

Original Paper

Utilization of E-Learning Media the Independence Learning of Elementary School Students

Iswan^{1*}, Ismah¹, Linda Astriani¹ & Mimah¹

¹ Universitas Muhammadiyah Jakarta, South Jakarta, Indonesia

*Iswan, iswanfipumj@gmail.com

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Abstract

Research with the title Utilization of e-learning media the independence learning of elementary school students. This study aims to determine the relationship between the effectiveness of e-learning learning on the learning independence of elementary school students. This research was conducted in Grade V of elementary school, which consist of school, namely: MI Ahmad Dahlan Cipanas, SD Aisyiyah Islamic Center Cianjur, and SD Islamic Creative Cianjur Indonesia. The research method used in this study is a quantitative descriptive approach with a correlation method. The results showed that the variable utilization of e-learning learning media had a significant effect on the learning independence of elementary school students. Based on the statistical test results, the partial t test shows that the significance value of the effect of learning effectiveness (X_1) on independence (Y) is $0.003 < 0.5$ and the value of $t_{count} > t_{table} = 3,089 > 1,980$ then H_{o1} is rejected and H_{a1} is accepted which is means that there is an influence on the use of e-learning learning media (X_1) on students learning independence (Y). And the results of the t-test (partial) show that the significance value has the effect of e-learning (X_2) on student learning independence (Y) is $0.000 < 0.05$ and the value of $t_{count} > t_{table} = 7,687 > 1,980$ then H_{o2} is rejected and H_{a2} is accepted which can be concluded that there is an influence on the use of e-learning learning media (X_2) on the learning independence of elementary school students (Y). According to the results of the regression significance test (F-test) which shows that the value of sig. f-test of $0.000 < 0.05$, so that all independent variable consisting of the use of e-learning learning media have a simultaneous effect on the learning independence of elementary school students at MI Ahmad Dahlan students of SD Aisyiyah Islamic Center, and students of SD Islamic Creative Cianjur Indonesia.

Keywords

Utilization of learning media, e-learning, independent learning

1. Introduction

Along with the modernization of science and technology, the specifics of growth in terms of information technology, have contributed a lot and supported growth in all fields, especially the education aspect. Many problems and problems are easy to find or overcome through the use of information technology, educational mechanisms through the use of information technology can facilities an effective teaching and learning process, according to Munir, 2009 in Setiawan, et al., (2019, p. 52). The evolution of information and communication technology has renewed the view of the population, the capacity of knowledge is very influential which requires human resources to master human resources to master high intelligence and shrewdness in participating in technological and information changes (Agustina et al., 2013, p. 8). The evolution of technology cannot be separated from changes in the habits of the local population, where technology describes the impact of individual behavior, both the power of thought or action Muntaqo (2017, p. 13). So that there match between changes in information technology and human resources because technology is the result of high abilities and skills in accordance with the cultural conditions of the community.

One of the creations of information technology updates in the educational environment is e-learning or electric learning. E-learning is an abbreviation of the word “electronic”, it will combine all educational activities carried out by individuals or groups working online or offline, and synchronously or asynchronously through networked or standalone computers and other electronic devices, according to Chitra and Raj (2018, p. 11). E-learning is education based on modern communication methods, including computers and their networks, various audio-visual materials, search engines, electronic libraries, and website, which are delivered through the World Wide Web. Sotiriou, et al. (2020, p. 4).

In individual teachers, mastery and knowledge of technology (technological knowledge) is an ability that should be mastered to support the development of teaching and learning. While for individual students, technological abilities able to support the way of thinking and the ability of science and technology, Irwan, et al. (2019, p. 96). However, there are still many educators in schools who feel indecisive in implementing e-learning due to lack of understanding of technology, so educators only send assignment material without explaining the material. This matter causes ineffective education which results in student learning outcomes. Sibuea, et al. (2020, p. 74). In the learning process in it to produce goods and quality educational conditions, teachers are required to be able to manage education that can provide stimulation to students so that they are willing and able to explore online and offline education. Quality education is what makes students interact with student, which makes education fun and education efficient by delivering lesson modules with syllabus that are suitable for learning objectives and students are able to master what educators are informed about (Rachmat, et al., 2019, p. 39).

