IDENTIFICATION OF LEARNING RESOURCE ACCESS IN IMPROVING STUDENTS' KNOWLEDGE IN LINGUISTIC RULES AT MIN 3 TAPIN

Elma Nur Hafizah[1], Khairiatul Muna[2]

[1,2,3]Universitas Islam Negeri Antasari Banjarmasin, elmahfz56@gmail.com[1], elmahfz56@gmail.com[2]

ABSTRACT

This research is to identify access to learning resources in increasing students' knowledge into linguistic rules at MIN 3 Tapin. By using mixed method concurrent triangulation on 40 students at MIN 3 Tapin, the Miles and Huberman analysis technique was applied to qualitative data and for quantitative data the classical assumption test, simple linear regression test and hypothesis testing using SPSS 16.0. The results stated that students have various access to learning resources as seen from the results of questionnaire answers regarding access to learning resources, then supported by the results of interviews and documentation which states that the facilities at MIN 3 Tapin are adequate, making it easier for students to access learning resources at MIN 3 Tapin. Students' knowledge into linguistic rules seen from the results of test questions and interviews shows that they are still at a sufficient level and need to be given further evaluation. Access to learning resources that is considered quite adequate apparently does not have a significant influence on knowledge of linguistic rules, students who have access to various sources of access to learning resources are not guaranteed to have good knowledge into linguistic rules.

Keywords: *knowledge into linguistic rules, access, learning resources.*

INTRODUCTION

In communicating, there are various languages and methods used by humans, for example in this era (the era of society 5.0) where the increasing development of communication technology creates massive "interaction" between humans and electronic devices and provides updates to how the way humans communicate.[1] Beside that, we can also obtain various information that can be accessed on the internet for free. Those thing can possibly happen if devices which we call here as gadgets such as smartphones or computers are available. Through gadgets, it will makes you feels like you got whole world in your hand.

In the world of education, gadgets have a role as a support for learning resources. Both teachers and students can easily browse information related to the discussion topic that their being studied, for example regarding linguistic rules in Indonesian language material via gadgets connected to the internet.[2]

Linguistic rules are rules that can be found in every language in the world. Rules or regulations in language will create a harmonious form of language when it is used in communicating with each other. The rules in every language are always used as rules in language, both in speaking and writing, so it is very important for us to learn them.[3] So that communication is not interrupted, the rules and patterns that make up a language must not be ignored. Sentence structures, sound systems and forms are examples of patterns, rules and laws of linguistic that are produced[4].

However, it turns out that in its application there is a discrepancy in the way of language which gives the impression of ignoring established linguistic rules. Moreover, as previously discussed, gadgets connected to the internet network will easily bring people to the second world where they can easily get information, friends or connections and even new hobbies through social media, games and applications which leads them to the interaction. On this era in our daily we using a language which is currently called a "contemporary" language which is the result of the integration between Indonesian, regional languages and foreign languages which are used freely and are influenced by habits and trends without thinking about linguistic rules.

Moreover, Allah SWT says in Q.S Al-Isra verse 53:

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزَغُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ كَانَ لِلْإِنْسَانِ عَدُوًّا مُبِينًا

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[1] Moch. Rizal Fuadiy and Qomarudin, "Analisis Perbedaan Nilai Hasil Belajar Antara Siswa Madrasah Aliyah Yang Bermain Dan Tidak Bermain Mobile Gaming," *DIMAR: Jurnal Pendidikan Islam* 5, no. 1 (December 23, 2023): 106–18, https://doi.org/10.58577/dimar.v5i1.108.

[2] Fuadiy and Qomarudin.

[3] M. Asep Fathur Rozi and Miftah Marwa Nabilah, "Peran Guru Pendidikan Agama Islam Dalam Meningkatkan Kualitas Belajar Peserta Didik Di Madrasah Tsanawiyah Muhammadiyah (MTsM) Bandung Muhammadiyah Boarding School (MBS 1) Tulungagung," *DIMAR: Jurnal Pendidikan Islam* 4, no. 2 (2023), https://doi.org/10.58577/dimar.v4i2.91.

[4] Janattaka, N., & Sabatini, A. M. (2020). Analisis Kesalahan Ejaan Siswa Dalam Teknik Menulis Tegak Bersambung Materi Bahasa Indonesia Tema 6 Kelas II SDN 1 Gondang.

