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THE EFFECT OF UTILIZING MAT-BASED LEARNING RESOURCES ON LEARNING OUTCOMES AND STUDENTS' RESPONSIBILITY ATTITUDES

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Abstract

In the era of digitalization of learning with ICT-based learning resources, it is expected to be able to increase students' attractiveness to be more focused and happily follow the entire learning process. This study aims to determine the effect of the use of ICT-based learning resources on student learning outcomes. This study uses an experimental research method. The research sample selected two classes, namely the experimental class which was given learning treatment with media utilizing ICT-based learning resources and the control class without being given treatment utilizing ICT-based learning resources. Data collection was carried out using an instrument in the form of a multiple-choice test given before learning/pretest and after learning/posttest. The data collection technique used a Questionnaire. Based on the results of the study, it can be concluded that the use of ICT-based learning resources has an effect on student learning outcomes.

Keywords: utilization of learning resources, ict, learning outcomes, responsible attitude

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INTRODUCTION

The era of digitalization requires all lines of life, such as the economy, communication, and education, to adapt. This self-adjustment is needed to keep up with the system that continues to change according to the times. According to Fitri Manmani (2021) All forms of learning activities can be done easily in the current technological era. This is also what has led to the birth of digital innovations in education. One of these innovations is the use of information and communication technology in the learning process. Education is an effort that aims to improve the quality of human resources by utilizing their potential. Successful implementation of education requires a long time and the transmission of knowledge from individuals who have it to those who do not. According to the results of the study, Anam et al. (2021) said that the use of technology-based or digital learning media helps to liven up the atmosphere in the classroom so that active communication and discussion occur, makes it easier for teachers to convey material and is easy to understand by students, and provides a more interesting learning dimension so that learning is more effective and efficient.

It is the digital-based learning method that will determine the learning outcomes. Hamalik, (2005) stated that "Learning outcomes are changes in behavior in a person that can be observed and measured in the form of knowledge, attitudes, and skills. These changes can be interpreted as the occurrence of improvement and better development than before those who do not know become knowing". Talking about education must be inseparable from the learning process because education is closely related to learning and learning. Every learning process activity carried out, the goal is to achieve maximum results in the learning that is carried out. From research Ayuwanti (2017, p. 112) that student learning outcomes can achieve success because of active interaction activities between teachers and students during learning.

Learning, which involves the practical application of the curriculum, is commonly known as the teaching and learning process. Through the learning process, individuals acquire not only knowledge but also attitudes and abilities provided by teachers. According to Purwanto (in Ariyanto, 2016) Learning outcomes are the achievement of educational goals in students who follow the teaching and learning process, learning outcomes can also be interpreted as changes caused by human beings changing in their attitudes and behaviors. According to Sardiman (2019), this transformation includes more than just the acquisition of new information; This transformation also involves the development of a person's character, attitudes, interests, abilities, self-esteem, and self-adjustment. For the best results, learning cannot be done all at once; it must be continuous over time. Rapid technological changes greatly impact the world of education, including the use of ICT-based learning resources, which are the main choice of teachers in carrying out the learning process. To gain a deeper

understanding of students' subject matter, technological advances in the classroom can be a valuable learning resource. Samsinar (2020) stated that "Learning resources are various or all sources in the form of data, people, methods, media, places where learning takes place, which are used by students to facilitate learning". Learning resources that utilize technology are called ICT-based learning resources.

Soimah (2018) argue that students will be more stimulated and motivated to learn better if the media used strongly supports students' interests and desires and makes it easier for them to learn effectively and efficiently. Responsibility is an important character in living in the professional world during a career. Basri & Rusdiana (2015) shows that "ICT-based learning resources are a means that really help teachers in the learning process, both in conveying messages/information and transferring knowledge to students which are packaged in such a way from abstract to concrete to make the learning process more enjoyable." Therefore, students' interest and motivation in learning can be increased and their learning outcomes can be improved through the use of ICT-based learning tools.