2. Research Methodology

The research method used in this study with a correlational approach is different from experimental research which cannot causality, although it can be used to study complex causal relationship. Duli, (2019, p. 8). In this study, researchers took samples of fifth grade students in 3 schools namely: MI Ahmad Dahlan, SD Aisyiyah Islamic Center Cianjur and SD Islam Creative Cianjur Indonesia.

Table 1. The Number of Students

No.	School	Amount
1	MI Ahmad Dahlan Cipanas Cianjur	27
2	SD Aisyiyah Islamic Centre Cianjur	84
3	SD Islam Creative Cianjur	84
Grand Total		195

The sampling technique in this study is a random sampling technique. The random sampling sample is simple because the sampling of population members is done randomly, without considering the stratification that exists in the population, Sugiyono (2016, p. 82). This research uses an instrument in the form of a closed questionnaire, a questionnaire that is prepared by providing answer options from which respondents can only choose one answer. The instrument uses a Likert Scale, the following is a reflection of the vulnerability of the scale on the Likert Scale Model, the data analysis techniques used in this study are as follows: Instrument Validity and Reliability Test, Analysis Prerequisite Test, Hypothesis Testing. Data processing is carried out with tools such as computers, the programs for data processing are: Microsoft Excel and Statistical for Social Science 25 (SPSS 25).

2.1 Theoretical Review

2.1.1 Learning Effectiveness

Learning effectiveness is a comprehensive assessment carried out by students after learning, the main purpose of which is to learn about students reactions to a lesson, provide a model for educators to understand the psychological role of students in the independent learning process, and play an important role in improving teacher innovation, Tu and Chu (2020, p. 7). Learning effectiveness is one of the benchmarks that can be used as a measuring tool to see whether the goals achieved have reached the maximum number or not, learning effectiveness is seen as the level or degree where a problem or process succeeds in producing pleasant and expected results by determining action, choosing appropriate goals and methods to achieve goals Hendarman, et al. (2020, p. 366). Effective learning is active and strategic, expanding collaboration, conversation, and knowledge contribution with fellow students, developing the ability to achieve goals and plans, finally monitoring their own learning in all contexts, Jeyaraj (2019, p. 7).

Independence is one way in which individuals learn to be responsible for learning activities and have the initiative in learning and to manage their own study time (Bus & Alviolenta, 2020, p. 5). Independence is the ability to think, feel and students do everything on their own without depending on others, both those who are bound by carrying out their own activities (self-help) and carrying out daily activities (Iswan et al., 2020, p. 102). One of the preferences that can be used to increase independence in the educational process is a learning process developed by teachers tailored to educational goals, as teachers must use learning methods students must participate in teaching and learning activities, develop a learning atmosphere, presentation of learning time. In addition, e-learning is a source of interactive, innovative, and interesting dynamic participation material of the attention of student participation in the learning process.

Through some of the explanations above, it can be said that the effectiveness of learning is a measuring tool to see the learning objectives in the educational process, where the success of a learning process is seen from a comprehensive assessment carried out by students after learning, where educators increase innovation in teaching, and the contribution of students to the learning process, and learners are active in their own learning in all contexts. According to Widodo (2015, p. 191), if an education is said to be efficient if it meets the main provisions for the effectiveness of education, namely: a. The presentation of a large student learning period is given to learning activities, b. Generally behavior does a great job among learners, The determination between the content of the teaching module and the expertise of the students is prioritized, d. Promote a friendly and positive learning atmosphere.

Meanwhile, according to Slameto (2003, pp. 95-96), to carry out the learning process effectively requires the following conditions. Mastering the subject matter, love of being taught, professionalism and knowledge that students already have, modification of methods, educators are aware of the limitations that he cannot master all the subject matter, the preparation of educators in Teaching must provide actual knowledge, educators must be able to grow the spirit of learning individually for each student.