Meaning: *And say to My servants, "Let them speak better (true) words." Indeed, Satan (always) causes strife between them. Indeed, Satan is a real enemy for humans*. – (Q.S Al-Isra: 53)

In this case, it can be understood that we as Muslims should also say good words, which are interpreted as words that are in accordance with the norms that apply in society in terms of morality and aesthetics and are adapted to the rules of the language itself.

Referring to the previous problem, there are various kinds of linguistic errors, including the use of "contemporary" terminology which violates the language laws. These errors can occur in several areas of study, such as morphology, syntax (in the form of phrase and sentence errors), semantics, and spelling[5]. Those problems are currently being faced in the world of education, research results from Laelasari shows that the use of mixed languages or what we call as "contemporary" languages shows a decline in proficiency in using Indonesian correctly[6].

According to Wahyudin, what is more ironic is the fact that the variety of loanword poses a threat to linguistic originality, and the grammar of both written and spoken language is becoming increasingly irregular. In this case, the learning resources around children are diverse and from this diversity, there are differences in children's knowledge into language rules depending on where children access learning resources, whether through mass media or just through physical books, whether textbooks or others.[7].

Students who like to read and read regularly will continue to increase their vocabulary with new words and ideas that they get from books, according to Ade Asih in his book "The Relationship between Reading Habits and Vocabulary Mastery and Reading Comprehension Ability" developing vocabulary is something that impossible for children who have difficulty reading because they often don't like to read. Students' inability to read well prevents them from developing their vocabulary, and students' inability to improve their reading skills prevents them from developing their vocabulary. Therefore, children who are proficient at reading will already have a large vocabulary or will quickly acquire new words that will help them understand what they read.[8]

MIN 3 Tapin is a State Islamic Madrasah located in Lawahan Village, South Tapin District, Tapin Regency, South Kalimantan Province. The learning system at MIN 3 Tapin adapts to the curriculum that has been in effect for the last few years, namely K13. One of the subjects taught is Indonesian, and its distribution can be found at every class level. They study this subject depending on the class classification and also the student's absorption capacity which has been determined standardly in the learning tools. Reflecting on the location of the school, which is a suburban area with a distance of 9 km from the capital city

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[5]Akmaludin. (2016). Problematika Bahasa Indonesia Kekinian: Sebuah Analisis Kesalahan Berbahasa Indonesia Ragam Tulisan (Nowadays Problems Of Bahasa Indonesia)
[6]Laelasari, L., Oktavia, L.L., & Mustika, I.K. (2018). Pengaruh Bahasa Alay Terhadap Penggunaan Bahasa Indonesia di Kalangan Mahasiswa IKIP Siliwangi.
[7]Junaedi, Moha. 1996. Lima Jalur Menumbuhkan dan Membina Sikap Positif terhadap Bahasa Indonesia, Sebuah Alternatif Perencanaan Bahasa.
[8]Ade Asih Susiari Tantri. 2016. Hubungan antara Kebiasaan Membaca dan Penguasaan Kosakata dengan Kemampuan Membaca Pemahaman. Acarya Pustaka

of Tapin Regency, and based on the population percentage which is around 10.86, this area is an area that is certain to have a population with a high level of mobility and this is suspected to be one of the causes of acculturation, both cultures between regions and new things from outside, such as how citizens use gadgets, which leads them to internet accessibility and receiving various information, for example the use of slang in everyday life, both orally in real life and in their writing in cyberspace. It is feared that the use of the language they use every day, both written and spoken, makes it difficult for them to understand the rules or conventions of good and correct Indonesian. Moreover, Ridlo and friends stated that based on their findings, it shows that slang has the potential to make people forget the use of the Bahasa[9].

In the results of initial observations carried out by researchers in the pre-research period, several students at MIN 3 Tapin interacted using inconsistent language, when they communicated via group chat or orally in the school environment, sometimes they used regional languages interspersed with Indonesian and foreign languages. , or abbreviations of words and expressions which are referred to as "Contemporary Language", for example the words mabar (playing together) OTW (On The Way), epribadeh (Everybody), yoi (yes), Wir, Bjir, Lur and so on. This fact is what makes researchers interested in conducting further research to find facts in the field regarding students' knowledge into linguistic rules in terms of access to learning resources, whether access to student learning resources is related to students' knowledge into linguistic rules.

