

Learning Process Understanding ICT Use Learning Satisfaction to Improve Learning in the Classroom

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ABSTRACT

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The aim of this research is to explain and determine the influence of the Learning Process variables, Understanding the Use of ICT and Learning Satisfaction on Learning Improvement both partially and simultaneously. This research uses a qualitative descriptive approach. The results of partial hypothesis testing calculations obtained a value of $t_{count} > t_{table}$ or $5.618 > 1.978$ and the significance obtained was $0.000 < 0.05$, meaning that partially the Learning Process had a positive and significant effect on Learning Improvement. The results of partial hypothesis testing calculations obtained a value of $t_{count} > t_{table}$ or $4.539 > 1.978$ and the significance obtained was $0.000 < 0.05$, meaning that partially understanding the use of ICT had a positive and significant effect on improving learning. The results of partial hypothesis testing calculations obtained a value of $t_{count} > t_{table}$ or $2.5658 > 1.978$ and the significance obtained was $0.011 < 0.05$, meaning that partially Learning Satisfaction had a positive and significant effect on Learning Improvement.

Kata Kunci

Learning, Understanding, Satisfaction, Improvement

INTRODUCTION

Education aims to improve the nation's quality of life by increasing welfare and the quality of human resources to improve the country's development. Education can achieve its goals if the process runs significantly, harmoniously and continuously (Widianto, 2021) . ICT enables broad access to knowledge and the provision of high-quality education, which allows improving the quality of education (Dewi & Hilman, 2019) . Quality learning means that students have the opportunity to be physically, emotionally and mentally involved in the learning process and have control over meeting their emotional needs. A good learning environment also allows students to have the freedom to choose learning options according to their abilities and desires (Ismaniati, 2010).

All activities related to processing, manipulation, management and transfer or transfer of information between media are referred to as information technology and communication technology (Dewi & Hilman, 2019) . ICT is a tool that teachers use to assist learning in the classroom. However, the success of each tool depends on teachers understanding and being able to use it

creatively to make it interesting and useful for students (Rohman & Susilo, 2019).

A person intentionally manages his environment to enable him to act in certain situations or respond to certain situations, which is known as learning (Azhariadi et al., 2019) . After the planning stage, the researcher proceeds to the action implementation stage. At this stage, the researcher acts as a direct implementer or teacher and implements the lesson according to the plan that was made previously. Researchers plan activities to be carried out in two stages, or cycles (Suci & Taufina, 2020) . In the first cycle, the researcher conducted learning twice. The material for meeting one is multiplying two fractions, and the material for meeting two is multiplying natural numbers with fractions.

Learning is a process in which students interact with educators and learning resources in the learning environment. Learning is assistance provided by educators so that students gain knowledge and knowledge, master skills and habits, and build attitudes and beliefs (Dewanti & Fajriwati, 2020).

Learning is more influenced by technological advances that can be used to meet learning needs. Students are considered a very important learning subject, so students must be fully involved in the teaching process, even when they study individually (Azhariadi, Desmaniar, & Geni, 2019) . How students identify, develop, organize and use various learning resources and media is the key to successful learning in educational activities. Therefore, one way to solve problems in the information and communication technology approach in education is to utilize learning resources and media (Anshori, 2017).

In the learning process, the use of information and communication technology is carried out to increase the effectiveness of the learning process. Ultimately, it is hoped that the use of this technology will improve student learning outcomes and the individual quality of students through the use of more appropriate and useful technology (Tekege, 2017).

The aim of this research is to explain and determine the influence of the Learning Process variables, Understanding the Use of ICT and Learning Satisfaction on Learning Improvement both partially and simultaneously.

RESEARCH METHOD

This research uses a qualitative descriptive approach . In this research, a descriptive approach was used. Descriptive research involves collecting data, compiling or explaining, analyzing, and interpreting to solve real problems (Rahmawati, Ompusunggu, Nainggolan, & Richard, 2023) . The data analysis used in this research is reduction, presentation and conclusion. Purposive

sampling is a sampling technique. This research uses data collection techniques such as observation, interviews and documentation. This research instrument includes a learning activity observation sheet and an interview sheet. The data analysis used is a type of analysis used to analyze data without the intention of making general conclusions or generalizations (Situmorang & Cahyani, 2023).

RESULTS AND DISCUSSION

Respondent Characteristics

As for characteristics employee based on age, type sex And education last and period of work are presented in table form below This:

Table 1.
Age Criteria

Age	Amount	Percentage
17 - 20 Years	9	6.4
21 - 24 Years	21	15.0
25 - 28 Years	31	22.1
29 - 32 Years	25	17.9
>32 Years	54	38.6
Total	140	100%

The majority of respondents based on their age were >32 years with 54 respondents or 38.6%.

