Internet as a Resource of Learning in Increasing Students` Learning Outcomes on Social Studies Subject

Febiantika Br Ginting[1], Dadang Sundawa[2], Faqih Samlawi[3]
Social Science Education Study Program, Faculty of Social Sciences Education,
Universitas Pendidikan Indonesia, Bandung, Indonesia

Abstract. This research was conducted based on students' diverse learning outcomes. To maximize learning outcomes, a supportive learning resource is needed. 8th grader students of Junior High School 12 Bandung have used the internet in social science subject learning. Given the limitations of school facilities and infrastructure, all students access the internet in social science subject learning using personal data connection. The internet is used by teachers and students in finding learning materials and seeking completion of school assignments. The internet helps students to get up to date and relevant learning resources. The method used for collecting the data in this study was through observation, interview, and documentation. The research target was students. The findings of this study indicated that by using the internet, students are easier to find learning material and it helps them to work on school assignments completion, and it helps them to obtain scores that tend to increase. The use of the internet as a learning resource makes students better understand the subject matter, makes it easier to find learning material as well as to find answers for their assignments. However, the barrier to the use of the internet as a source of learning for students was when the learning materials sought are combined with other learning materials.

Keywords: Learning Outcomes, Internet, Learning Resources

1. INTRODUCTION

Rahmadi (2003) in the internet learning module says that the internet is a term for a collection of computer networks that can connect various academical, governmental, commercial, organizational, to individual sites. It is also explained that the internet is able to provide access to telecommunications services and various information resources for millions of users spread throughout the world. The internet has a variety of internet services including direct communication such as e-mail and chat, discussions such as Usenet News, e-mail and mailing lists and distributed information resources (World Wide Web, Gopher), remote login, and file traffic (Telnet, FTP), and others.

Learning resources are all sources or materials or learning with the aim of facilitating and helping students in order to improve students' understanding and learning outcomes. According to Encep (2013),

learning resources are one of the important components of learning to determine the success or failure of learning. The internet which is one of the learning resources is now very easily accessed using Laptop and with smartphones especially with the help of Wi-Fi in schools. The internet is one source of learning that is very close to students. With this easy access, of course students do their work by accessing some of the sites needed through the internet. The internet allows students to search for a broader source of knowledge than just using conventional media. With the help of the internet, students are facilitated in finding information about social science subject and are expected to improve students' learning outcomes.

Learning outcomes are changes that relate to knowledge, skills, and attitude values after receiving learning experiences. Learning outcomes cannot be separated from learning activities, because learning is a process, while learning

outcomes are the result of the learning process. The learning process experienced in terms of knowledge, skills, and attitudinal values obtained will shape the personality of learners, broaden the personality of students, broaden their life horizons and improve the ability of students. Starting from this, students who actively carry out activities in learning will gain a lot of experience. According to Rosilah (2016) learning outcomes which are students' absorbency in the form of cognitive abilities or the ability to do tests are guidelines for raising students to a higher class or accepting new students. With the help of the internet it is also expected that students can improve their learning outcomes.

Social science subject is one of the subjects studied by students at the elementary school level and in junior high school. Muhammad Numan Somantri (2001: 92) states that social science subject in schools (elementary and junior) is an integration of various social sciences and humanities, as well as organized basic human activities, presented scientifically and pedagogically for educational purposes. Social science subject for schools is presented by integrating several disciplines aimed at educational purposes. The integration of various disciplines is expected to be able to achieve the goals of education itself.

Trianto (2010: 171) suggests social science subject is an integration of various branches of social sciences, such as sociology, history, geography, economics, politics, law and culture which are formulated on the basis of reality and social phenomena and are realized in an interdisciplinary approach from aspects and branches of social sciences. Social science subject is part of the school curriculum which is derived from the content of the branches of social sciences. Based on the understanding of social science subject according to Muhammad Numan Somantri and Trianto, it can be concluded that social science subject is an integration of social sciences that can develop the ability to become good citizens. The purpose of social science subject in schools is to shape the character of

students to be good and responsible citizens, and can foster critical and inquiry thinking behavior.

