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The Effect of Using Google Sites as Learning Sources on Learning Outcomes of Students at SMK Negeri 4 Palangka Raya Academic Year 2021/2022

Orbit Thomas[1], Simpun[2], Yulinda[3]
[1,2,3]*Faculty of Teacher Training and Education, Universitas Palangka Raya, Indonesia*
orbit.thomas@fkip.upr.ac.id

Abstract

Advanced data technology shares many positive benefits with the existence of the internet, not only helping to increase students' knowledge that is not available in school. With the Google site which has billions of websites, so that any information we are looking for is almost entirely available. Likewise with the subject matter, almost all of the subject matter is on this web, making it easier for students to do assignments so that it will have an impact on the acquisition of student learning outcomes. Raya for the academic year 2021/2022. This research is quantitative descriptive. The research sample is class XI Multimedia – 2 SMK Negeri 4 Palangka Raya students for the 2021/2022 academic year. Collecting data using questionnaires and documentation in the form of learning outcomes. While the data analysis technique used the Simple Regression test. The results showed that there was a positive and significant influence between the use of the Google site as a learning resource on student learning outcomes at SMK Negeri 4 Palangka Raya in the academic year 2021/20221 with a significance value of tcount of 0.010 < 0.05 with a large influence on the use of the Google site as a source learning on learning outcomes, which is equal to 20.8% and 79.2% is influenced by other factors not examined in this study.

Keywords
utilization of google sites; learning outcomes; learning sources

I. Introduction

In essence, education is the development of human abilities or expertise evenly whose application is tried by teaching various types of knowledge and skills needed by humans themselves (Syah, 2018). In the education process in schools, the teaching and learning process is a main activity.

The current educational process is not teacher-centered education, but compulsory student-centered learning. This change is expected to urge students to actively participate in building knowledge, behavior, and attitudes. In student-centered education, so that students get the opportunity and means to build their own knowledge so that they will gain a deep understanding (deep learning) and ultimately will improve the quality and quality of students which will have an impact on increasing the value of student learning outcomes.

Advances in data technology share many positive benefits with the existence of the internet, not only helping to increase students' knowledge that is not available in school. One of the benefits of the internet, namely as a media program. A service program in the world of the internet provides a very large benefit is that it continues to make it easier for users to search for data. According to Iskandar (2020: 51) "Search engine is one of the

internet facilities that is run through a browser to find the data we want". The program contains a variety of databases of sites from around the world which amount to billions of web pages. Using the program is quite easy because we only need to enter the keywords we want to search for and Google will show various links that match those keywords.

At SMK Negeri 4 Palangka Raya, students are allowed to use smartphones during class hours with the exception of only to assist in finding the material being studied. The use of the Google web is also increasingly being used in online learning during this Covid 19 pandemic. The majority of teachers only use WhatsApp media to provide subject matter data, assignments, and other data without any explanation. This makes students less able to master the subject matter. Data from students when collecting assignments to school, data is obtained that their parents are busy with work, never again to guide children in learning so that to find other sources of learning materials, students access the internet, especially the Google website.

II. Review of Literature

2.1 Overview About UtilizationGoogle Sites as Learning Resources

a. Definition of Utilization

"Utilization is a derivative of the word "benefit", which gets the affix of pe-dan-an which means the process, method, designation of utilizing "(KBBI Drafting Team, 2017: 710). According to the Big Indonesian Dictionary (2017:711) "utilization comes from the basic word benefit which means use, benefit. After that, it gets an affix which means process, method, designation, utilization. Thus utilization can be interpreted as a way or process of using an object or object.

If it is related to this research problem, then utilization here means using or using a useful media in this case using the Google web as a learning resource.

b. Understanding Google Sites

Information at this time takes a long time to process and can be data that can be sent to other parts of the world, nowadays it can be tested in seconds. This phenomenon is the influence of the presence of the internet that supports and facilitates the growth of computer and telecommunications technology which continues to be fast with the existence of the web or the web as a communication media service provider.

According to Wijaya (2019:8) “Google, is a big industry in America that has an early mission to bring together all data from all over the world and for it to be easily accessible and useful and become a “star” in the internet world”.

Figure 1. *Google Site Initial Display*

2.2 Overview about Learning Outcomes

Understanding Learning

Learning is a business process that a person tries to get a completely new change of behavior as a result of his own experience in interaction with his environment. Learning is a change in behavior or appearance, with a series of activities, for example by reading, observing, observing, imitating and so on (Fathurrohman and Sulistyorini, 2017). Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020). This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills.