Table 2.
Gender Criteria

Gender	Amount	Percentage
Man	95	67.9
Woman	45	32.1
Total	140	100%

The majority of respondents based on gender were male, 95 respondents or 67.9%.

Table 3.
Last 3 Educational Criteria

last education	Amount	Percentage
elementary school	9	6.4
Junior High School	6	4.3
Senior High School	94	67.1
D-3	5	3.6
S1	26	18.6
Total	140	100%

The majority of respondents based on education were high school with 94 respondents or 67.1%.

Table 4.
Purchase Amount Criteria

Purchase Amount	Amount	Percentage
1 time	14	10.0
2 times	20	14.3
3 times	41	29.3
4 times	33	23.6
5 times	32	22.9
Total	140	100%

The majority of respondents based on the number of purchases were 3 times, 41 respondents or 29.3%.

Hypothesis testing Simultaneous

Table 5.
Simultaneous Test (F Test)

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	7083.024	3	2361.008	43,814	,000 a
Residual	7328.719	136	53,888		
Total	14411.743	139			

a. Predictors: (Constant), Learning Satisfaction, Distribution Channels, Learning process

b. Dependent Variable: Learning Improvement

Calculated F value (43.814) > F table (2.67) and a significance probability of $0.000 < 0.05$, meaning that simultaneously the Learning Process, Understanding of Using Tik and Learning Satisfaction had a positive and significant effect on Learning Improvement.

Partial Hypothesis Testing

Table 6.
Partial Test (t Test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	,218	1,970		,110	,912		
Learning process	,619	,110	,419	5,618	,000	,671	1,490

Understanding the Use of Tik	,291	,064	,296	4,539	,000	,877	1,140
Learning Satisfaction	,179	,070	,185	2,565	.011	,718	1,392

The results of partial hypothesis testing calculations obtained a calculated t value $> t_{table}$ or $5.618 > 1.978$ and the significance obtained was $0.000 < 0.05$, meaning that partially the Learning Process had a positive and significant effect on Learning Improvement.

Results calculation testing hypothesis in a way Partial obtained mark $t_{count} > t_{table}$ or $4,539 > 1,978$ And significant Which obtained $0,000 < 0.05$, means that in a way Partial Understanding the use of Tik has an impact positive And significant to Learning Improvement. The results of partial hypothesis testing calculations obtained $t_{value} > t_{table}$ or $2.5658 > 1.978$ and the significance obtained was $0.011 < 0.05$, meaning that partially Learning Satisfaction influential positive And significant to Learning Improvement

Discussion

The Influence of the Learning Process on Improving Learning

The results of partial hypothesis testing calculations obtained a calculated t value $> t_{table}$ or $5.618 > 1,978$ And significant Which obtained $0,000 < 0.05$, means that in a way Partial The learning process has a positive and significant effect on improving learning.

The Effect of Understanding the Use of ICT on Improving Learning

The results of partial hypothesis testing calculations obtained a calculated t value $> t_{table}$ or $4.539 > 1,978$ And significant Which obtained $0,000 < 0.05$, means that in a way Partial Understanding the use of Tik has an impact positive And significant to Learning Improvement.

The Influence of Learning Satisfaction on Learning Improvement

The results of partial hypothesis testing calculations obtained $t_{value} > t_{table}$ or $2.5658 > 1.978$ and the significance obtained was $0.011 < 0.05$, meaning that partial satisfaction Customer influential positive And significant to Learning Improvement

CONCLUSION

The conclusion of this research is that simultaneously the Learning Process, Understanding of the Use of ICT and Learning Satisfaction have a positive and significant effect on Learning Improvement. Meanwhile, partially, the results of partial hypothesis testing calculations obtained a value of $t_{count} > t_{table}$ or $5.618 > 1.978$ and the significance obtained was $0.000 < 0.05$, meaning

that partially the Learning Process had a positive and significant effect on Learning Improvement.

The results of partial hypothesis testing calculations obtained a value of $t_{count} > t_{table}$ or $4.539 > 1.978$ and the significance obtained was $0.000 < 0.05$, meaning that partially understanding the use of ICT had a positive and significant effect on improving learning. The results of partial hypothesis testing calculations obtained a value of $t_{count} > t_{table}$ or $2.5658 > 1.978$ and the significance obtained was $0.011 < 0.05$, meaning that partially Learning Satisfaction had a positive and significant effect on Learning Improvement

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