

The Effect Of Using Textbooks, The Internet As A Learning Resource, The Intensity Of Assignments And The Learning Environment On Student Learning Outcomes In Integrated Ips Subjects In Public Junior High School 10 Gorontalo City

ABSTRACT

This study aims to determine how much influence the Use of Textbooks, the Internet as a Learning Source, the Intensity of Assignment Giving and the Learning Environment have on Student Learning Outcomes in Integrated Social Studies Subjects at SMP Negeri 10, Gorontalo City. This study uses a quantitative method with data analysis techniques using Multiple Linear Regression. The sample in the study amounted to 156 students. Sampling was carried out using the Stratified proportional random sampling technique. The research data came from primary sources with multiple linear regression analysis by the help of the Eviews Version 21 program.

The results of the study show that: The use of textbooks, the internet as a learning source, the intensity of assignment giving and the learning environment together have a significant effect on student learning outcomes in integrated social studies subjects at SMP Negeri 10, Gorontalo City with a determination coefficient of 75.90%.

Keywords: Textbooks, Internet as a Learning Source, Intensity of Assignment Giving, Learning Environment, Learning Outcomes

1. INTRODUCTION

Education plays a very important role in developing the potential of students from ignorance, inability, dishonesty, and from bad hearts, morals and faith. Quality, effective education management, good and satisfying learning outcomes are the expectations of teachers, parents and all parties involved. Students as a component in learning are required to be active in order to achieve good learning outcomes. Student learning success is characterized by changes in students for the better. Student learning success is influenced by internal factors and external factors, among others: teaching methods, learning media, learning resources, curriculum, learning environment, learning style, learning readiness, interest, socio-economic conditions, parental attention, and friends hanging out.

Learning resources include anything that can be used to help educators and students in learning and teaching and can develop their competence. Textbooks are the main source in the learning process. In addition to textbooks, the source of information that is currently easily accessible is the internet. One of the efforts in improving learning outcomes is to have the ability to manage and use technological elements needed to assist the learning process (Winarno & Ashari, 2022).

According to Khaeriyah and Amir (2017) the internet is a technology that provides convenience when searching for information quickly as needed. The internet was created to facilitate human activities, including in the world of education. The internet can be a rich source of information for teachers and students. Through the internet, students can access complete learning materials, which will be delivered by the teacher, so as to increase students' knowledge widely.

Internet utilization in education is very useful in the teaching-learning process at school. Students can supplement their knowledge with a variety of information available online, while teachers can search for innovative teaching materials that suit their needs. On the internet, students have access to a wide range of subject matter and general knowledge that they can browse through. In addition, teachers can look for additional information to complement the learning materials they provide to students, apart from sources such as books.

This is in line with the opinion that the internet is used as a communication tool for students to support the teaching and learning process by obtaining various material information through certain programs or social networking sites (Aziza, 2020). Meanwhile, Sukaeni, et al (2020) suggest that the use of the internet affects student learning outcomes.

With the internet, students can also search for learning materials or study independently at school or at home, making it easier for students if the teacher gives homework (homework). The use of the internet in education will be very beneficial if used properly and wisely. The internet can be a means of getting information or subject matter at school or at home.

Every institution is also required to provide the latest innovations to shape this very effective learning process. This assignment is one of the effective ways carried out by teachers in the teaching and learning process, namely a teaching carried out by giving assignments to students, because basically giving assignments demands creativity and student activity, among the advantages of giving assignments by teachers is that the knowledge that has been learned by students can be mastered and stored long in their memories. By students carrying out exercises while doing the task, the students' experience in learning something becomes integrated (Roestiyah, 2016).

In addition to the factors that influence learning outcomes, one of the factors believed to influence student learning outcomes is the learning environment. The learning environment is a set of interconnected learning activities and the learning environment also supports the entire process of learning activities and adjusts to increase the comfort of each individual and to maintain a comfortable learning environment. According to (Widiastuty, et al, 2021), supportive learning conditions can facilitate the achievement of learning objectives and increase student motivation in learning the material provided by the teacher. Therefore, a friendly learning environment makes it easier for students to understand the material and achieve or achieve their learning goals.