2.1.2 E-learning

Understanding e-learning, e-learning is an abbreviation of the word “electronic”, it will combine all educational activities carried out by individuals or groups working online or offline and synchronously or asynchronously through networked or standalone computers and other electronic devices, according to Chitra and Raj (2018, p. 11). E-learning is the use of the internet and new multimedia technologies to improve the quality of learning by facilitating access to facilities and services, besides that e-learning can also increase collaboration between students, educators and administrators, according to Arkorful in Ayele and Birhanie (2018, p. 1). E-learning is education based on modern communication methods including computers and their networks, various audio-visual materials, search engines, electronics libraries, and websites, which are delivered through the World Wide Web media Sotiriou, et al. (2020, p. 4). The characteristics of e-learning according to Sodiqovich, et al. (2020, p. 7) are divided into five of them, namely: a. Each interactive e-learning course describes a specific starting and ending level of the

learning process; b. Learning using demonstration equipped with animations, hyperlinks, videos, and multimedia technology, c. Provides versatility, multi-level and diversity of test assignments, allowing all assignments and test to be interactive and given to educators in the usual way; d. The system is open in its structure, as long as using online learning can be replenished and improved, e. The approach to learning methods is more than offline learning.

Meanwhile, according to Nursalam, et al. (2008, p. 135), the characteristics of e-learning are divided into four basic categories, including: Using the contribution of electronic technology. Where educators and students, students and students, as well as teachers and teachers are able to relate because it is relatively simple, there are no limitations due to formal situations, the main feature of computers (digital devices and computer networks). Applying teaching materials that are independent (self-learning) learning materials) are then stored on the computer, fully accessible for teachers and students anywhere and anytime if interested parties need it, and using the educational program, syllabus, the effect of increasing learning, and conditions related to learning management can be turned off at any time, all the time on the computer.

Furthermore, according to Clark and Mayer, 2008: in Herayati, et al. (2017, p. 211), e-learning has five characteristics, including: having relevant information based on learning objectives, outcomes, learning designs, such as parenting patterns and education to improve learning outcomes, learning process, applying media elements such as pictures and words to present teaching material, making direct learning centered on educators (synchronous e-learning) composed of independent learning (asynchronous e-learning), shaping perceptions and related skills for the purpose of learning either individually or in groups. According to Supuwiningsih, (2021, pp. 9-10) based on the explanation on ASTD e-learning can be divided into 3types, namely: a. Web-Based Learning (Web Based Learning). When learning to teach based on the web, students carry out online activities on the internet with websites. They can also connect with students and educators with the structure shared by the website; b. Virtual Education (Virtual Education). The teacher uses several methods such as LMS (Learning Management System) applications, multimedia materials, internet utilization, and video conferencing. Students obtain these learning materials and interact with educators on using technology; c. Digital Collaboration (Digital Collaboration). An-the activity where students from different categories (classes and schools) are together during a project/task exchanging ideas and information optimally using internet technology.

Meanwhile, according to Alqahtani and Rajkhan (2020, p. 4), e-learning is divided into five, including: Blended Learning, a. Mixed learning process between traditional and online classes, Flipped Classroom, a learner-centered approach to learning with online subject matter provided to students before class, ICT Supported Face to Face Learning, traditional learning supported by information and communication technology, synchronous, real-time interaction distance learning, asynchronous, real-time interaction distance learning.

Based on some of the vies of the experts mentioned above, that e-learning is a learning process that is carried out offline and online by modifying digital media to improve the quality of learning by facilitating access to facilities and services, so as to increase collaboration in learning with modern multimedia.

