

# THE IMPACT OF INTERNET APPLICATION AS RESOURCE OF LEARNING ON STUDENTS' INDEPENDENCE LEARNING

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## Abstract

The purpose of this study is to (1) find out how the availability of the internet application in schools as resource of learning. (2) The effect of internet availability on students' independence learning in English lesson. The population in this study were eighth grade students of SMP N 9 Yogyakarta in 2019 as many as 36 students. Samples were taken with saturated techniques. This study used quantitative method with ex post facto research types. Data collection was carried out by interview techniques and questionnaires as data on the availability of the internet in schools as learning resources and the impact of the availability of the internet on students' independence learning in English lesson. Analysis of the data used Likert scale or called scale five. The results of this study indicate that: (1) the availability of the internet at school as a learning resource is good enough in its use and management. (2) There is a positive impact on the availability of the internet in the school as a learning resource for students' independence learning in English lesson.

**Keywords:** Internet as learning resources, Independence learning, English learning

## Introduction

Internet usage in the era digital called disruption era, it has very important role, and the information is delivered so quickly in seconds with the internet. The internet provides rashness in the some fields, for example in business, politics, social culture, and education. It is agree with Sutimorang's study result (2016) which states that almost people use the internet in their interests, one of them is education, some *new media* on the internet such as social networking sites and video sharing sites have to influence the lifestyle of internet users. It is not only materials uploaded easily to the wider community, but also most people already mobile phones which connect to internet. That is making them is easy to communicate each other and sharing information with fast response.

In educations' field especially in Indonesia, internet usage has begun to develop even though it is not optimal yet. This was explained by the minister of communication and information, Rudiantara (2018) 280 thousand schools range from elementary school (SD), junior high school

(SMP) and high school (SMA), more than 80 thousand have not connected to the internet. School which connected to internet only those who have applied the Computer-Based National Examination. So that access to the internet must be evenly distributed to the learning process ([https://www.kominfo.go.id/content/detail/15627/2019-all-school-connected-internet/0/sorotan\\_media](https://www.kominfo.go.id/content/detail/15627/2019-all-school-connected-internet/0/sorotan_media)).

The utilization of facilities and infrastructure that provided by the government and schools is not optimal yet. Especially in using internet on the learning process. The results of the observation in SMP 3 Purworejo was not really optimal. They do not using internet in their learning process activity. They just using internet in Computer learning process.

While the development of the internet in schools and colleges is expected to be able to give a good impact on student learning independence. The result of Putri's research (2018) suggest that the more often students use the Internet as a source in learning process make their indepancy in learning better and higher so they can reach their aim or goal in study. They can increase their skill

and knowledge from other place not only in class or school.

English language learning is one of the important subjects, because it is one of the lessons that made as a national exam in Indonesia for junior and senior high school level. Usage of internet can help students learn English. This can be seen by the presence of several learning sites from both formal and informal institutions such as <http://www.bbc.co.uk/learningenglish/> which describes online learning for anyone who wants to learn English. This is consistent with Setiyani (2010), she stated that students use the internet in the lecture process to be in a good category. Therefore, using a good internet can help students in the learning process to make it easier.

This study has several objectives as follows:

- How to use the internet at school as a learning resource in the learning process.
- How is the influence between the availability of the internet as a learning resource for students' learning independence in learning English.

#### 1. Learning achievement

##### a. Learning

According to behavioristic theory, learning is a change in behavior as a result of the interaction between stimulus and response.

Based on Thorndike, learning is the process of interaction between stimulus and response. Stimulus is thing or something that can stimulate learning activities such as thoughts, feelings, or other things that can be captured through five senses. While the response is the reaction that is raised by students when they are learning, it can be thoughts, feelings, or movements, and actions.

Meanwhile, according to Watson, learning is a process of interaction between stimulus and response, but the stimulus and the response means an action or form of behavior that can be observed (observable) and can be measured.

It can be concluded that learning is a process of interaction between stimulus and response which characterized by changes in behavior that can be observed and measured. The result or the outcome of the learning process can be idea, learning result, and many more.

##### b. Learning Achievement

Slavin (2009) states that student learning achievement is measured how far students' understanding about the objectives of learnings' concepts, competencies or behavior. They can be mastered by students in learning process until they finish all the learning activity or until the teaching period end.

Whereas Mukodim (2004) states that learning achievement is the result of educator's assessment of student learning processes and outcomes which explain about students' mastery of subject matter or relatively sedentary behavior as a result of the learning process experienced by students in a certain period of time.