In addition, Suardi and Syofrianisda (2018: 46) state that in addition to individual factors there are also environmental factors, namely the learning environment because individuals are aware or not always influenced by their environment, while the learning environment is divided into two, namely the physical environment and the social environment, the meaning of the physical environment itself is where the learner learns while the social environment is the surrounding environment, for example peers, study groups and playmates.

The learning environment can support the implementation of teaching and learning activities or the learning process, so that learning can be more conducive. A conducive learning environment needs to be created by students and parents so that it has a good impact on learning motivation (Pahriji, 2021) and the learning outcomes they get. . If the learning environment is good, the learning outcomes will also be good. Research by Afrinaival, (2019) also found a positive and significant effect of the learning environment on learning outcomes. The learning environment is important to pay attention to whether it has a positive influence on the learning process of students or has a negative influence.

Based on the results of observations made at SMP Negeri 10 Gorontalo City, it shows that there are still many students who consider social studies subjects less interesting and difficult to remember. Because in social studies there are many theories or material that must be memorized, there are still many students who do not understand the material taught by the teacher. It is suspected that most students have difficulty in understanding or remembering the lessons that have been taught by the teacher. Some students are not able to answer questions well because they do not understand the material that has been delivered by the teacher, students also pay less attention to the lesson and only chat with friends, so that students in capturing the material is not optimal, the tasks given by the teacher are not done seriously, homework (homework) is always done at school.

This ultimately has an impact on student learning outcomes. This is evidenced from the data on student learning outcomes with the value of the Criteria for Achieving Learning Objectives (KKTP) for Classes VII and VIII at SMP Negeri 10, namely with a value of 65 while KKTP for class IX with a value of 69.

Table 1. Student Learning Outcomes

Class	Number of students	KKTP	Students who reached KKTP	Students with KKTP Standard Score	Students Who Did Not Achieve KKTP
VII	79	65	60	12	7
VIII	82	65	59	6	17
IX	96	69	46	-	50
Jumlah	257		165	18	74

Data Source: Social studies teacher at SMP Negeri 10 Gorontalo City

Of the total number of students in grades VII VIII IX totaling 257 students. There are 74 students who have not reached KKTP or if it is presented 29% who have not completed. While 18 students or 7% have KKTP standard scores.

Therefore, more effort is needed from teachers in teaching social studies subjects. Greater innovation, thought and effort are needed to achieve the desired learning objectives. As well as using learning resources that are adequate and in accordance with the conditions and needs of students in classroom learning.

By looking at how the phenomenon gap and research gap that has been described, the researcher considers that there is a need for follow-up research related to the problems encountered, the withdrawal of variables is based on previous research studies that examine similar research. This study uses four independent variables consisting of the use of test books, the Internet as a learning source, the intensity of giving assignments and the learning environment, as well as one dependent variable, namely learning outcomes. researchers intend to test the theory and results of previous studies using different objects and samples, by collaborating between previous variables used to measure learning outcomes variables as a form of novelty or novelty in a study entitled "The Effect of Using Textbooks, the Internet as a Learning Source, the Intensity of Giving Assignments and the Learning Environment on Student Learning Outcomes in Integrated Social Studies Subjects at SMP Negeri 10 Gorontalo City".

2. MATERIAL AND METHODS

This research was conducted in SMP Negeri 10 Gorontalo City. This study aims to determine how much influence the use of textbooks, the Internet as a learning resource, the intensity of giving assignments and the learning environment on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City. This research uses quantitative methods with data analysis techniques using Multiple Linear Regression. The sample in the study amounted to 156 students. Sampling is done by Stratified proportional random sampling technique. Research data comes from primary sources with multiple linear regression analysis by the help of the Eviews Version 21 program.