The KBM process at SDN Wonokusumo began to utilize information and communication technology as a learning resource. Online learning by utilizing the internet no longer makes book learning resources interesting for students. Students are more interested in ICT-based learning resources. After the pandemic has passed and students have returned to school in the 2022/2023 school year, learning with ICT-based learning resources is no longer carried out by teachers. Teachers return to teaching by using books as a learning resource. This condition turns out to make teachers complain about the learning outcomes and students' attitude of responsibility.

The data obtained by the researcher from grade V teachers shows that student learning outcomes are low (grades below the KKM set by the school), and students' attitudes of responsibility are still lacking during the learning process. This shows that students' learning scores are still low. In addition, the attitude of student responsibility during learning is also lacking. Post-pandemic learning conditions are no longer carried out online. Thus, learning should be able to run effectively with learning outcomes above the standard of completeness.

Students are expected to be more engaged, attentive, and enthusiastic during the learning process when they use information and communication technology-based learning resources. In addition, it is expected that students' perspectives on accountability will have a positive impact. This study details the process of using learning tools based on information and communication technology. Using information and communication technology (ICT) as a tool for education, the researcher wanted to observe the possibility of an increase in the attitude of responsibility and learning outcomes of students. Based on the background exposure above, the researcher is interested in conducting a research entitled "The Effect of

the Utilization of ICT-Based Learning Resources on Learning Outcomes and Responsibility Attitudes of Class V Students at SDN Wonokusumo Mojokerto".

Based on the description of the background of the problem above, it can be identified that the problem of this research is through the formulation of the problem, namely 1) Does the use of ICT-based learning resources affect the learning outcomes of grade V students at SDN Wonokusumo Mojokerto? 2) Does the use of ICT-based learning resources affect learning outcomes and attitudes of responsibility in grade V students at SDN Wonokusumo Mojokerto?

In this study, theories related to student learning resources are used. The definition of learning resources is very broad. However, in general, there are several classifications of learning resources. AECT (Association of Education Communication Technology) (in Akhmad Rohani & Abu Ahmadi, 1995) classifies learning resources in six types, namely message, people, materials, device, technique, and setting. Another theory classifies learning resources into five things, namely places, objects, people, books, and events. This was expressed by Abdul Majid (2008). Based on the above classification, learning resources can be classified into six, namely, messages, people, tools, materials, techniques, and environments. This research develops ICT-based learning resources. Based on the above classification, it can be seen that ICT-based learning resources are a form of complex learning resources because ICT-based learning resources include learning resources that cover almost all classifications of existing learning resources, according to AECT.

METHODS

Researchers in this study chose an experimental approach. One of the definitions of experimental methods is a systematic approach to studying the influence of one variable on another variable through the use of controlled conditions and special handling. The subjects in this study were reflected in the population and sample. The population in this study is all grade V students at SDN Wonokusumo Mojokerto, and the population is 47. The selection of class V as a subject was based on the conditions in the field. At the time this research was being initiated, class V had just started to run a new curriculum from the government, namely the independent curriculum. The students are in a transition period, so they are still in the adaptation stage to the curriculum, which results in a decrease in the attitude of responsibility and student learning outcomes. This study uses observations, especially non-participant observations, to collect data. The data obtained through research instruments is then processed and analyzed so that the results can answer the researcher's questions and test hypotheses. The data analysis technique set out in this study is T-Test Analysis assisted by the SPSS program. The use of analysis techniques using t-tests is intended to determine the difference in student learning outcomes before using ICT-based learning resources and after

using ICT-based learning resources, and also to determine the influence of students' attitudes of responsibility before using ICT-based learning resources and after using ICT-based learning resources.