2.1.3 Characteristics of E-Learning

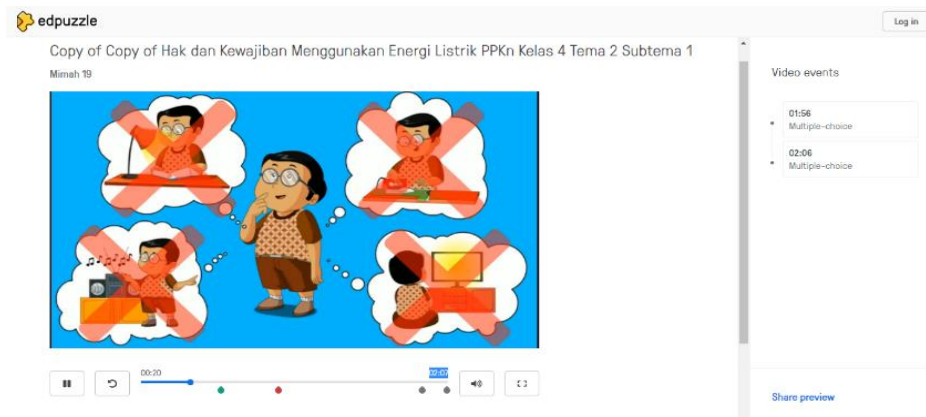
According to Rusli, et al. (2020, p. 10), there are three characteristics of e-learning on learning activities in the classroom (classroom instruction), including: a. Supplement. If students have the flexibility to determine whether they want to use e-learning materials or not? This does not have a necessity or need for students in relation to accessing e-learning materials. Although it is no optional, students who use it should use additional knowledge and intuition, b. Complement (complementary). As a complement to the use of learning materials, they are designed to be teaching materials for strengthening or improving students in participation in conventional learning activities; c. Substitution (substitute). If alternative training is used for students, the goal is that students can quickly adjust to being managed, proportional to the time other daily activities of students.

According to Chitra and Raj (2018, p. 12), e-learning has seven benefits, including: online learning accommodates everyone's needs. The learning process can be done several times, with online learning students can access an unlimited number of content, offers access to updated content, ensuring that educators are in tune with modern lessons.

2.1.4 Understanding Google Classroom

Google classroom is an internet-based service provided by Google in an e-learning system based on virtual classes as from distance education, virtually tested in cyberspace through online means, Hakim, (2016, p. 2). Google classroom is an application that is devoted to online learning facilities, making it easier for educators to create, classify and group each assignment without using paper anymore, Soni, et al. (2018, p. 18). Google classroom is a platform to assist educators in creating and controlling class assignments skillfully and easily, providing direct feedback to students efficiently, and communicating with students without being limited by distance and time, Latif, (2016, p. 8).

The explanation that has been responded to by the experts above, then it can be concluded that Google classroom is a virtual class-based platform in the form of a distance learning system that can make it easier for educators to create, share and group each task and can simplify giving feedback to students efficiently and connections with students without being fixated on space and time.



Picture 1. Platform Sub Material Google Classroom

Google Classroom Functions

Google classroom has various benefits that are very beneficial for educators and students. The use of Google Classroom can be via multiplatform, namely via PCs and mobile phones, educators and students can download applications via the Play store application on Android or the App Store on IOS, Google classroom is connected to all other Google for Education services, so educators can use Google Mail, Google calendar Google Drive, and so on in the educational process Prada, et al. (2017, p. 60). Therefore, Google Classroom is able to contribute to educators and students when carrying out the learning process through the help of the existing platform in Google Classroom.

2.1.5 Disadvantages of Google Classroom

Janzen M., et al., 2014, in Iftakhar, et al. (2016, p. 13) stated the advantages of Google Classroom include: easy to use, time saving, cloud based flexible free and mobile friendly. Another opinion about the advantages of Google Classroom is that it can interact with other students in the ongoing learning, by delivering educator learning materials in the form of power points, videos, and instructions in Google Classroom, Susanti, et al. (2016, p. 254). Thus, it can be concluded that the advantages of using Google Classroom are that it is easier for educators to monitor more than one class, easy to provide information, and easy access for educators and students to communicate.

The disadvantage of Google Classroom is that when accessing existing materials or assignments you need the internet, so what needs to be done by the school is to complete infrastructure and facilities with a stable connection such as the provision of Wifi, as well as students who are at home Susanti, et al. (2016, p. 254). Another disadvantage of Google Classroom is that the learning process is individual so that there is a lack of social learning between students, when the teacher conveys the wrong subject matter to students it has a major impact on students knowledge, so there is a need for revision or two way delivery of material between students and educators.

