learning of students which are less than optimal.

Learning resources are all kinds of resources that exist outside a person (students) and allow (facilitate) the occurrence of the learning process (Munadi, 2013). According to Nur (2012) learning resources are everything that is available around the learning environment that serves to help optimize learning outcomes. In line with Yunanto (2004) which says that learning resources are materials that include learning media, teaching aids, play equipment to provide information or various skills to children or adults whose role is to assist children in learning. This learning source can be in the form of writing (handwritten or printed), pictures, photos, resource persons, natural objects, and objects of cultural results. AECT (Association of Education Communication Technology) in Rohani (2004) classifies learning resources into 6 types, namely messages, people, materials, devices, techniques, and settings. Nurdin (2011) states that adequate learning resources will be able to facilitate the implementation of the teaching and learning process. The more complete the learning resources available, the easier it will be for students to learn and encourage the achievement of learning objectives. Related to the function of learning resources, the Ministry of National Education (2004) states that in learning activities learning resources can increase learning productivity, provide the possibility of learning that is more individualized, can provide a more scientific basis, enable learning at once, and allow the presentation of broader learning. This is also reinforced by the results of research conducted by Meiristiya and Purwaningsih (2016) which states that the use of available learning resources has an influence on student achievement by 66%.

Another factor that can affect student learning outcomes is the way students learn. Hamalik (2013) said that the way to learn is the activities carried out in accordance with the learning situation, for example activities in taking lessons, facing tests / exams, and so on. The way students learn will affect the results obtained by these students. The better the way students learn the results obtained are also increasing, on the contrary if the way students learn poorly, the results obtained will also be low. Slameto (2003) suggests the steps of learning activities including: making a learning schedule, reading, taking notes, repeating lesson material, concentrating, and doing assignments. The results of research conducted by Mappeasse (2009) show that learning has a positive effect on learning achievement by 43%.

Factors that influence learning outcomes need to be investigated because by knowing the factors that have a positive effect, related parties such as students and teachers can improve these factors, so that the learning outcomes achieved will be high. Based on the explanation above, the purpose of this study is to analyze how the relationship between learning resources and ways of learning with student learning outcomes in Biology Class XI MIPA 12th Senior High School Semarang, so that it is seen how much influence between learning resources and ways of learning towards learning outcomes students, both partially and simultaneously.

RESEARCH METHOD

The study was conducted at 12th Senior High School Semarang in the odd semester of the 2019/2020. The population in this study were all students of XI MIPA Class which were divided into 5 classes, XI MIPA

1 to XI MIPA 5. The samples in this study were students of XI MIPA 1, XI MIPA 2, and XI MIPA 3, there were 108 students. Samples were taken by purposive sampling technique. Data collection in this study used the questionnaire and documentation method. Before conducting research, the validity and reliability of the questionnaire instruments were tested first. The data in this study were analyzed by descriptive analysis of the percentages used to describe the elements of each variable, as well as multiple linear regression analysis to determine the relationship and influence between learning resources and ways of student learning on learning outcomes. Previously, as a regression prerequisite test it was necessary to test the classical assumptions which consisted of tests of normality, multicollinearity and heteroscedasticity. To test the research hypothesis consists of partial test (t test), simultaneous test (F test) and coefficient of determination test (R^2 and r^2). Data analysis in this study uses the help of the IBM SPSS version 24 program. In this study, the intended learning resources are: people (as messengers and message delivery techniques), materials, tools, and the environment. As for the way of learning referred to in this study, namely: making learning schedules and their implementation, reading and taking notes, repeating lesson material, concentration, doing assignments.

RESULTS AND DISCUSSION

Description of Learning Resources, Learning Methods, and Learning Outcomes

Based on the descriptive percentages analysis, it is known that overall the learning resource variable at 12th Senior High School Semarang has a classical average of 71.96% for its existence, and 75.87% for its utilization, both of which are included in good criteria. Variable of learning methods for students of 12th Senior High School Semarang, as a whole, has a classical average of 71.26% which is included in both criteria. A more detailed description of learning resources and ways of learning are reviewed from each indicator presented in Table 1.