Learning is meant as a process of changing behavior in people due to the interaction between people and people and their environment. Syah (2018) defines learning as a process of changing behavior which includes changes in human tendencies such as behavior, attention, or values and the change in ability is an increase in skills to carry out various types of performance (performance). For Dimyati and Mudjiono (2018) learning is an activity in which a person makes or creates a change in behavior that is contained in him in knowledge, behavior, and expertise.

III. Research Methods

The type of research used is descriptive research with a quantitative approach. The use of this quantitative descriptive method is harmonized with research variables that focus on actual problems and phenomena that occur at the present time in the form of research results in the form of meaningful numbers. Sudjana (2017: 53) that "descriptive research methods with a quantitative approach are used if the aim is to describe or explain an event or an event that is happening at the present time in the form of meaningful figures".

Quantitative research in this study was conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons or connecting with other variables. So this study was conducted to determine the effect of using the Google site as a learning resource on student learning outcomes at SMK Negeri 4 Palangka Raya in the 2021/2022 academic year.

IV. Discussion

4.1 Results

a. Data Description

The research of “The Effect of Using Google Sites as Learning Sources on Learning Outcomes of Students at SMK Negeri 4 Palangka Raya Academic Year 2021/2022" was conducted to determine the effect of using Google sites as learning resources on student learning outcomes at SMK Negeri 4 Palangka Raya in the academic year 2021/2022. With variable X (independent variable) in the form of the use of the Google site as a learning resource and variable Y (dependent variable) in the form of learning outcomes.

b. Validity

Validity can be calculated by correlation formula*product moment*. In this study, the calculation of validity was assisted by using the SPSS for windows release 19 program application. The calculation of each item from the calculation of the validity of the

questionnaire using the Google site as a learning resource can be seen in the following table:

Table 1. r_{count} Test Items of the Questionnaire Instrument Utilization of the Google Site as a Learning Resource

No Item	rcount	rtable	Information
1	0.371	0.349	Valid
2	0.367	0.349	Valid
3	0.521	0.349	Valid
4	0.516	0.349	Valid
5	0.502	0.349	Valid
6	0.358	0.349	Valid
7	0.369	0.349	Valid
8	0.474	0.349	Valid
9	0.445	0.349	Valid
10	0.535	0.349	Valid
11	0.490	0.349	Valid
12	0.555	0.349	Valid
13	0.543	0.349	Valid
14	0.444	0.349	Valid

The results of the analysis of the validity of the questions as a whole contained 14 valid questions, namely questions number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14. Invalid questions are not so that all questions can be used as research questionnaire questions.

c. Reliability

After the validity test incan, to find out the level of consistency of instrument answers, a reliability test is carried out on the instrument. The results of the reliability test on the questionnaire on the use of the Google site as a learning resource were carried out with the help of the SPSS for windows release 19 program application. Following are the results of the calculation:

Table 2. Reliability Statistics Questionnaire for Utilization of Google Sites as Learning Resources

Cronbach's Alpha	N of Items
0.711	15

Based on Table 2. It can be seen that the reliability coefficient of the non-test instrument is 0.711 > 0.70 so it can be stated that the instrument that has been distributed is included in the reliable category. Based on the calculation of the overall reliability of the factors, the reliability coefficient value or reliability is 0.711 so it can be concluded that the instrument in the form of a questionnaire is reliable (strong), so the items of this instrument are feasible to use to collect research data.

d. Research Data

In snswering some of the problem formulations mentioned in CHAPTER I, data related to this research are needed, while the data are in the form of a questionnaire

instrument, a questionnaire instrument that is obtained after the research sample is working on a questionnaire on the use of the Google site as a learning resource (variable X) and learning outcomes (variable X). variable Y). The questionnaire on the use of the Google site as a learning resource (variable X) consists of 14 questions that are valid and reliable. Statements along with alternative answers (Always = SL, Often = SR, Sometimes = KK, and Never = TP).

1. Descriptive Statistics of Google Site Utilization Variables as Learning Resources

Respondents' responses in the form of tabulation of questionnaire data regarding the variable of using the Google site as a learning resource for students of SMK Negeri 4 Palangka Raya in the 2021/2022 academic year with the frequency of each respondent's answer along with the percentage of each question item in the research questionnaire are presented in the following table.