2.1.6 Definition of Independence

Independence is state that is manifested in the behavior of individuals who are free, responsible and do not depend on others in achieving learning goals Wulanningtyas and Fauzan (2022, p. 197). Independence is one of the efforts in which the individual learns to be responsible for learning activities and has the initiative in learning and to manage their own study time Bus and Alviolenta (2020, p. 5). Independence is the ability to think, feel, and students do everything on their own without depending on others, both those who are bound by carrying out their own activities (self-help) and carrying out daily activities. Iswan, et al. (2020, p. 102).

In some of the interpretation that have been expressed by the experts above, therefore it can be interpreted that independence is the ability of each individual to solve problems that occur autonomously, each individual is able to solve the problem, can show the ability to be creative, independent, and have self confidence in solving the problem. So that each individual can be creative, competitive, and collaborate with each individual so that they can fulfill their desires in solving the problems they face.

2.1.7 Independence

Independence has certain characteristics that have been used by Sumbawati. Munoto, et al. (2020, p. 344) as follows: a. independent in learning, able to take full responsibility in analyzing, planning, implementing, and evaluating learning activities independently; b. Management is able to identify what they need, set individual learning goals, control their own time and effort for learning, and manage feedback for their work; c. Have a desire to learn for the purpose of gaining knowledge, motivation to learn; d. Problem solving to achieve the best learning outcomes.

2.1.8 Form of Independence

According to Sumbawati, et al. (2020, p. 344) independence can be distinguished into three forms of independence, including: Behavioral independence, which is independence that focuses on tasks, emotional and motivational independence, through aligning motivation for learning purposes and avoiding emotional state that can hinder task completion. Social independence, is the ability to control will power when placing discussion efforts to achieve goals. According to Streigberg (1992), in Dipl. (2016, p. 186), the characteristics of independence are distinguished from 3 personalities, including: a. Emotional independence, is independence that suggests the development of intimate emotional bonds between people; b. Behavioral independence is something that is independent in order to produce an attitude without being related to other people and carry it out and be responsible; c. Value independence, is the ability to use a set of precepts about right and wrong, which are primary and common; d. Has the characteristics of each individual.

Meanwhile, according to Suprayitno et al. (2020, p. 54), someone who has all the following independence abilities: Has the ability to think in all things in completing his responsibilities, has the ability to complete the tasks that are his responsibility, receives satisfaction through the activities provided. Has the skills in overcoming obstacles in achieving success, has the ability to be honest and

right in accordance with rights and obligations, has a habit of helping others or doing activities that are beneficial to the surrounding environment, having critical, imaginative and productive thinking skills about everything. Not feeling low yours self if you have different thoughts from others.

3. Research Finding

Analysis of the data based on the description of the respondents was obtained from 3 schools studied, with a sample of 195 students then the research data was processed, first tested the validity and reliability of the questionnaire instrument. The following is the data on the characteristics of the respondents as shown in the following table:

Table 2. Respondent Characteristics

No.	School	Absolute Frequency	Procentage
1	Madrasah Ibtidaiyah Ahmad Dahlan	27	14%
2	SD Aisyiyah Islamic Center Cianjur	84	43%
3	SD Islam Kreatif Cianjur	84	43%
	Total	195	100%

The results of testing the validity of the instrument obtained showed that the validity test of the variable indicators of Utilization of E-Learning Media, and Learning Independence of elementary school students resulted in a Person R Significance value below 0.05 ($\alpha=5\%$), from these results it can be concluded that every indicators statements and questions can be declared valid. In addition, the results of reliability testing on the three variables resulted in a Cronbach alpha value >0.60 , so from that it can be concluded that the three variable were declared reliable.

3.1 Normality Test

The normality test carried out in this study used the Kolmogorov-Smirnov Test.

Table 3. Normality Test

One Sample Kolmogorov-Smirnov Test		
N		117
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.21480606
Most Extreme Differences	Absolute	.053
	Positive	.036
	Negative	-.053
Test Statistic		.053

Asymp.Sig.(2-tailed)	.200 ^{c,d}
Test distribution is Normal	
Calculated from data	
<i>Lilliefors Significance Correction</i>	
<i>This is a lower bound of the true significance</i>	

Regarding the value of the normality test results, it can be seen in the significant value of Asymp. Sig (2-tailed) of $0.200 > 0.05$, so it can be concluded that according to the basis for decision making in the Kolmogorov-Smirnov Test normality test that the information taken for research is normally distributed.