Table.1 The Percentage of Learning Resource Indicators and Learning Methods

Indicator	Classical Average	Criteria
Sumber Belajar		
1. People	77,13%	Good
2. Materials	70,25%	Good
3. Tools	71,06%	Good
4. Environment	74,86%	Good
Cara Belajar		
1. Making a study schedule and implementing it	76,20%	Good
2. Read and take notes	70,95%	Good
3. Repeating lesson material	65,66%	Good
4. Concentration	73,06%	Good
5. Doing work	67,36%	Good

In this study, in the cognitive learning variable there were 74.1% of students who had a score of ≥77 which means reaching the minimum completeness criteria (KKM) applicable in 12th Senior High School Semarang, while the remaining 25.9% of students got learning outcomes <77 and included in the unfinished category. For psychomotor learning outcomes students who have reached the KKM score of 98.1% students, and who have not completed as many as 1.9% students. Meanwhile, for affective learning outcomes there are 89.8% of students who have completed and 10.2% of students not yet finished. Based on these results, it can be said that cognitive learning outcomes have not met the classical completeness indicator that is 80% of students reach the KKM 77. While for psychomotor learning outcomes and affective learning outcomes have met the classical mastery indicators because the number of students who achieved a value of ≥77 reached more than 80%.

The Influence of Learning Resources and Learning Methods on Learning Outcomes

The influence of learning resources and ways of learning on learning outcomes are analyzed through multiple linear regression. The research data was first tested for classical assumptions as a prerequisite in conducting multiple linear regression analysis. Classical assumption tests include normality, multicollinearity, and heteroscedasticity. The classic assumption test results on the research data indicate that all tests meet the requirements for regression analysis. The following results of the classic assumption test are presented in Table.2.

Table.2 Classical Assumptions Test Results Research Data

Classic Assumption Test	Test Used	Results	Conclusion
Normality	*Kolmogorov-Smirnov*	Sig. = 0,086 >0,05	Normal distribution data
Multicolliniearity	*Variance Inflation Factor (VIF)*	VIF = 3,020 <10 Toleransi = 0,331 >0,1	No multicollinearity occurred
Heteroscedasticity	*Glejser*	Sig.X_1 = 0,581 >0,05 Sig.X_2 = 0,818 >0,05	No heteroscedasticity occurred

After all the prerequisite tests are met, the research data are then analyzed using multiple linear regression using the IBM SPSS.24 program. Based on the results of the analysis, the constant coefficient value (a) was obtained, namely 52.078. Meanwhile, the value of the regression coefficient for the learning resource variable (b_1) is 0.224 and for the learning method variable (b_2) is 0.203. Based on the formula of multiple linear regression equations, the model of multiple linear regression equations in this study is $Y=52.078+0.224 X_1+0.203 X_2$. The equation shows that: (1) each increase in one score of learning resources will be followed by an increase in cognitive learning outcomes of 0.224, if other variables are considered constant; and (2) each increase in one score for learning will be followed by an increase in cognitive learning outcomes of 0.203, if other variables are considered constant.

Based on the results of the t test for the learning source variable, it is known that the significance value for the effect of X_1 partially on Y is 0.003 <0.05 and the t-test value is 3.038> t-table 1.984, then Ha is accepted and H_0 is rejected, so Hypothesis-1 in the study this which reads "There is a relationship between learning resources with student learning outcomes in Biology Class XI MIPA 12 High School Semarang" is accepted. The value of the influence of learning resource variables on student learning outcomes seen from the Pearson correlation value obtained is 0.658, the value is then squared so that it becomes a partial determination coefficient (r_2) value of 0.433. This implies that the effect of the learning resource variable (X_1) partially on the Y variable is 43.3%. The results of this study are in line with the results of research conducted by Meiristiya and Purwaningsih (2016) who concluded that the use of learning resources, whether designed or easily found, can have an influence on student achievement. This is reinforced by the statement of Rohani (2004) which says that learning resources greatly affect the quality of the process and student learning outcomes. Various types of learning resources should be provided well by the school and used in student learning activities, so that the knowledge gained by students is broader and deeper. Nurdin (2011) said that learning resources enable students to change from not knowing to knowing, getting new knowledge, attitudes, and certain norms.

In this study, both partially and simultaneously learning resources have a greater effect on learning outcomes than the effect of learning methods on learning outcomes. Based on the results of the study, learning resources in 12th Senior High School Semarang both in existence and utilization are included in good criteria. Learning resources available at 12th Senior High School Semarang are presented in Table.3.