3. RESULTS

3.1 MULTIPLE REGRESSION TESTING

results of multiple regression analysis with the help of the E-Views program

Table 2. Multiple Regression Analysis Results

Dependent Variable: HB Method: Least Squares Sample: 1 156 Included observations: 156				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-1.758226	2.910107	-0.604179	0.5466
PBT	0.262410	0.059527	4.408272	0.0000
ISB	-0.044521	0.045974	-0.968413	0.3344
IPT	0.110461	0.059110	1.868734	0.0636
LB	0.890068	0.075736	11.75232	0.0000
R-squared	0.765225	Mean dependent var		56.46389
Adjusted R-squared	0.759006	S.D. dependent var		7.904456
S.E. of regression	3.880388	Akaike info criterion		5.581274
Sum squared resid	2273.669	Schwarz criterion		5.679025
Log likelihood	-430.3393	Hannan-Quinn criter.		5.620976

F-statistic	123.0424	Durbin-Watson stat	1.830505
Prob(F-statistic)	0.000000		

Source: E-Views 21 processed data, 2024

Based on the results of the analysis, the multiple linear regression model that wakes up is:

$$\hat{Y} = -1,758 + 0,262X_{\text{PBT}} - 0,044X_{\text{ISB}} + 0,110X_{\text{IPB}} + 0,890X_{\text{LB}} + e$$

3.2 COEFFICIENT OF DETERMINATION

The amount of influence (the ability of independent variables in explaining the dependent variable) using the R Square value, amounted to 0.759. This value shows that 75.90% of the variability of student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City can be explained by the use of textbooks, the internet as a learning resource, the intensity of assignments and the learning environment. While the remaining 24.10% can be explained by other variables not examined in this study. These factors are thought to be student competence, learning motivation, learning interest, student personality, peers, classroom management by teachers, parental support and learning models and learning strategies.

3.3 SIMULTANEOUS TESTING (F TEST)

The F_{count} value of this study is 123.042. Meanwhile, the F_{table} value at the 5% significance level and df_1 of $k = 4$ and df_2 of $N-k-1 = 156-4-1 = 151$ is 2.432. If these two F values are compared, the F_{count} value obtained is much greater than F_{table} and the probability value of 0.0000 which is smaller than the alpha value of 5% ($0.0000 < 0.05$). So that the use of textbooks, the internet as a learning resource, the intensity of assignments and the learning environment together have a significant effect on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City.

3.4 PARTIAL TESTING (T TEST)

3.4.1 Variable of Textbook Usage

The t_{count} value for the textbook usage variable was obtained at 4.408 while the t_{table} value at the 5% significance level and the $n-k-1$ or $156-4-1=151$ independent degree was 1.976. If the two t values are compared, the t_{count} value is still greater than the t_{table} value ($4.408 > 1.976$). Then the probability value of 0.000 is smaller than the alpha value of 5% ($0.0000 < 0.05$). Therefore, it is concluded that at the 95% confidence level the use of textbooks has a positive and significant effect on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City. This result means that the use of good textbooks in learning activities will improve student learning outcomes.

3.4.2 Internet Variables as Learning Resources

The t_{count} value for the internet variable as a learning resource was obtained at -0.968 while the t_{table} value at the 5% significance level and the $n-k-1$ or $156-4-1=151$ independent degree was 1.976. If the two t values are compared, the t_{count} value is still smaller than the t_{table} value ($0.968 < 1.976$). Then the probability value of 0.3344 is greater than the alpha value of 5% ($0.3344 > 0.05$). Therefore, it is concluded that at 95% confidence level, the internet as a learning resource has a negative and insignificant effect on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City. This result means that the use of the internet as a learning resource utilized at school tends to make students less focused or the internet will be used more for playing by students so that it will have an impact on decreasing student learning outcomes, moreover the use of the internet through smartphones at school is difficult to be supervised by teachers for learning.