3.2 Linearity Test

The linearity test was carried out in this study by looking at the Deviation from Linearity Value.

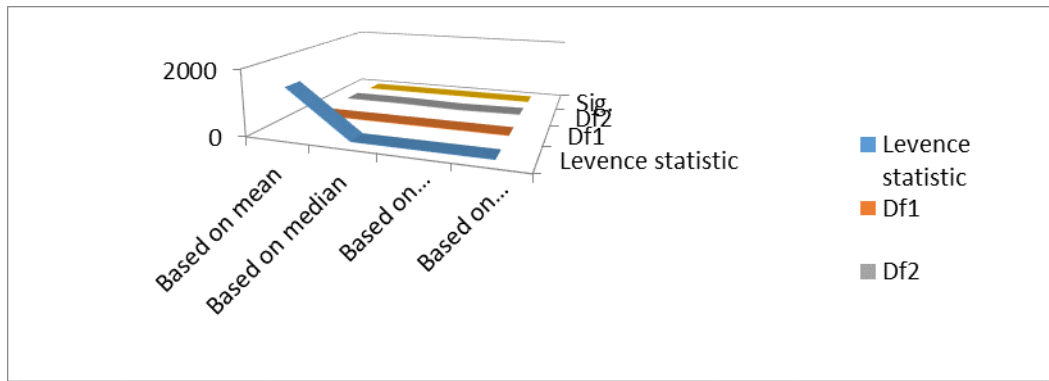
Table 4. Linearity Test

ANOVA Table								
				Sum of	df	Mean	F	Sig
				Square		Square		
Unstandardized Residual* Unstandardized	Between Groups	(Combined)		5297.031	99	53.505	1.227	.327
		Linearity		.000	1	.000	.000	1.000
		Deviation	From	5297.031	98	54.051	1.240	.318
		Linearity						
		Within Groups		741.167	17	43.598		
Total			60.38.197	116				

Based on the results of the calculations in the table above, the Deviation from Linearity value is significant $0.318 > 0.05$, so it can be interpreted that there is a significant linear relationship between the variables of learning media utilization (X_1), e-learning (X_2), and the learning independence variable of elementary school students (Y).

3.3 Homogeneity Test

Homogeneity test was conducted to see the value of sig. in the test of homogeneity of variances table.



Graph 1. Learning Homogeneity Test

Based on the results of the analysis in the best of homogeneity of variances table above, it is known that the sig value results. The variable of learning independence of elementary school students (Y) on the use of learning media (X_1) is 0.130. Because the value of Sig. $0.130 > 0.05$, it can be concluded that the homogeneity test of the student learning independence variable (Y) on the use of learning media (X_1) is the same or homogeneous.

Table 5. E-Learning Variable Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df ₁	df ₂	Sig.
Independence	Based on Mean	1.454	15	100	.138
	Based on Median	1.073	15	100	.319
	Based on Median and with adjusted df	1.073	15	74.838	.396
	Based on trimmed mean	1.446	15	100	.141

Based on the results of the analysis in the test of homogeneity of variances table above, it is known that the sig value results. Student learning independence variable (Y) in e-learning (X_2) is 0.138. Because the value of sig. $0.138 > 0.05$, it can be concluded that the homogeneity test of the student learning independence variable (Y) in e-learning (X_2) is the same or homogeneous.

3.4 Multicollinearity Test

Multicollinearity test was carried out to see the value of VIF.

Table 6. Multilinearity Test

		Coefficients ^a						
Model		Unstandardized		Standardized	t	Sig.	Collinearity	
		Coefficients		Coefficients			Statistics	
		B	Std.Error	Beta			Tolerance	VIF
1	(Constant)	7.635	5.403		1.413	.160		
	Use of learning media	.432	.140	.236	3.089	.003	.665	1.50
								4
	e-learning	1.533	.199	.586	7.687	.000	.665	1.50
								4
a. Dependent variable : Student learning independence								

The results of the analysis in Table 6 above show that the VIF value on the variable X_1 and X_2 is $0.665 > 0.10$, it can be concluded that there is no indication of multicollinearity.