Based on Table 3, 12th Senior High School Semarang has a variety of learning resources, in the form of people, materials, tools, and environments that can help students carry out their learning activities. Nurdin

(2011) said that adequate learning resources will be able to facilitate the implementation of the teaching and learning process. Meanwhile, for the utilization of learning resources used by students in learning activities are presented in Table.4.

Table.3 Learning Resources at 12th Senior High School Semarang

Various Learning Resources	
People	teacher, staff, librarian
Materials	textbooks, supporting reading books, worksheets, PPT, videos, audio, internet
Tools	LCD, speakers, TV, computers, props, microscopes
Environment	classrooms, libraries, laboratories, parks, fields

Table 4 Utilization of Learning Resources in Student Learning Processes

Learning Resources		Use of Learning Resources
People	- Biology Teacher	Getting information on Biology subject matter.
Materials	- Biology textbooks	As a support for learning activities
	- Student worksheet	Be a reference other than textbooks, measuring understanding of the material through practice questions
	- Internet	Look for additional references related to lessons that are not in the textbook
Tools	- Props	Used as a visualitation in learning activities
	- Microscope	Used when practicing biology
	- LCD, speaker	Always used to support learning activities
Environment	- Library	Looking for reference material
	- Laboratory	Doing practicum activities in biology
	- Park/field	Conduct environmental observations related to biology subject matter

Students make the teacher as a learning resource in the form of people in the learning process. In the implementation of teaching and learning activities, Biology teacher convey information clearly and use words that are easily understood, so students can understand the information easily. In addition, Biology teachers also use presentation learning methods, and group discussion, and use instructional media such as pictures, videos and PPT to support learning. This is in accordance with Slameto (2003) which says that with the variety of methods and learning media can lead to the presentation of learning material that is more attractive to students and the class atmosphere becomes more lively.

Learning resources in the form of materials used by students in the learning process are textbooks, worksheets, and the internet. 12th Senior High School Semarang provides biology textbooks for students, it's just that the number of books does not meet the number of students who use them, so one textbook is used for two students. Elfika et al. (2014) said that textbooks have an important role in supporting student learning achievement and can help accelerate the achievement of curriculum targets. Rahmawati (2015) also said that textbooks have an important role as a source of learning because it can foster motivation and also stimulate student activities so that students can be more active and improve their quality independently.

Learning resources in the form of tools that utilize students in the learning process consist of teaching aids and electronic devices. The teaching aids used in learning Biology can help students understand the material being studied better, because by using teaching aids such as torso, posters and replicas students will get a more meaningful learning experience and can increase student enthusiasm, so learning outcomes also increases. This is in line with research conducted by Albert et al. (2014) which said that the adequacy of learning resources in the form of materials and learning support tools is closely related to the results of student performance on biology exams.

Meanwhile, for learning resources in the form of an environment that is used by students in biology learning activities including libraries, laboratories, parks and fields. Research conducted by Istialina (2016)

says that by utilizing the environment as a source of learning, students feel happy and are more active in exploring their knowledge and learning also does not feel boring.

Based on the results of the t test for learning methods, it is known that the significance value for the influence of X2 partially on Y is 0.006 <0.05 and the t-test value is 2.819> t-table 1.984, then Ha is accepted and H0 is rejected, so Hypothesis-2 in the study this which reads "There is a relationship between how students learn with Biology student learning outcomes in Class XI MIPA 12th Senior High School Semarang" accepted. The magnitude of the effect of the variable way of learning on student learning outcomes seen from the Pearson correlation value obtained is 0.653, the value is then squared so that it becomes a partial determination coefficient (r^2) value of 0.426. This implies that the effect of learning (X_2) partially on the Y variable is 42.6%. The results of this study are in line with the results of research conducted by Mappeasse (2009) which shows that the way of learning has a positive effect on learning achievement by 43%. The results of this study are also in line with Ernita et al. (2016) which concluded that there is a significant relationship between learning styles and student achievement. Nutrisiana's research result (2013) also states that there is a positive influence between the way of learning towards student learning outcomes. Research conducted by Aluja and Blanch (2004) also concluded that the better the students' study habits, the higher their academic achievement. This is reinforced by research conducted by Nuthana and Yenagi (2009) the results of the study found a significant relationship between study habits with academic achievement.