In the *pre-experimental one group pre-test-post-test* research, the first stage is to determine the sample to be used as a research sample and group it into two research classes. The next stage is to provide *a pre-test* to measure the condition of student learning outcomes before being given *treatment* using learning with ICT-based learning resources. Next, one sample group was given learning *treatment* with ICT-based learning resources, in this case the use of learning videos and *powerpoint* presentations, and one group was given *learning treatment* with book and lecture learning resources. The final test is given at the last stage of the sample to assess the condition of learning outcomes after learning therapy. The purpose of using learning videos and *powerpoint* presentations for this purpose is to find out how different information and communication technology (ICT)-based learning resources affect student learning outcomes. As for finding out the influence of students' attitude of responsibility in the learning process, it is measured through research instruments in the form of questionnaires or questionnaires. The design of this study uses *a pre-experimental research design*, namely *static-group comparison*.

RESULTS AND DISCUSSION

1. The Utilization of ICT-Based Learning Resources Affects Learning Outcomes in Grade V Student Grades at SDN Wonokusumo Mojokerto

Learning resources are everything that can be used by students as a learning medium. In this era of digitalization, learning resources are not only limited to teachers and reading books. Everything that is able to provide benefits, support, and lead students in a more positive and developing direction, can be used as a learning resource. According to Abdul Majid (2008:170) stated that "Learning resources are determined as information that is presented and stored in various forms of media, which can help students in learning, as a manifestation of the curriculum". Referring to this definition, ICT-based learning resources are learning resources that use information and communication technology, such as computers, internet, video, powerpoint, e-modules, e-books, gadgets, and so on. Innovative learning resources are able to stimulate students' thoughts, feelings, interests, and attention during the learning process. Supriadi (2017) argues that the various learning resources around students' lives, both designed and used in general, have not been utilized to the fullest, their use is still limited to textbooks. In this case, the role of teachers is very important so that learning resources reach students so that they can affect students to learning goals. This is as per the opinion Jailani (2016) In essence, if an activity is planned in advance, the success or

smoothness towards the goal to be achieved will be more directed. That is what makes teachers must have the ability to create a creative learning resource design.

Teachers need to use this learning resource so that students get maximum learning results. The use of learning resources is one of the keys to success in achieving learning goals Simamora et al. (2022) teachers are required to utilize ICT in the learning activities they teach. This means that teachers are conditioned to develop their potential so that they have ICT competence. Every subject teacher must be familiar with ICT and instead of handing over the problem of ICT utilization in learning activities to teachers of certain subjects only, for example teachers with ICT education backgrounds. The self-development of students cannot be stopped, nor can their need for curiosity be limited, and so must their interest and interest in learning be maintained and even improved (Lestari, 2015). A teacher has an important role in determining the most appropriate and good teaching and learning strategy because educators know better the circumstances and conditions of students and all aspects related to the teaching and learning process. In choosing a learning strategy, teachers need to pay attention to several things so that the selection of the strategy can be optimal and effective, including considerations with the goals to be achieved, considerations with materials or materials to be delivered and considerations from the student's point of view (Sanjaya, 2006). Learning resources are the determining factor for success in the learning process at school, in addition to teachers, students, teaching materials, learning media, learning methods and learning environment. Learning resources are formulated as everything that can provide convenience to students in obtaining a number of information, knowledge, experience, and skills in the teaching and learning process (Mulyasa E, 2014).

The use of the right learning resources has a direct effect on student learning outcomes. Hamalik (2005) argues that learning outcomes are as changes in behavior in a person that can be observed and measured by their form of knowledge, attitudes, and skills. These changes are the benchmark for the improvement and development of students while participating in the learning process. The learning outcomes referred to by the researcher in this study include the cognitive realm with reference to Bloom's Taxonomy. According to Bloom's Taxonomy, the cognitive realm is divided into six levels of thinking processes, namely Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), and Creating (C6). This learning outcome arises depending on the facts that affect students' interest in learning. According to several factors that affect students' interest in learning (Rusmiati, 2017), namely motives, attention and the environment. If students have a good, high, and supportive motive, attention, and environment, it will cause high interest in learning and vice versa. With this high interest, it will cause students to be active in every learning activity in the classroom and will get high learning results. Meanwhile, students who have medium and low interest in learning are less active in the learning process and just pay

attention. Even students who have a low interest in learning sometimes just stay silent and don't pay attention (MJ & Hanggara, 2019).