METHOD

The research technique uses a mix method approach with a concurrent triangulation strategy. A sample of 40 was taken from representatives of high classes 4 and 5, from each class 20 students were taken to collect both quantitative and qualitative data. Interview sources for teachers were taken from teacher representatives who were homeroom teachers in grades 4 and 5 of MIN 3 Tapin. In collecting qualitative data, the method used was conducting interviews and documentation then analyzing the findings from each result using the Miles and Huberman method. It is considered an effective method for collecting qualitative data[10]. Quantitative data was collected through 2 channels, namely the Guttman scale questionnaire and tests. The instruments that will be used to collect the required data are a 20-item multiple choice test, a 40-question closed-ended questionnaire, interview guidelines for students and homeroom teachers and documentation. The qualitative data analysis technique uses the Miles and Huberman analysis technique and for quantitative data the classical assumption test, simple linear regression test and hypothesis test are used using SPSS 16.0.

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[9]Ridlo, Muhammad & Satriyadi, Yuman & Nasution, Anandita & Arandri, Nadhira. (2021). Analisis Pengaruh Bahasa Gaul Di Kalangan Mahasiswa Terhadap Bahasa Indonesia Di Zaman Sekarang. 5. 561-569. 10.31316/jk.v5i2.1940.

[10]Matthew B.Miles, A. Michael Huberman, dan Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (SAGE Publications, 2018).

DISCUSSION

1. Qualitative Data Analysis

From the results of the research that has been carried out, researchers collected data regarding access to learning resources and knowledge into linguistic rules at MIN 3 Tapin. Qualitative data analysis was carried out in this research, which included collecting information through interviews with teachers and students, observation and documentation which resulted in the following findings:

a. Access of Learning Resources at MIN 3 Tapin

From the results of interviews and documentation, it was found that the collection in the MIN 3 Tapin library was quite complete, both in terms of the variety of types of books and the number of books available, especially textbooks, which were sufficient for students' needs. As stated by the 4th grade homeroom teacher, Mrs. Nor Asiyah, M.Pd

> "*Alhamdulillah cukup lengkap nak, biasanya dapat dari dana BOS dan bahkan dari guru ataupun alumni madrasah ada menyumbang buku dan lainnya ke perpustakaan.*"

The types of books can be said to be quite adequate as a support in broadening students' knowledge of linguistic rules if seen from the types of books including KBBI, story books such as short stories, comics, novels and fairy tales whose language styles have their own characteristics which are expected to increase students' knowledge into language rules. These findings were obtained from the results of documentation in the form of library inventory data and the narrative of the class 5 teacher, Mrs. Jubaidah, S. Pd.

> "*Menurut saya sudah mencukupi, nanti bisa kita melihat data nya langsung ke Ibu Gadis yaa, beliau yang menjadi penanggung jawab inventaris sekolah termasuk kepengurusan perpustakaan, setelah pian selesai pengambilan data, Sabtu besok boleh aja melihati perpustakaan, sekalian aja kalau mau mengumpulkan foto dan lainnya.*"

Regarding the use of the library itself, within a week there are always regular visits from each class, even apart from that, many students visit with the aim of just reading books or doing assignments. However, the problem that is often faced by schools is that if the activities of students visiting the library are out of the control of teachers and library administrators, it often causes a commotion which results in the visit being ineffective if seen from the concept of the library itself as a place to gain new knowledges from reading activities, not joking. This was discovered after receiving information from the class 5 teacher, Mrs. Jubaidah.

"*Dalam seminggu biasanya ada aja dari tiap kelas yang memang di ajak guru nya belajar di perpustakaan, selain itu siswa juga suka ke perpustakaan di jam istirahat atau bahkan saat jam pembelajaran dengan izin dari guru yang bersangkutan. Mereka mengerjakan tugas dari guru, kebetulan saya juga sering mengarahkan siswa agar mengerjakan tugas secara mandiri dengan memanfaatkan bahan bacaan yang ada di sana, kadang juga dari guru-guru muda di sini karena mungkin isi kepala mereka masih fresh ya jadi ada aja yang inisiatif menayangkan video yang edukatif atau inspiratif untuk siswa di perpustakaan. Tapi karena kurang pengawasan dari guru dan staf terkadang ada saja keributan yang terjadi di perpustakaan, hal ini biasanya karena siswa sudah selesai mengerjakan tugas lalu keasyikan mengobrol, bercanda dan bahkan bermain di perpustakaan.*"

This is also confirmed by information from the class 4 teacher, Mrs. Nor Asiyah, M.Pd.