Based on the results of the study, how to learn 12th Senior High School Semarang students included in good criteria, with a percentage of 71.26%. Learning activities undertaken by students in the framework of the learning process include creating a learning schedule and its implementation, reading and taking notes, repeating lesson material, concentration, and doing assignments. Mendezabal (2013) said that the success of academic achievement is not only caused by high cognitive abilities, but also because of students' study habits and attitudes, so to improve the quality of education, it is necessary to improve student learning habits and attitudes.

Based on the data in Table 1, the highest percentage of students learning in 12th Senior High School Semarang is making a study schedule and implementing it, which is 76.20%. Students say that by making a study schedule, they can divide their time with other activities and practice discipline. Rosyida et al. (2016) said that with a study schedule students can divide their learning time, when to repeat lessons so they don't forget and when to prepare for school the next day.

For reading and taking notes, the percentage obtained is 70.95% and is included in both criteria. Ozsoy et al. (2009) say that the habit of taking notes can make knowledge stored longer because when they forget they can reopen the notes. Therefore, taking notes can improve learning outcomes. This is supported by Osa and Alutu (2012) who say that taking notes is one of the activities that is believed to help learning so as to achieve learning success. Nuthana and Yenagi (2009) also said that students who were better at reading and taking notes, doing good exam preparation and concentrating could have better academic achievement.

The activity of repeating the lesson material has the lowest percentage compared to other learning indicators which is 65.66%. Students are of the opinion that the hours of teaching and learning activities in schools are long enough, so that any free time available will be used for rest. Rosyida et al. (2016) said that repetition by students continuously made them better understand the lesson even for difficult material. This is what students should do in order to understand the subject matter properly, so that later the learning outcomes obtained will be satisfying.

The level of concentration also greatly affects student learning outcomes. Based on research data, the concentration of 12th Senior High School Semarang students obtained is 73.06%. Students say that it is very difficult to ignore friends who are joking around. So that the concentration of the material being conveyed by the teacher cannot be understood properly. This is in accordance with the statement of Aviana and Hidayah (2015), if the concentration of students is low, it will lead to low quality activities as well, and can lead to serious lack of learning. Meanwhile, the work activities of 12th Senior High School Semarang students were given a percentage of 67.36%. Doing assignments in the form of repetition given by the teacher, and also including working on the practice questions contained in the supporting book can provide

information about the subject matter more deeply, and students become accustomed to self-study in solving a problem.

Based on F test calculations using the SPSS.24 program, an F-count of 47.097 was obtained and a significance value of 0,000. Meanwhile, the F-table size in this study was 3.08. Thus, because the significance value of 0,000 <0.05 and F-count value of 47.097> F-table of 3.08, Ha is accepted and H0 is rejected, so that Hypothesis-3 in this study reads "There is a relationship between learning resources and learning methods students with student learning outcomes in Biology Class XI MIPA 12th Senior High School Semarang "are accepted. To find out the value of the influence of learning resources and ways of learning together on student learning outcomes seen from the coefficient of simultaneous determination (R^2) obtained is equal to 0.473, this implies that the influence of variables X_1 and X_2 simultaneously on the variable Y is equal to 47.3%, while the remaining 52.7% of cognitive learning outcomes are influenced by other factors not examined in this study. For the effective contribution of each independent variable, the result of SE (X_1) was 24.6%, and SE (X_2) was 22.7%. The results of this study are in line with the results of research conducted by Rohmawati and Sukanti (2012) which concluded that the way of learning and the use of learning media together have a positive and significant effect on student achievement. Thus, the existence of an optimal learning resource both its existence and utilization as well as a good way of learning students will be able to realize student learning outcomes that are good and satisfying.

CONCLUSION

The conclusion that can be drawn from this study is that there is a significant relationship between learning resources with student learning outcomes in Biology subjects, this is evidenced by the influence of 43.3%. There is a relationship between the way students learn with student learning outcomes in Biology subjects significantly, this is evidenced by the influence of 42.6%. There is a relationship between learning resources and ways of student learning with student learning outcomes in Biology subjects significantly, this is evidenced by the influence of learning resources and ways of learning together on student learning outcomes by 47.3%, while 52.7% others are influenced by other factors not examined in this study. Thus, schools need to optimize all learning resources both in their existence and their use in learning activities, and students need to improve their learning in order to get more optimal learning outcomes by concentrating more in participating in learning activities and spending free time by reading more subject matter.

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