Winkel (2009) suggests that learning achievement is a success achieved by someone who try hard to get what they target, like good score or good outcome.

So the researcher can conclude that learning achievement is a benchmark or result of someone where the person has mastered certain competencies in their certain period of time which is a sign of his success in learning.

##### c. Learning Achievement's Factors

Slameto (2010) explained that learning achievement in the introduction by two factors, namely factors internal (derived from within students) and external factors (originating from outside students). Internal factors include physical factors, psychological factors, and factors of intelligence. While for external factors include family environment factors, school environment, and the social environment of the community.

## 2. Usage Of The Internet As A Learning Resource

### a. Learning Resources

Learning resources according to Seels & Richey (1994) learning resources are the origin that supports the occurrence of learning, including service systems, learning materials and the environment. Whereas according to the Association of Educational Communication and Technology (AECT, 1977) interpreting learning resources as all sources (data, humans, and goods) that can be used by students as a separate source or in combination to facilitate learning including messages, people, materials, tools engineering and environment.

Nana Sudjana and Ahmad Rivai, explained that learning resources are resources that can be utilized for the benefit of the teaching and learning process, both directly and indirectly, in part or as a whole. This is the case stated by Muhtadi (2005) that learning resources are all things that can be used to help everyone to learn and display their ability or competency. Thus the source of learning is not only limited to materials and media or that are used in the learning process, but also the energy, costs, and facilities, environment and teacher actually .

### b. The Internet

The internet is a computer network, which consists of millions of computers connected by certain devices that are connected through certain protocols for exchanging information (Shahab, 2000). However, due to the rapid development of technology during the internet, it can be operated via an internet-connected smartphone, tablet, even television with an internet provider network.

### c. Benefits of the internet as a learning resource

Nasution (2006) revealed that the internet provides benefits in all fields of business, academics (education), government, and organizations and many

more platform. Some of the benefits are obtained by the internet include: interactive communication, access to experts, access to libraries, assisting in research and development of science, data exchange, and collaboration.

The benefits of the internet for education include access to information resources, access to experts, and media collaboration (Rahardjo, 2001).

According to Adri (2007), the use of the internet network as a source and means of learning can be implemented as follows:

- 1) Browsing, is a general term used when you want to explore the virtual world or the web. Student can get information easier without think about time and place. You can access internet everywhere.
- 2) Resourcing is making the internet a teaching resource. Teacher and student can use internet to get more information about learning material. For example teacher gives task for student to send an email. They can use internet how to make email and how to send their task use internet.
- 3) Searching is the process of finding learning resources in order to complete the material to be delivered to students. If teacher has a problem about the material or need more information about their material they can use internet to make learning process easier.
- 4) Consulting and communicating

The internet has also beneficial for teachers in developing their class in learning process activity, because with the internet teacher can: (a) increase knowledge, (b) share resources among colleagues, (c) cooperate with instructors abroad, (d) opportunities to publish information directly, (e) regulate communication regularly, and (f) participate in local and international forums.

### 3. Independence Learning

#### a. Independence Learning

Slameto (2010) defend the independence learning is study carried out with little or no outside assistance or purely from own efforts.

Mujiman (2007) states that learning independence can be interpreted as the nature and ability possessed students to carry out active learning activities, which are driven by motives for mastering something that has been possessed.

The government in ministerial regulation number 41 of 2007 explained that the attitude of learning independence is an attitude possessed by individuals to learn on their own initiative in an effort to internalize knowledge without dependence or receive direct guidance from others.

Listyani (2008) explains that there are six indicators of learning independence attitudes, namely: (1) Not depend on others, (2) have self-confidence, (3) discipline behave, (4) have a sense of responsibility, (5) behave based on their own initiative, and (6) exercise self-control.

So that it can be said that learning independence is an active learning attitude, independent learning to master certain competencies without depending on others. It comes from them self, no one give advice to move or make decision.

#### b. The benefits of independence learning based on theory there are:

- 1) Students are more independent in carrying out their duties
- 2) Student feel more confident in working on the task
- 3) Student Have a high sense of responsibility
- 4) Student can be more active in the learning process

### Methodology

The method used is quantitative with the type of researcher ex post facto. Data collection was carried out by questionnaire and interview techniques for data on internet

usage as a learning resource and student learning independence. Questionnaires are used to collect data on learning independence. While interviewing the teacher is used to find out how to use the internet as a learning resource in the learning process.