The aim of social science subject can certainly be realized by good learning. In the learning process several components are needed to support good learning. These components include the goals of education, students, educators, subject matter, approaches, methods, tools, learning resources, and evaluation. From the above components, the researchers are interested in researching about the internet which is one of the learning resources that are widely used by educators and students. The use of the internet as a resource of learning in social science subject learning can open the horizons of students because there is very much information on the internet. Students in the era of digital technology need access to information that is fast, accurate, and easy to access, this certainly requires the internet.

Based on the description described earlier, the researchers were interested in conducting a study entitled "The Use of the Internet as a Learning Resource in Increasing Students' Learning Outcomes on Social Science Subject Learning". Based on the background of the above problems in order to limit the problem in this study, the researchers formulated research questions, namely: first, what is the description of internet usage in social science subject learning in Class VIII of Junior High School 12 Bandung? second, what are the benefits of the internet as a learning resource in increasing students' learning outcomes in social science subject learning in Class VIII of Junior High School 12 Bandung? third, what are the barriers to the use of the internet as a learning resource in increasing students' learning outcomes in social science subject learning in Class VIII of Junior High School 12 Bandung?

2. METHOD

The location of this research was conducted at Junior High School 12 Bandung, having its address at DR. Setiabudhi No. 195, Geger Kalong, Sukasari, Bandung City, West Java 40153. In

this study the participants were 8th grader students who were randomly selected as well as a social science subject teacher. The students who were subjected were 8 people and one social science subject teacher. Descriptive method became a method or procedure that the researcher chose to express the problem in this research. Hamdi and Bahruddin (2012, p. 5) state that descriptive research is a phenomenon that exists, which takes place now or in the past.

This study used data collection techniques in the form of interview, observation, and documentation. Processing and analysis of data in this study was the model analysis technique of Miles and Huberman (in Sugiono, 2015) in which the process of data analysis was carried out before, during, and after the study. In the first model analysis was collected data from interviews, observation, and documentation and then data reduction, data presentation and conclusion were carried out.

3. RESULTS AND DISCUSSION
a. Overview of the Internet use in Social Science Subject Learning

The internet has been used in social science subject learning by 8t grader students of Junior High School 12 Bandung in their daily lives. In general, the internet is used by students to find information, play social media, play games, and view video clips. Especially related to social science subject learning, students use the internet to look for learning materials. The use of the internet in social science subject learning makes it easier for students to find information for their assignments. Social science subject teacher, through the interview, mentioned that learning using the internet made students more knowledgeable. According to Feriyansyah (2015), the progress of ICTs makes people connected to each other through the communication tools in their hands.

The knowledge on the internet is very up to date so students use Google in finding learning materials that are in accordance with their learning materials. The internet helps students in finding information sources to complete their tasks, one example is the task

of making a teacher-assigned paper done by students using the internet. The internet makes it easy for students to find various information related to the theme of their papers. Such interview having been conducted with teacher and eight students obtained information that students and teacher did not always use the internet as a learning resource. In addition, in carrying out the tasks, Ms. Ema allowed students to access the internet as a learning resource besides textbooks distributed from the school. This is also relevant to observations made by the researchers in the classroom. During observations, it was seen that several times the teacher's meetings did not use the internet as well as in the execution of assignments at the school, it was also seen that students opened the internet through their own smartphones.

The use of the internet is also very beneficial for students because they can exchange information through social media that they access via the internet. If there is a group assignment, students will share the material through group as expressed by what they have, besides that they can also share information about learning resources obtained by students. Occasionally the teacher does have to give group assignments to students because it will educate students to work together in completing tasks. Cooperation is very important because students can share their opinions and help students think critically so learning is more efficient.