"*Kalau dari frekuensi nya lumayan siih, tapi guru dan staf kadang dipusingkan juga dengan hal itu soalnya lah nak kakanakan ini begayaan di perpustakaan, dijadikan nya tempat gasan bekawanan padahal kan lapangan ada ajaa, cuma mungkin karena waktu istirahat yang kurang lebih 15 menit aja, lapangan dipakai siswa main bola, lalu lah mereka yang siswi nya ke perpustakaan, sambil ngobrol, bercanda bahkan sampai nyanyi bareng nak. Selain belajar, mengerjakan tugas atau nonton yang didampingi guru, itu tadi pang,,, banyak bercanda nya di sana mereka nak.*"

As for the results of observation and documentation, regarding the number of books in the MIN 3 Tapin library, it is known that there are 30 types of books, ranging from lessons to even entertainment books for children, then there are 1192 copies of books filling the shelves. at the MIN 3 Tapin library. It can be said that the collections in the MIN 3 Tapin library are complete and sufficient. On the second day of data collection, the school received a visit from the regional library via a mobile library car which would regularly visit and provide opportunities for students to get more varied and updated reading material. Students can read books available on site or they are allowed to borrow several books within a period of 20 days, after which the mobile library car from the regional library will return again according to the rotation cycle of visits to various elementary schools in Tapin Regency in turns and that's when students can return books that have been borrowed without having to spend money.

Regarding facilities to support access to other learning resources such as computers and internet networks, the school has also tried to pay attention to the procurement of computers and Wi-Fi from BOS Funds which were then equipped by teacher self-help, there are 3 laptop type computers placed in the Administration room and the rest comes from teacher accommodation, when students really need it, teachers are willing to lend it in certain situations. This is in line with the results of the documentation and narrative from the class 5 teacher, Mrs. Jubaidah, S. Pd.

"Iya, dari 2021 kami dapat bantuan tambahan komputer, untuk koneksi internet kami baru memasang Wi-Fi tahun lalu, alhamdulillah lancar aja jaringan nya tapi kalau nya mati listrik atau cuaca sedang tidak mendukung bisa terjadi gangguan."

Furthermore, these findings are also supported by the narrative of the class 4 teacher, Mrs. Nor Asiyah, M.Pd.

"Alhamdulillah ya nak, kita sudah bisa konek dari tahun kemaren, meskipun kalau cuaca buruk yaa kecepatannya jadi berkurang atau lelet."

Next, when using the computer you need to be accompanied by a teacher or TU staff so that it is not only easy for students to access but also requires maintenance so that it can be used for a long time. This has been confirmed by a statement from an interview with the class 5 teacher, Mrs. Jubaidah, M. Pd.

"Ini tergantung keperluan dan urgensi mereka, apabila memang diperlukan baru diizinkan,penggunaan juga kami awasi karena guru juga ada yang meminjamkan komputer apabila siswa memang memerlukan, sehingga perlu diperhatikan apa saja yang mereka buka di sana."

Even more, regarding computer use, this was also confirmed by information from an interview with the class 4 teacher, Mrs. Nor Asiyah, M.Pd.

"Untuk komputer kita karena ini termasuk barang yang lumayan harganya di pasaran lah dan kondisinya masih sangat sangat baik, juga sebagian besar dari anggaran sekolah dan bantuan pusat maka kami perlu pengawasan apabila siswa memakai. Pemeliharaan nya juga kami perhatikan bahkan komputer yang baru ni ada masih yang plastik pelindungnya sengaja kami biarkan aja supaya tidak gampang berdebu, tapi tetap bisa digunakan baik bagi siswa atau seluruh warga sekolah termasuk disini guru dan pengurus."