3.4.3 Tasking Intensity Variable

The t_{count} value for the variable assignment intensity was obtained at 1.869 while the t_{table} value at the 5% significance level and $n-k-1$ free degree or $156-4-1 = 151$ was 1.976. If the two t values are compared, the t_{count} value is still smaller than the t_{table} value ($1.869 < 1.976$). Then the probability value of 0.0636 is greater than the alpha value of 5% ($0.0636 > 0.05$). Therefore, it is concluded that at the 95% confidence level, the intensity of assignment has a positive and insignificant effect on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City. This result means that the more intense the assignment for students, it will have an impact on improving student learning outcomes, even though student results.

3.4.4 Learning Environment Variable

The t_{count} value for the learning environment variable was obtained at 11.752 while the t_{table} value at the 5% significance level and $n-k-1$ free degree or $156-4-1 = 151$ was 1.976. If the two t values are compared, the t_{count} value is still greater than the t_{table} value ($11.752 > 1.976$). Then the probability value of 0.0000 is smaller than the alpha value of 5% ($0.0000 < 0.05$). Therefore, it is concluded that at the 95% confidence level the learning environment has a positive and significant

effect on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City. So that a conducive learning environment will make it easier for students to get good learning outcomes as well.

3.5 CLASSICAL ASSUMPTION TESTING

3.5.1 Data Normality Testing

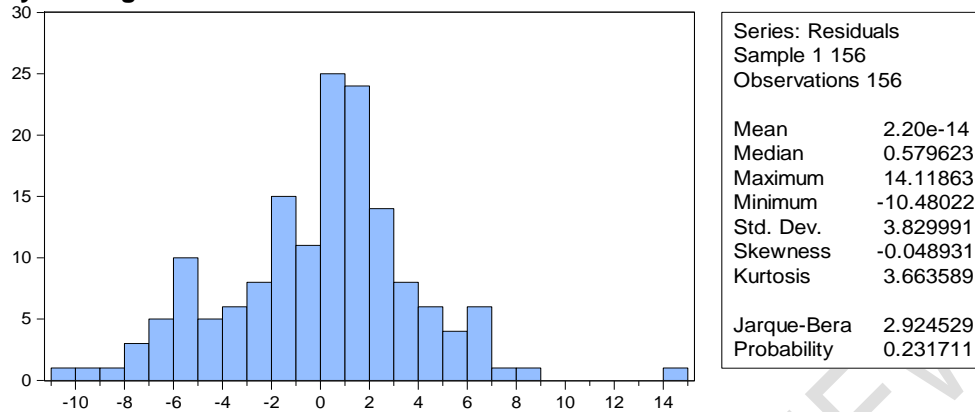


Figure 1. Normality Testing Results
Source: E-Views 21 Processed Data, 2024

The results of data normality testing (Jarque Bera) found that the probability value of Jarque Bera was 0.231. The significance value of normality testing is greater than the alpha value of 0.05 so that it can be concluded that the data in this study follows a normal distribution.

3.5.2 Multicollinearity

Table 3. Multiple Regression Analysis Results

Variabel	VIF	Kesimpulan
Use of textbooks	1.963943	Non Multicollinearity
Internet as a learning resource	1.823770	Non Multicollinearity
Intensity of assignment	2.078013	Non Multicollinearity
Learning Environment	2.019467	Non Multicollinearity

Source: Processed Data, 2024

Based on the processing results, it was found that the Variance Inflation Factor (VIF) value for all independent variables was lower than the required value (number 10). So it is concluded that the regression model does not have multicollinearity problems, so the data fulfills the multicollinearity test.

3.5.2 Heteroscedasticity Testing

Table 4. Heterokedastistas Testing Results Arch

Heteroskedasticity Test: ARCH				
F-statistic	0.034482	Prob. F(1,153)	0.8529	
Obs*R-squared	0.034925	Prob. Chi-Square(1)	0.8518	
Test Equation:				
Dependent Variable: RESID^2				
Method: Least Squares				
Sample (adjusted): 2 156				
Included observations: 155 after adjustments				
Variable	Coefficient	Std. Error	t-Statistic	Prob.