The findings of interview in class VIII of Junior High School 12 Bandung provided information that in social science subject learning in the classroom has already used the internet in certain learning materials, not all materials use the internet. In accordance with the findings of observation made by researchers as many as 7 classes, it appeared that not every meeting used the internet. This is in line with the findings of interview with students and teacher in which the internet was only used on certain materials. The use of the internet in social science subject learning was to find answers to tasks and also to look for learning materials, and other information needed by students. Teacher also used the internet to add learning information.

The use of the internet in learning is also more practical and also very good for students and teacher. However, in its use, firstly must block bad sites because on the internet various bad ads often appear. As the internet users, some students are happy with the use of internet as learning resources while some others are not since they find it unnecessary due to the existence of books.

The type of internet service used by students to find learning resources in general is WWW (World Wide Web). WWW is an internet application that includes multimedia resources including sound, images, videos, and animations so that this application becomes an interactive knowledge tool. Through WWW students or teachers can access Google then type the keyword so that it will find the results of the search. Students who use the internet as a learning resource certainly get a more real learning experience in their environment. With the help of audio, visuals, and audio-visual students learn more easily to see the real theory of learning that is being studied. In social science subject learning, there are still many students who think that social science is a less interesting subject and difficult to remember.

The use of the internet in learning can also provide more variety to students because with the internet students can see pictures, animations, or videos related to their learning materials. It will also be more interesting because students can connect what they see on the internet with the theories mentioned in the book. Although the internet is not always used in every subject matter but the internet is certainly very helpful for students and teacher.

Social science subject learning with internet learning resources certainly requires tools to access them. In class VIII the tools used by students in accessing the internet are smartphones. Almost all students have smartphones and are brought to school every day. Teacher sometimes uses smartphone to access information because it is considered more efficient. When learning takes place within the group, the teacher invited students to access the internet to find answers to their assignments. When entering the new subject matter the teacher also gave apperception and

invited the students to look for material in accordance with the theme in the book, after which a presentation and question and answer session were held. In the preparation of group papers, the teacher also asked students to find relevant learning resources because in the book the material is incomplete. Facilities at the school can certainly facilitate students to access the internet with the help of the internet. At Junior High School 12 Bandung, the internet is available, but it can only be used in midterm test, final test, and national exam only. However, through interview with social science teacher, it was known that in school, actually the Wi-Fi network can be accessed everyday but if it was turned on and off regularly and generally students have no idea about the Wi-Fi password so they cannot access it.

b. Benefits of the Internet as a Learning Resource in Increasing Students' Learning Outcomes on Social Science Subject Learning

The use of the internet as a learning resource is very beneficial for students, they can analyze learning resources that are relevant to social science subject learning and conduct searches in accordance with real life. This is because social science subject is very much related to real life and the phenomena that surround the students. In accordance with the results of the interview mentioned earlier that students can work together online to do assignments and discuss them with classmates. Certainly, space and time have no limits to the use of this internet.

The internet is also a resource of learning that can help teacher and students in learning. In the Internet, there is a lot of knowledge that can be taken advantage of to increase the knowledge of students and teacher. The internet for an organization now has become a very important medium to support progress or development and become a medium to convey any information to the public at large and become the fastest, the most effective and efficient communication tool. Many benefits can be obtained from the use of the Internet, including the rapid process of finding information and knowledge or news about certain things and

ease of communication in a cheap and efficient manner. The internet, in the field of education is very useful in the learning process in schools, where students can complete their knowledge, while teacher can find appropriate and innovative teaching materials through the internet. Students can search anything on the internet, ranging from subjects to general science, all of which can be searched on the internet. While the teacher can find information that can be used as teaching material for the students apart from the book. The teacher has made internet as a learning resource other than books and so that it can be a solution to overcome the problems that have occurred so far, for example the lack of books in the library, books left at home and incomplete subject matter in books.