Furthermore, the results of interviews related to questionnaires collected from students found that students tend to access learning resources online, although at times they also access learning resources offline according to their situation and needs. The majority of students stated that access to student learning resources at MIN 3 Tapin, both from the book collection in the library, the use of computers and the internet network, was considered to have supported student learning, especially in facilitating access to learning resources for language rules.

b. Students' Knowledge into Language Rules at MIN 3 Tapin

The results of interviews with the homeroom teacher stated that although activities in the class predominantly use regional languages, both students and teachers have tried to use Indonesian. This is in line with what the class 4 teacher has been said, Mrs. Nor Asiyah, M. Pd.

"Oo iya pakai apalagi waktu penyampaian materi tu, tapi kadang ada aja juga kelepasan memakai bahasa daerah. Karena kita kan menyesuaikan dengan kemampuan siswa juga, mereka ini terbiasa sudah jadi ya supaya efektif pembelajaran jadi ya begitu."

This is confirmed by the information that has been conveyed by the class 5 teacher, Mrs. Jubaidah, S. Pd.

"Saya berusaha menggunakan Bahasa Indonesia terutama ketika menyampaikan materi dengan metode ceramah, walaupun terkadang juga keceplosan memakai bahasa daerah. Hal ini karena terkadang untuk memberikan pemahaman pada siswa, dengan kata lain saya menyampaikan dengan bahasa yang mudah siswa mengerti. Kan tidak nyambung nanti kalau saya bicara panjang lebar menggunakan Bahasa Indonesia tapi siswa sulit memahami."

In their learning, teachers have tried to direct students to use good and correct Indonesian, even though they are hampered by habituation problems which tend to be difficult to change, students are still carried away by their habits from homes and environments that predominantly use regional languages. Teachers can also be free at times because they need to adjust to the situation in the class and the students' understanding abilities. This is known from the results of interviews with the class 4 homeroom teacher, Mrs. Nor Asiyah, M. Pd.

"Ooo jarang banar nak ai kecuali kalau misalkan ada nemu materi di tematik tu yang mengarah ke Bahasa Indonesia, nah biasanya guru nya dulu mengawali, baru siswa nya mengikuti, itu gin masih ada yang kesulitan mengikuti karena tidak terbiasa."

Meanwhile, when observing students outside the classroom, when playing during break time, they were quite free in speaking using regional languages and slang, where there was no control regarding the language rules when they spoke. As for programs that lead to Indonesian language development, the school does not have a specific program, this is in line with what the class 5 teacher said, Mrs. Jubaidah, S. Pd.

"Kami tidak mempunyai program seperti itu, hanya sebatas himbauan lisan dari kepala sekolah dengan alasan agar membiasakan penggunaan Bahasa Indonesia di lingkungan formal."

Apart from that, for certain activities such as formal Flag Ceremonies, students are required to get used to using Indonesian properly and correctly by using guidance from the texts they receive. For example, if students get the role of ceremonial officers, a text or format has been provided that they can follow. which of course is in accordance with Linguistic Rules. This was found in an interview with the 4th grade teacher, Mrs. Nor Asiyah, M. Pd regarding the use of Indonesian in the school environment.

"Kalau di kelas aja sulit apalagi di luar nya nak. Tidak, mereka tidak menggunakannya di lingkungan sekolah kecuali di situasi tertentu misalnya waktu upacara hari senin, nah itu kan waktu upacara full pakai Bahasa Indonesia mau tidak mau."

When researchers conducted interviews with students, findings were obtained from the results of interviews with students which were classified into 4 levels, namely:

A = Very Good

B = Good

C = Fairly Good

D = Not Good

From the results of interviews that has been conducted in order to explore data related to knowledge into students' oral language rules which include aspects of systematic sentence structure, correct vocabulary, and students' use of spelling, it was found that 17 students had poor oral language skills, then there were 12 students with quite good oral language skills, the remaining 5 students with good oral language skills and 6 students with very good oral language skills. This means that there are more students whose oral language skills are still on the scale of adequate or even poor, regardless of how they access learning resources.

How students' knowledge into language rules is also strengthened by the documentation of the last grades in the previous Midterm Examination records, it can be said that the majority of students were declared to be below the KKM limit (67) for Indonesian language material. Only 19 out of 40 respondents (students) completed the course. student.