3.5 Heteroscedasticity Test

The heterogeneity test was carried out by using the Spearman correlation test.

Table 7. Heterogeneity Test

		Coefficients ^a						
Model		Unstandardized		Standardized	t	Sig.	Collinearity	
		Coefficients		Coefficients			Statistics	
		B	Std.Error	Beta			Tolerance	VIF
1	(Constant)	1.128	3.281		.344	.732		
	Student learning independence	.125	.085	.168	1.477	.142	.665	1.504
	e-learning	-.033	.121	-.031	-.271	.787	.665	1.504

a. Dependent variable: Abs_RES

Based on the statistical test results table above, it can be seen that the significant value of the learning effectiveness variable (X_1)=0.142 and e-learning (X_2)=0.787, caused by the significant value of the two variable > 0.05 so it can be concluded that the two variable are not intertwined indications heterogeneity.

3.6 Autocorrelation Test

Tests for the presence or absence of autocorrelation in research conducted using the Durbin-Watson test.

Table 8. Autocorrelation TestModel Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.748 ^a	.559	.551	7.278	2.153

*a. Predictors: (Constant), E-Learning, Utilization of learning media**b. Dependent Variable: Independent learning of students*

Based on the output table of the summary model above, it is known that the value of $d=2.153$ with a significance value of 5%, so that the results of the Durbin-Watson autocorrelation test are as follows:

$$d=2.153 \text{ Sig}=5\%$$

$$(kn)=2.117) \quad d_1=1.6638 \quad d_u=1.7332$$

$$4-d_1=4-1.6638=2.2668$$

$$4-d_u=4-1.7332=2.3362$$

$$d_u < d < 4-d_u=1.7332 < 2.153 < 2.3362$$

So it can be concluded that in the Durbin-Watson autocorrelation test above, it can be interpreted that there is no indication of autocorrelation.

Partial Significance Test (t_{test})

A partial significance test was conducted to determine how much influence the independent variable had.

Table 9. Partial Significance Test

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	7.635	5.403		1.413	.160
	Student learning independence	.432	.140	.236	3.089	.003
	e-learning	1.533	.199	.586	7.687	.000

a. Dependent Variable: independent

The output table above is the results of the t test (partial) showing that the significance value of the influence of the use of learning media (X_1) on student learning independence (Y) is $0.003 < 0.05$ and the value of $t_{\text{count}} > t_{\text{table}} = 3.089 > 1.980$ then (H_{01}) is rejected and H_{a1} is accepted independence (Y) and the results of the t-test (partial) show that the significance value has the effect of e-learning (X_2) on student

learning independence (Y) is $0.000 < 0.05$ and the value of $t_{table} > t_{table} = 7,687 > 1,980$ then H_{02} is rejected and H_{a2} is accepted which can be concluded that there is an influence on e-learning (X_2) on student learning independence (Y).

3.7 Regression Significance Test (f-Test)

Regression significance test was conducted to determine the effect of a variable which can be seen in the ANOVA table.

Table 10. Regression Significance Test (F_{test})

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1 Regression	7660.384	2	3830.192	72.313	.000 ^b	
Residual	6038.197	114	52.967			
Total	13698.581	116				

a. Dependent Variable : Independent

b. Predictors : (Constant) *E-Learning, use of learning media*

Based on the results of the output table above, it can be seen that the significance value for the use of learning (X_1) and e-learning (X_2) on student learning independence (Y) is $0.000 < 0.05$ and $F_{(Count)} > F_{table} = 72.313 > 3.08$, it proves that H_{03} is rejected (H_{a3}) is accepted.

3.8 Partial Correlation Coefficient

The partial correlation coefficient carried out in this study can be seen from the value of R

Table 11. Partial Correlation Coefficient

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df	df2	Sig. F Change
1	.748 ^a	.559	.551	7.278	.559	72.313	2	114	.000

a. Predictors : (Constant) *E-learning, use of learning media*

b. Dependent Variable : Student learning independence

Based on the output table above, it is known that the significant value is < 0.000 , so it can be said that the correlation between the variables of the value $R = 0.748$ means that the relationship between the

variable of using learning media (X_1) and e-learning (X_2) on student learning independence (Y) is close or strong is 74.8%.