The independent variable in learning as the independence variable, while the use of the internet as a learning resource is independence. The population in this study included all 8F grade students of SMP N 9 Yogyakarta. Data retrieval is done in one elas with the total number of students 36 children.

The data analysis technique used is using the Linkert scale. This technical analysis is used to find out the range of students to find out the effect of using the internet in the learning process on student independence learning.

### Findings and Discussion

From data collection conducted through questionnaires and interviews, data were obtained, namely student independence. Based on the results of an interview conducted at one of the English teachers at SMP N 9 Yogyakarta on February 6, 2019, data was obtained regarding the use of the internet as a learning resource for students in the class. It is like Nurhemah (2014) statement, she said that using smartphone which connected to internet make student active and their independence increase. Smartphone helps student to be more active in their learning process activity and made them more independent. It helps teacher to know her or his students understanding about the learning material.

The results of the interview show that the use of the internet as a learning resource makes students more independent. That is same with Prayekti (2016) told that Internet and external factor give good impact in students' learning independence. The school provides free internet or Wi-Fi facilities to be used by students and teachers. In addition

there are also students who package their personal data. With that students also have properties that can simply p well in helping a friend, when one friend who did not have their internet data packets of Internet data sharing for tasks assigned by the teacher.

Students are more active in learning process, their answer more varied because they got more information that not gave from their teacher. The teacher is more able to direct what is not right or not in accordance with their learning goals, so students will think logic and accept suggestions from others. With the release of students looking for additional information through the internet students are more creative and innovative in doing the assignments given by the teacher. This is in accordance with Effendi (2013) which states that the internet based learning can enhance the activity and creativity of student learning in teacher education courses Madrasah Ibtidaiyah (PGMI) Students also acquire new knowledge that the new vocabulary they found later n make sure sense English words by asking directly by an English teacher in the class.

Although the internet has a good influence on the learning process for students with the demonstrated nature of independence, more creative and innovative, the teacher provides rules on how to use the internet in the learning process. The teacher allows students to use the internet when indeed the learning process requires internet. Not all sites are allowed to use, such as Google translate, they are directed to use oxford online dictionary in searching for a meaning of a word or sentence.

The research's' result of junior high school students learning independence N 9 Yogyakarta is included in the independent category with the final result of 74.14% of the respondents as many as 36 students. These results are obtained using a five scale or linkert scale. ( theory )

In calculating a scale of five or linkert scale that must be considered first is to look

for the results of the interpretation first, namely;

$$Y = \text{highest Likert score} \times \text{number of respondents}$$

$$X = \text{lowest Likert score} \times \text{number of respondents}$$

Then the following results are obtained for interpretation

$$Y = 5 \times 36 = 180$$

$$X = 1 \times 36 = 36$$

So for the Y score with the number h 180 and for X that is 36. To find out the interval of the data used the formula;

$$I = 100 / \text{Total Score (Likert)}$$

$$\text{Then} = 100/5 = 20$$

$$\text{Result (I)} = 20$$

Table 1.

(This is the distance interval from the lowest 0% to the highest 100%) It is passed that the interval from the data scale is 20.

The following interpretation criteria for the score are based on intervals:
0% number - 19.99% = Very (disagree / bad / very lacking)
Figures 20% - 39.99% = Disagree / Poor)
Figures 40% - 59.99% = Enough / Neutral
Figures 60% - 79.99% = (Agree / Good / like)
Number 80% - 100% = Very (agree / Good / Like)

To find out the final results, whether each question submitted in the questionnaire shows the independence of students is done by using the formula:

$$\text{Final completion} = \text{Total score} / Y \times 100$$

So in this study the results obtained were 74.14% can be categorized independently. So that the procurement and use of the internet in learning English as a learning resource has an effect on the learning independence of 8th grade students in 9 Junior High School Yogyakarta.

## Suggestions

1. School Wi-Fi spot installation is minimized so that each class has its own Wi-Fi spot.
2. Restrictions on using a Wi-Fi account can only be used for one device / device.
3. Site restrictions are only allowed by the school.
4. Internet use training and several educational sites for teachers to optimize the internet as a learning resource.
5. Management of the use of internet-connected computer labs in the learning process.
6. Maximizing the use of internet-connected computer labs in the learning process.
7. Repetition practice for CBT (computer based test) to students so students are more accustomed to using the internet in the learning process at the next level.

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