The importance of learning resources and their influence on students according to Sari (2019) There is a significant influence between the use of learning resources on learning outcomes and the use of learning resources and learning interests together on learning outcomes. Next Cindy (2021) In his research, he also argued that there is an influence of the use of Information and Communication Technology on students' learning motivation.

The results of the pretest analysis show that most students still get scores below to the same as the KKM limit. The value of the Minimum Completeness Criteria (KKM) for grade V of SDN Wonokusumo Mojokerto is 75. There were 16 out of 24 students in the control group (V-A) who scored in the interval range of 60-75. Meanwhile, in the experimental group (V-B), 15 out of 23 students got a score in the range of 64-75. This data shows that more than half of the students in each class who have not obtained grades according to school regulations. This pretest score is taken before students get treatment for the use of ICT-based learning resources. The pretest data of Class V-B obtained a maximum score of 86, a minimum value of 64, a mean of 73.67, a median of 74, a mode of 72, and a standard deviation of 4.99 in a descriptive analysis conducted before treatment. The following data is displayed in frequency distribution format:

Table 1: Pretest Frequency Distribution for the Control Group

Class Interval	Frequency	Relative Frequency	Cumulative Frequency
60 - 63	1	0,04	1
64 - 67	2	0,09	3
68 - 71	5	0,22	8
72 - 75	8	0,35	16
76 - 79	4	0,17	20
80 - 83	3	0,13	23
Sum	23	1,00	

The student's test scores are processed by the researcher. An initial assessment is carried out to ascertain the children's abilities before giving any treatment. After that, students are given a treatment for about a week before taking the final exam to see if the integration of technology into the classroom has an impact on their performance. The purpose of this study is to test the hypothesis that fifth-grade students at SDN Wonokusumo get academic benefits from the use of teaching materials, so a differential test (t-student test) was carried out between the average pretest score group and the posttest score group. Before the t-test, a prerequisite test is carried out, namely a normality and homogeneity test.

Findings from the descriptive analysis of class V-A posttest data The data analysis revealed a variety of values after treatment, including a maximum value of 86, a minimum

score of 76, an average value of 80.86, a median of 80, modes of 80 and 82, and a standard deviation of 2.62. The following is the data displayed in frequency distribution format:

Table 2: Posttest Frequency Distribution for Control Group

Interval Class	Frequency	Relative Frequency	Cumulative Frequency
76-77	2	0,09	2
78-79	3	0,13	5
80-81	7	0,30	12
82-83	7	0,30	19
84-85	2	0,09	21
86-87	2	0,09	23
Sum	**23**	**1,00**	

The score in the frequency distribution table above can be explained that there are two students with a score of 76-77; scores of 78-79 there are 3 students; the score of 80-81 is 7; scores of 82-83 there are 7 students; scores of 84-85 there are 2 students; And for scores of 86-87 there are 2 students.

Samsinar (2020) In his journal entitled "The Urgency of Learning Resources in Improving the Quality of Learning," he revealed that in planning learning resources, educators must determine and choose learning resources that are in accordance with learning objectives, student characteristics, and school situations and conditions. The presentation of Samsinar has been proven by researchers through this study. (Samsinar, 2020). The results of the posttest showed that the grades of grade V students of SDN Wonokusumo Mojokerto after being given treatment in the form of the use of ICT-based learning resources increased. The results in the control group (V-A) showed that all students scored above the KKM. Similar results were also experienced by the experimental group (V-B), in which all students got scores with an interval range of 80-91. The acquisition of this data also proves that the suitability of learning resources can affect the quality of learning. The quality of learning: this skill is what teachers must have so that learning takes place effectively (AS et al., 2024, p. 19).