Table 3. Frequency of Accessing Google Sites as Learning Resources in a Week

Alternative Answer	Frequency	Percentage (%)
1 time	0	0
2-3 Times	16	51.6
4-7 Times	3	9.7
> 7 Times	12	38.7
Amount	**31**	**100**

Based on Table 3. questions about the frequency of accessing Google sites as a learning resource in a week, respondents who answered 1 time as many as 0 people with a percentage of 0%, answered 2-3 times as many as 16 people with a percentage of 51.6%, answered 4-7 times as many as 3 people with a percentage of 9.7%, and answered > 7 times as many as 12 people with a percentage of 38.7%. So this shows that the average frequency of accessing the Google site as a learning resource in a week for class XI students at SMK Negeri 4 Palangka Raya for the academic year 2021/2022 is 2-3 times with a percentage of 51.6%.

Table 4. Time to Access Google Sites as Learning Resources

Alternative Answer	Frequency	Percentage (%)
< 1 Hour	1	3.2
1-2 Hours	10	32.3
> 2-4 Hours	5	16.1
> 4 Hours	15	48.4
Amount	**31**	**100**

Based on Table 4. questions about the length of time to access the Google site as a learning resource, 1 person answered <1 hour with a percentage of 3.2%, 10 people answered 1-2 hours with a percentage of 32.3%, answered >2-4 hours as many as 5 people with a percentage of 16.1%, and answering > 4 hours as many as 15 people with a percentage of 48.4%. So this shows that the average length of time accessing the Google

site as a learning resource for class XI students of SMK Negeri 4 Palangka Raya for the academic year 2021/2022 is > 4 hours with a percentage of 48.4%.

Table 5. Time to Access Google Sites as Learning Resources

Alternative Answer	Frequency	Percentage (%)
Morning	0	0
Afternoon	8	25.8
Afternoon	9	29.0
Evening	14	45.2
Amount	**31**	**100**

Based on Table 5. questions about the time to access the Google site as a learning resource, respondents who answered in the morning as many as 0 people with a percentage of 0%, answered in the afternoon as many as 8 people with a percentage of 25.8%, answered in the afternoon as many as 9 people with a percentage of 29 .0%, and answered at night as many as 14 people with a percentage of 45.2%. So this shows that the average time of the Google site as a learning resource for class XI students of SMK Negeri 4 Palangka Raya for the 2021/2022 academic year is at night with a percentage of 45.2%.

Table 6. Where to Access Google Sites as Learning Resources

Alternative Answer	Frequency	Percentage (%)
House	0	0
School	7	22.6
Internet Cafe (Warnet)	10	32.3
Friends Place	14	45.2
Amount	**31**	**100**

Based on Table 6. questions about where to access the Google site as a learning resource, respondents who answered at home were 0 people with a percentage of 0%, answered at school as many as 7 people with a percentage of 22.6%, answered at an Internet Cafe (Warnet) as many as 10 people with a percentage 32.3%, and answered at a friend's place as many as 14 people with a percentage of 45.2%. So this shows that the average place to access the Google site as a learning resource for class XI students at SMK Negeri 4 Palangka Raya for the academic year 2021/2022 is at a friend's place with a percentage of 45.2%.

2. Descriptive Statistics of Learning Outcome Variables

Variable data on learning outcomes was obtained through documentation in the form of obtaining learning outcomes in the form of odd semester UTS scores for class XI students of SMK Negeri 4 Palangka Raya for the academic year 2021/2022, totaling 31 students. Based on the data obtained, it is known that the highest score obtained by students is 96 and the lowest value obtained by students is 77.

Furthermore, an analysis was carried out using the SPSS Statistic 22 program and obtained a Mean (M) value of 88; The median (Me) is 89; The mode (Mo) is 91 and the Standard Deviation (SD) is 5.260.

e. Classical Assumption Test

The next stage that the author does to test the data is to do the Classical Assumption Test on data research. Assumption tests carried out are: normality and linearity tests. If the results of the classical assumption test show that normality and linearity occur, the regression that has been carried out is considered feasible.

1. Normality Test

The normality test was conducted to determine whether the residual value was normally distributed or not. The normality test used in this study is the Kolmogorov Smirnov normality test with SPSS Statistic 22 with the provisions, if the sig value > 0.05 then the data is normally distributed otherwise if the sig value < 0.05 then the data is not normally distributed or if the residual is greater than the level significance (α) then Ho is accepted. On the other hand, if the residual is smaller than the significance level (α), then Ha is rejected.