3.9 Coefficient of Determination

The coefficient of determination carried out in this study can be seen from the value of R Square.

Table 12. Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.748 ^a	.559	.551	7.278

a. Predictors: (Constant), E-Learning, use of learning media

Based on the table above, there is an R^2 value (coefficient of determination) of 0.559 which means that there is an influence between the variable of learning utilization (X_1) and e-learning (X_2) on student learning independence (Y) of 55.9%. Based on the results of the analysis of hypothesis testing using a partial significant test (t-test), the results obtained if the learning utilization variable (X_1) has a significant influence on student learning independence (Y). This can be seen from the significant value in the t-test of the learning media utilization variable (X_1) of $0.003 < 0.05$, and the value of $t_{\text{count}} > t_{\text{table}} = 3.089 > 1.980$, then H_{01} is rejected and H_{a1} is accepted. Based on this until the first hypothesis which reads that there is a positive relationship between the use of learning media (X_1) and students learning independence (Y), has been tested for truth and can be accepted.

The relationship between E-learning (X_2) and the independence of students (Y). Based on the results of the analysis of hypothesis testing using a partial significant test (t-test) the results obtained if the e-learning variable (X_2) has a significant influence on student learning independence (Y). This can be seen from the significant value in the t-test of the e-learning variable (X_2) of $0.000 < 0.05$ and the value of $t_{\text{count}} > t_{\text{table}} = 7.687 > 1.980$, then H_{02} rejected and H_{a2} is accepted. Based on this, the second hypothesis which read. There is positive relationship between e-learning (X_2) and student learning independence (Y), has been verified and can be accepted. The relationship between the use of learning media (X_1) and e-learning (X_2) with student learning independence (Y).

The results of the analysis show that the variable of the use of learning media (X_1) and e-learning (X_2), simultaneously have a significant effect on student learning independence (Y). This can be seen from the results of the regression significance test (f-test) which shows that the value of sig. in the f-test of $0.000 < 0.05$, so that all independent variable consisting of the use of learning media (X_1) and e-learning (X_2) have a simultaneous effect on student learning independence (Y) in students at MI Ahmad Dahlan, SD Aisyiyah Islamic Center, and SD Creative Isamic. Cianjur Indonesia, thus the third hypothesis of

the research which states that there is a positive relationship between the use of E-learning learning media and student learning independence is proven to be true.

4. Conclusion

Based on the results of research and discussions that have been carried out and several conclusions can be drawn, including:

- a. The relationship between the use of learning media (X_1) on student learning independence (Y) is indicated by a significant value on the t-test of the variable use of learning media (X_1) of $0.003 < 0.05$, and the value of $t_{\text{count}} > t_{\text{table}} = 3.089 > 1.908$ then H_{01} is rejected and H_{a1} accepted. Based on the results of the statistical data analysis above, the use of learning media (X_1) has a positive relationship with student learning independence (Y) in class V at MI Ahmad Dahlan, SD Aisyiyah Islamic Center Cianjur, and SD Islam Creative Cianjur Indonesia.
- b. The relationship between e-learning (X_2) and student learning independence (Y) is indicated by a significant value on the t-test of the e-learning variable (X_2) of $0.000 < 0.05$ and the value of $t_{\text{count}} > t_{\text{table}} = 7.687 > 1.908$, then H_{02} is rejected and H_{a2} accepted. From the above analysis, e-learning (X_2) has a positive relationship with student learning independence (Y) in grade V at MI Ahmad Dahlan Cipanas, SD Aisyiyah Islamic Center, and SD Creative Islamic, Cianjur Indonesia.
- c. The relationship between the use of learning media (X_1) and e-learning (X_2) simultaneously with student learning independence (Y) is indicated by a significant value on the f-test of $0.000 < 0.05$. So that all independent variables consisting of the use of learning media (X_1) and e-learning (X_2), simultaneously affect the learning independence of students (Y) in class V at MI Ahmad Dahlan, SD Aisyiyah Islamic Center Cianjur and SD Creative Islamic Cianjur Indonesia.

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