Based on the results of data processing that has been presented at the beginning of the discussion, it can be concluded through hypothesis testing that the alternative hypothesis that the use of ICT-based learning resources has a positive effect on the learning outcomes of grade V students at SDN Wonokusumo Mojokerto is accepted. These results prove that there is a relationship between the use of appropriate learning resources and the learning outcomes of students who get a score above KKM. These results prove that the use of ICT-based learning resources (computers, LCD projectors, internet, Learning CDs, e-books/ e-modules,

powerpoints) carried out by researchers in grade V of SDN Wonokusumo Mojokerto has a positive influence on improving student learning outcomes.

2. The Utilization of ICT-Based Learning Resources Affects the Attitude of Responsibility in Grade V Students at SDN Wonokusumo Mojokerto

The empowerment of Information and Communication Technology in teaching is the empowerment of elements of external forces that result in the emergence of extraordinary learning resources. Where these learning resources can be accessed anytime and anywhere. However, the use of information and communication technology is not intended to appeal to teachers but rather a forum in an effort to teach students and meet their needs (Anshori, 2017, p. 18).

Education is expected to create a generation that has intellectual intelligence, life skills, and good character. This is by the goals of national education in Law No. 20 of 2003 concerning the National Education System. The strengthening of character education arises due to the increasing moral and character degradation of the younger generation. This is because the education that has been going on so far only focuses on intellectual or cognitive aspects. The moral degradation that occurs can be corrected with character education. (Asyari et al., 2021). Education is defined as the process of providing knowledge, while the character is the disposition, habits, and attitudes that distinguish between other individuals. Character education is moral education that is instilled in students (elementary school) in the form of values that are inseparable from daily life in the learning process (Dole, 2021). This character includes responsibility in the learning process. Wanabuliandari & Ardianti (2018) revealed that a student can be instilled with the character of responsibility if he is used to acting responsibly, especially towards his environment. It can be concluded that responsibility is the attitude or behavior of individuals who are willing to carry out their duties and obligations to themselves, others, society, and the country, as well as God's obligations.

KBBI defines "responsibility as a state of obligation to bear everything; if something happens, can be sued, blamed, sued, and so on. Responsibility is a condition in which it is mandatory to bear everything for the actions that have been done. According to Samani (2019) explained that responsibility is an attitude in a person who. In the context of a student, an attitude of responsibility can be observed during the learning process. The character of responsibility is very important in every person and student, because the character of responsibility proves that humans feel responsible because they are aware of the good or bad consequences of their actions and there is a sense of awareness and awareness. The formation of a character of responsibility by counseling guidance teachers so that students obey the rules at school, always be disciplined, do their homework, do not cheat, take responsibility for their own problems, take responsibility for every action, and what responsibilities have been done

at school and outside of school. (Silvia & Purwaningrum, 2022). Responsible students will do all their obligations, such as completing assignments given by teachers, obeying all class and school rules, carrying out pickets, and other things that are their responsibility as students.

A person is said to be responsible if he has shown indicators of responsibility. Indicators of responsibility according to Triyani et al. (2020) as follows, (1) do homework and homework well, (2) be responsible for each action, (3) do pickets according to the schedule that has been set, and (4) do group assignments together. The indicators of responsibility according to Resti (2017) are as follows, (1) choosing the straight path, (2) always advancing oneself, (3) maintaining self-honor, (3) always being vigilant, (4) having a commitment to duty, (5) performing duties with good standards, (6) admitting all his actions, (7) keeping promises and (8) daring to bear risks for his actions and words. Meanwhile, according to Rahayu (2016), the indicators of responsibility are (1) using time effectively, (2) preparing before learning, (3) carrying out the discussion process, and (4) working on questions or problems carefully. Based on the description above, the responsibility indicators used in this study are (1) doing homework and homework well, (2) being responsible for each action, (3) using time effectively, (4) and doing group assignments with discussions.