Table 7. Normality Test

		Google Site Utilization	Learning outcomes
N		31	31
Normal Parameters, b	mean	30.2903	88.0000
	Std. Deviation	3.54207	5.25991
Most Extreme Differences	Absolute	0.125	0.135
	Positive	0.125	0.100
	negative	-0.112	-0.135
Test Statistics		0.125	0.135
asymp. Sig. (2-tailed)		.200c,d	.158c

Based on Table 7. it can be seen in the variable using the Google site as a learning resource that the value of sig > 0.05 is 0.200 so it can be concluded that the residual data is normally distributed and the regression model has met the assumption of normality. In the learning outcomes variable, the value of sig > 0.05 is 0.158, so it can be concluded that the residual data is normally distributed and the regression model has met the assumption of normality. In addition to using the Kolmogorov Smirnov table, the normality test can also be performed using the P-Plot. Researchers will see whether the data is normal or not based on the distribution of the points on the existing diagonal line. The results of the P-Plot test are presented in Figure 3.

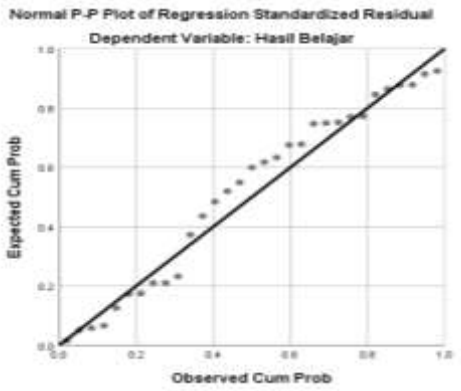

Figure 2. *P-Plot Normality*

Based on Figure 2. above, it can be seen that the data spreads around the diagonal line and follows the direction. This shows a normal data distribution pattern. Therefore, the regression model of this study fulfills the assumption of normality.

2. Linearity Test

The linearity test is the second prerequisite test that must be met before carrying out the hypothesis test to see the form of the relationship between the independent variable and the dependent variable. The linearity test is carried out by looking at the F value. The results of the linearity test are in Table 8.

Table 8. Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * Utilization of Google Sites	Between Groups	(Combined)	305.533	11	27,776	1.006	0.476
		linearity	172,761	1	172,761	6,259	0.022
		Deviation from Linearity	132,772	10	13,277	0.481	0.882
	Within Groups		524,467	19	27,604		
	Total		830,000	30			

The results of the analysis show that in the ANOVA table the value of Fcount at deviation from linearity is 0.481 with a significance of 0.882, it can be concluded that the significant value is 0.882 0.05, meaning that the two data are linearly related.

f. Data Analysis

Based on the two prerequisite tests that have been carried out, it is known that the research data is normally distributed and linear so that simple linear regression analysis can be used in this study. Simple linear regression testing using *SPSS Statistics 22* application calculations. The results of the calculation of the simple linear regression statistical test can be seen in the following table.

Table 9. Output Results 1 SPSS Simple Linear Regression Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.456a	0.208	0.181	4.76061

Based on Table 9. the magnitude of R square is 0.208, this means that the use of the Google site as a learning resource has an influence of 20.8% on learning outcomes. While the rest (100%-20.8% = 79.2%) is explained by other reasons.

This output explains the summary of the model, among others, showing a simple correlation between the variables of using the Google site as a learning resource on the learning outcomes variables, decision making is based on if the results of the correlation value are getting closer to one, the relationship between variables is very close, R square shows the value of the coefficient of determination, the value of This is then converted into percent to show the percentage of the influence of the variable using the Google site as a learning resource on the learning outcome variable.

The correlation coefficient was carried out to determine the level of relationship between the variable utilization of the Google site as a learning resource and the variable learning outcomes. If the significance value of each variable is smaller than the alpha level (0.05) then it is correlated. On the other hand, if the significance value of each variable is greater than the alpha level (0.05), then it is correlated. To determine the level of correlation and the strength of the relationship between the variable using the Google site as a learning resource (variable x) and the variable learning outcomes (variable y), it can be seen in Table 10.