After conducting interview with the teacher, it can be seen that the learning outcomes obtained by students tended to increase. Whereas when interviewing students, there were some students who felt the learning outcomes were the same and there were some who felt the score was higher. In addition, students tended to be more active in the classroom because by reading learning resources from the internet, students found information and when the teacher asked questions, students could answer. An interview conducted with Sherly, it is known that her learning outcomes when using the internet increased, Faaris also received a higher score, the same thing also happened to Satrio, the score obtained was higher. But a student named Farah, got no idea whether it was increasing or not. While Balebat got the same score, the score obtained by Devina and Azzahra did not increase.

From the findings of interview towards a teacher and students, it is known that the score obtained by students mostly increased by using the internet. The following is the acquisition of scores of students on two tests after using the internet:

Table 1. of Students' Learning Outcomes

No	Name	Score before using the Internet	Score 1 after using the Internet	Score 2 after using the Internet
1	Sherly	100	90	90
2	Azzahr a	75	90	91
3	Satrio	60	90	100
4	Devina	85	100	100
5	Balebat	75	90	90
6	Faaris	60	90	100
7	Farah	75	100	100
8	Daffa	85	100	90

Source: Researcher Data 2019

From the table above can be seen the students' diverse learning outcomes after using the internet as a learning resource. Some got increasing score, decreasing, and staying the same. The average learning outcomes of students in the first test was 93.75 and the average learning outcomes in the second test was 95.1. From the average value it can be seen that the learning outcomes of students increased even though the score of the individual was vary, some increased, some remained the same, and some others decreased. The use of the internet in increasing students' learning outcomes is certainly a very good effort to do.

Barriers to the Use of the Internet as a Learning Resource in
Increasing Students' Learning Outcomes on Social Science Subject Learning in Class VIII of Junior High School 12 Bandung

In the use of the internet in learning in class VIII of Junior High School 12 Bandung several obstacles and difficulties were found. Sherly stated that the obstacle she experienced when accessing the internet was a slow internet connection and a limited data. The obstacle faced by Daffa when using the internet as a learning resource was the absence of data and when the material sought did not exist.

The obstacle experienced by Farah when using the internet was that the material sought is difficult to find and sometimes mixed up with other materials and sometimes cell phone signals were poor and rarely anyone wrote the material sought. The obstacle that Faaris experienced was when no learning material was found and the internet network was slow and the data connection ran

out. In accessing the internet, Balebat sometimes ran out of data. The obstacle faced by Devina when using the internet in social science subject learning was that there was no internet connection and what sought was not as desired and the data connection was out of availability. Apart from those, in the use of internet for learning, the difficulties faced were the absence of appropriate answers to the assignments given by the teacher and not good internet networks. The obstacle experienced by Satrio when searching for learning resources on the internet was that when the network was bad, the data connection ran out and the materials sought did not exist on the internet.

From the findings of the interview above, it can be seen that the obstacles experienced by students when accessing the internet were out of data connection, poor internet network, and sometimes the materials sought on the internet did not exist because it may mix with other materials. This obstacle was also in line with the findings of interview with teacher in which the internet network was sometimes slow because students together look for learning resources so that the network was busy and slowed down. Restrictions on the use of Wi-Fi in school made students have to access the internet with their personal data connection.

CONCLUSION

Social science subject learning by using the internet as a learning resource in increasing students' learning outcomes will be conclude by the researchers according to the research questions that have been formulated at the beginning of the discussion section. Here is the conclusion:

First, generally the internet is used by students and teachers in class VIII of Junior High School 12 Bandung. Especially in social science subject learning, it is used as a learning resource. Given the limitations of institutional Wi-Fi infrastructure, all students and teachers access the internet using personal data connection.

Second, the internet as a learning resource is very useful for students, the internet makes it easier for students to find information related to learning. Particularly

in class VIII of Junior High School 12 Bandung in social science subject learning, the internet is used by students and teachers in finding learning materials and seeking completion of school assignments.

Third, the barriers to using the internet as a learning resource in general are slow network and out of data connection. A particular obstacle to using the internet in social science subject learning is when learning material sought is mixed up with other materials and sometimes the materials are not written or provided on the internet.

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