Many factors affect students' attitude of responsibility, one of which is the treatment of teachers in the learning process. The treatment in question is the use of learning resources in supporting learning success. The selection of the right learning resources can affect students' interests, so that students are enthusiastic about listening to learning and can ultimately improve their attitude of responsibility which also has a direct effect on learning outcomes.

According to Aka (2017, p. 31) ICT can be used to help package teaching materials (Multimedia) for Intermediate Needs. Packaging various learning resources in the form of text, graphics, audio, video, and animation into a multimedia device can certainly increase the effectiveness of learning, where students can learn and process information at the same time, and not separately (holistic learning).

The results of the normality test using Kolmogorov-Smirnov were obtained 42 Asymps. Sig.(2-tailed) of 0.511. It means Asymp. Sig.(2-tailed) > 0.05. Therefore, in accordance with the basis for decision-making in the Kolmogorovsmirnov normality test, it can be concluded that the data is normally distributed. The results of simple linear regression analysis obtained the equation Y = 6.554 + 0.883X. From this equation, it is known that the regression coefficient of ICT learning resource utilization has a positive sign, meaning that there is a positive relationship between the variable of ICT-based learning resource utilization (X) and student responsibility attitude (Y). The statistical test t was carried out to test whether the ICT utilization variable (X) individually had a significant influence or not on the

responsibility attitude variable (Y). The results of data processing carried out using SPSS 16.0 software are as follows:

Tabel 3: Uji T Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.554	8.793		.745	.461
	X	.883	.171	.658	5.175	.000

Based on the results of the above processing, it is known that the Ttable > tcount value is 5,175 > 2,026 with a probability of Sig 0.000 < 0.05. It can be concluded that the use of ICT-based learning resources (X) has a significant influence on the attitude of student responsibility (Y). The results of the t-test processing obtained a t-table > t-count value of 5,175 > 2,026 with a probability of Sig 0.000 < 0.05. It can be concluded that the use of ICT-based learning resources (X) has a significant influence on the attitude of student responsibility (Y). In addition, the result of processing the Rsquare value is 0.433 or equal to 43.3%, meaning that the use of ICT-based learning resources is able to explain the attitude of responsibility of VA class students of SDN Wonokusumo Mojokerto is 43.3%, and the remaining 56.7% is explained by other independent variables that are not included in this research model.

Based on the results of the research in the form of questionnaire processing using the Likert scale method, it can be seen that the utilization of ICT-based learning resources has a percentage above 50%. These results show that, broadly speaking, ICT-based learning resources have a positive effect on students' attitudes toward responsibility. This result is evidenced by the respondent's answers to the item 9 questionnaire, the majority of which answered strongly in agreement with 16 respondents, with a percentage of 66.67%. This was further strengthened by the respondents' answers in item 13, which also showed a percentage of 66.67% in strongly agreeing. Participants fully agreed that the use of ICT, including laptops and LCD media, made learning feel more authentic.

According to Eveline Siregar and Hartini Nara (2010), one of the benefits of learning resources is to provide positive motivation. The same thing was also expressed by the Education Science Development Team from FIP UPI (2007), who said that one of the uses of learning resources is to increase learning productivity. The hypothesis testing in this study proves the opinions of the two experts above. The respondents' answers to item 1 of the

questionnaire regarding student learning outcomes showed that 66.67% percent of respondents strongly agreed that the use of ICT-based learning media in subjects attracted their interest, so fostering learning motivation, in this case, was the attitude of student responsibility so that it affected the learning value.

CONCLUSION

ICT-based learning resources have a positive effect on the attitude of responsibility in grade V students at SDN Wonokusumo Mojokerto. From the research conducted by the researcher, ICT-based learning resources in delivering material make students more interested in learning materials. It is hoped that students can develop their thinking about the material obtained from ICT-based learning resources, not only conventional from teachers. So, teachers should make more use of ICT-based learning resources in learning. Students and teachers should be able to use ICT-based learning resources in learning.

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