Table 10. Correlation Coefficient Test

		Google Site Utilization	Learning outcomes
Google Site Utilization	Pearson Correlation	1	.456**
	Sig. (2-tailed)		0.010
	N	31	31
Learning outcomes	Pearson Correlation	.456**	1
	Sig. (2-tailed)	0.010	
	N	31	31

Based on Table 10, it is known that the significance value of the variable using the Google site as a learning resource and the learning outcome variable (0.010) <0.05 so that there is a relationship/correlation between the use of the Google site as a learning resource and learning outcomes. While the value of Pearson Correlation on the variable use of the Google site as a learning resource and learning outcomes variable is 0.456, which means the level of correlation between the two variables is moderate.

Table 11. Correlation Value and Relationship Level

No	Correlation Value (r)	Relationship Level
1	0.00-0.199	Very low
2	0.20-0.399	Low
3	0.40-0.599	Currently
4	0.60-0.799	Strong
5	0.80-1,000	Very strong

Source: Arikunto, 2018

Table 12. Output 2 SPSS Simple Linear Regression Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	172,761	1	172,761	7,623	.010b
	Residual	657,239	29	22,663		
	Total	830,000	30			

Anova table that explains the results of the F test or regression coefficient test together.

Table 13. Output Results 3 SPSS Simple Linear Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	67,478	7,482		9.019	0.000
	Google Site Utilization	0.677	0.245	0.456	2,761	0.010

Based on Table 13, the regression line equation is one independent variable, namely Y = 67.478 + 0.677 X. This equation shows that the regression coefficient value is positive at 0.677, meaning that if the value of using Google sites as a learning resource (X) increases by one point, then the result value learning (Y) will increase by 0.677.

The third output is the coefficient which explains the unstandardized coefficient (the coefficient value that has not been standardized). The hypotheses of this research are:

a = There ispositive and significant influence between utilizationGoogle site as a learning resource for student learning outcomes at SMK Negeri 4 Palangka Raya for the 2021/2022 academic year.

o = There is nopositive and significant influence between the use of the Google site as a learning resource on student learning outcomes at SMK Negeri 4 Palangka Raya for the 2021/2022 academic year.

Decision making method:
Significant > (0.05), then Ho is accepted.
Significant < (0.05), then Ho is rejected.

Based on the results of the calculation of the SPSS coefficient table above, a significant value of 0.010 is obtained. So significant (0.010) <0.05, then Ho is rejected. So, there is a positive and significant influence between the uses of the Google site as a learning resource on student learning outcomes at SMK Negeri 4 Palangka Raya for the 2021/2022 academic year.

4.2 Discussion

This study aims to determineuse effectGoogle site as a learning resource for student learning outcomes at SMK Negeri 4 Palangka Raya for the 2021/2022 academic year. The results showed that there werepositive and significant influence between utilizationGoogle site as a learning resource for student learning outcomes at SMK Negeri 4 Palangka Raya for the 2021/2022 academic year.

Based on the results of simple regression analysis with the help of the program*SPSS Statistics 22*The coefficient value of the variable using the Google site as a learning resource is 0.208 with a simple linear regression line equation formed, namely Y = 67.478 + 0.677 X. This means that when the value of using Google's site as a learning resource increases by 1 point, the value of learning outcomes will increase by 0.677. Therefore, the use of the Google site as a learning resource is important to improve so that students can obtain optimal learning outcomes.

Research results are in line with researchLodar (2019) that the influence of internet access behavior has a significant effect on the learning outcomes of class XII students of

the Office Administration Expertise Program at Christian Vocational School 2 Klaten for the 2018/2019 academic year.

The Google site is felt to be very suitable for education in an increasingly sophisticated technological era. Students are not only monotonous with what they get at school, through sites on google, they are able to open wide horizons even to different continents. The positive knowledge that students get on the google site is able to make students smarter and smarter in terms of lessons. It's not surprising that students who are able to take advantage of the Google site well, the learning outcomes obtained at school are superior. So it can be said that the use of the Google site has a positive relationship with learning outcomes.

This study succeeded in proving that there is an influence between the use of the Google site as a learning resource and student learning outcomes. The results of this study are in accordance with the opinion of Riyanto (2012) which states that with the internet students can search and find various new and desired information as an enrichment of knowledge needed so that students are able to be motivated to study harder and then be able to improve learning outcomes to the maximum.

V. Conclusion

Based on the results of the study, it can be concluded that there is a positive and significant influence between the use of the Google site as a learning resource on student learning outcomes at SMK Negeri 4 Palangka Raya in the 2021/20221 academic year with a significance value of tcount of 0.010 <0.05 with a large effect. The use of the Google site as a learning resource on learning outcomes, which is 20.8% and 79.2% is influenced by other factors not examined in this study.

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