C	14.14136	2.243888	6.302169	0.0000
RESID^2(-1)	0.014919	0.080342	0.185692	0.8529

Source: E-Views 21 Processed Data, 2024

Based on the results of data processing, it can be seen that the significance value or Probability Value (P-Value) of Chi Square is greater than the alpha value of 0.05. So it is concluded that the regression model does not have heteroscedasticity problems.

4. DISCUSSION

The effect of textbook use on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City.

In integrated social studies learning at SMP Negeri 10 Gorontalo City, textbooks still play a central role as a learning resource that helps students understand various social, economic, historical and geographical concepts. The effectiveness of textbooks lies in their ability to present information that has been adjusted to the national curriculum, making it easier for students to follow a logical learning flow.

The effect of internet as a learning resource on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City

In integrated social studies learning at SMP Negeri 10 Gorontalo City, the internet has great potential as a source of information that can help students understand concepts such as social interaction, environmental change, and global and local economic dynamics. Although internet access is starting to be used, its utilisation is still limited. For example, some students only use the internet to find direct answers without understanding the context of the material in depth.

The effect of assignment intensity on student learning outcomes in integrated social studies at SMP Negeri 10 Gorontalo City.

Assignment intensity refers to how often and how many assignments are given to students by teachers or lecturers in the learning process. Giving assignments regularly and proportionally can help strengthen students' understanding of the material that has been learned, as well as train their ability to apply these concepts to practical situations. Assignments given with the right intensity can also improve students' critical and analytical thinking skills, as they are required to explore and solve problems independently. However, if the intensity of assignments is too high, this can lead to excessive learning burden, potentially reducing students' motivation and the quality of their work.

The effect of learning environment on student learning outcomes in integrated social studies at SMP Negeri 10 Gorontalo City.

When textbooks are used in a conducive learning environment, such as a comfortable space, adequate support from teachers and access to other learning resources, students' understanding of the material will be optimised. On the other hand, a less supportive learning environment, such as a lack of learning facilities or a lack of active involvement from teachers, can hinder the effectiveness of textbook use. Therefore, the combination of a good textbook and learning environment is crucial in creating a well-rounded and productive learning experience.

The effect of using textbooks, internet as learning resources, intensity of assignments and learning environment on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City.

Learning outcomes refer to student achievement after going through the learning process, which includes the knowledge, skills and attitudes that have been acquired. Learning outcomes are usually measured through various evaluations, such as exams, assignments, or project assessments. Good learning outcomes indicate that the learning objectives have been achieved, while suboptimal results can be an indication of the need for adjustments in teaching or learning strategies.

5. CONCLUSION

1. The use of textbooks has a positive and significant effect on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City. This result means that the use of good textbooks in learning activities will improve student learning outcomes.
2. Internet as a learning resource has a negative and insignificant effect on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City. This result means that the use of the internet as a learning resource used at school tends to make students less focused or the internet will be used more for playing by students so that it will have an impact on decreasing student learning outcomes, moreover the use of the internet via smartphones at school is difficult to be supervised by teachers for learning.
3. The intensity of assignments has a positive and insignificant effect on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City. This result means that the more intense assignments for students will have an impact on improving student learning outcomes, even though student results are not yet optimal.
4. The learning environment has a positive and significant effect on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City. So that a conducive learning environment will make it easier for students to get good learning outcomes as well.
5. The use of textbooks, internet as learning resources, intensity of assignments and learning environment together have a significant effect on student learning outcomes in integrated social studies subjects at SMP Negeri 10 Gorontalo City. This shows that the success of the learning process is influenced by a combination of quality learning resources, effective assignment frequency, and a supportive learning environment, so it is important for teachers and schools to manage these factors optimally to improve student learning outcomes.

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