From the overall data, it can be concluded that facilities such as the availability of reading materials in the library, computers and the use of Indonesian both in the classroom and school environment indicate that the existing facilities are adequate although their use still seems far from the initial goal due to a lack of control from teachers and administrators as well as student awareness in utilizing existing facilities. Regarding the Indonesian UTS scores, 40 respondents stated that the majority of students were still unable to achieve "Complete" status, indicating that their knowledge of linguistic rules still needed to be improved. Regarding the good and correct use of Indonesian, it still needs to be improved even though in several formal activities we have started to get used to using Indonesian properly according to its rules. This is thought to have an impact on students' knowledge

into spoken language rules which still needs to be developed, especially their habits in speaking Indonesian according to linguistic rules.

2. Quantitative Data Analysis

When conducting quantitative research, data analysis is usually carried out either manually using statistical equations or on a computer with a statistical software package such as SPSS. Some of the more common ways include using SPSS 16.0 for computer-assisted hypothesis testing, performing simple linear regression tests, and performing classical assumption tests. To determine the level of knowledge into students' written language rules, 4 classification divisions are given, namely:

A = Very Good (90-100)
B = Good (75-85)
C = Fairly Good (60-70)
D = Poor (0-55)

Tabel 1. Students' Knowledge into Written Language Rules

No	Students	Students' Knowledge into Written Language Rules			
		Very Good	**Good**	**Fairly Good**	**Poor**
1	A1			V	
2	A2			V	
3	A3	V			
4	A4		V		
5	A5		V		
6	A6		V		
7	A7		V		
8	A8		V		
9	A9	V			
10	A10		V		
11	A11			V	
12	A12	V			
13	A13			V	
14	A14			V	
15	A15		V		
16	A16			V	
17	A17				V
18	A18		V		
19	A19			V	
20	A20		V		
21	B1		V		
22	B2				V
23	B3			V	

No	Students	Students' Knowledge into Written Language Rules			
		Very Good	**Good**	**Fairly Good**	**Poor**
24	B4		V		
25	B5	V			
26	B6	V			
27	B7		V		
28	B8				V
29	B9		V		
30	B10			V	
31	B11			V	
32	B12				V
33	B13				V
34	B14				
35	B15				V
36	B16				V
37	B17	V			
38	B18	V			
39	B19		V		
40	B20			V	
Jumlah		7	14	12	7

a. Classic Assumption Test

1. Normality Test

The normality statistical test used in this research is Kolmogorov Smirnov. Following are the results of the normality test:

One-Sample Kolmogorov Smirnov Test

			Unstandardized Residual
N			40
Normal Parameters^a	Mean		.0000000
	Std. Deviation		14.13175379
Most Extreme Differences	Absolute		.101
	Positive		.101
	Negative		-.081
Kolmogorov-Smirnov Z			.638
Asymp. Sig. (2-tailed)			.810

a. Test distribution is Normal.

The normality test findings show a significance level (Sig) of 0.810 more than 0.05. Therefore, both variables can be said to have a normal distribution so that further tests can be carried out.

2. Heteroscedasticity Test

The results of the heteroscedasticity test using the Glejser method:

X *Coefficients*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.617	3.962		1.670	.103
	Akses Sumber Belajar	.197	.143	.218	1.374	.178

a. Dependent Variable: RES2

Based on the test results, there is a variable X that shows Sig 0,178 more than 0,05 then it can be concluded that there is no indication of heteroscedasticity or the assumptions of the Glejser method heteroscedasticity test have been fulfilled.

Y *Coefficients*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.597	5.616		1.709	.096
	Wawasan Kaidah Kebahasaan Siswa	.035	.085	.065	.404	.688

a. Dependent Variable: RES2

Based on the test results, there is a variable Y that shows Sig 0,688 more than 0,05 then it can be concluded that there is no indication of heteroscedasticity or the assumptions of the Glejser method heteroscedasticity test have been fulfilled.

3. Autocorrelation Test

According to Durbin-Watson as applied in this investigation, the following are the criteria that are evaluated to determine the presence or absence of autocorrelation.[11]
a. A D-W number below -2 means there is positive autocorrelation
b. The D-W number between -2 to +2 means there is no autocorrelation
c. A D-W number above +2 means there is positive autocorrelation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.132ª	.018	-.008	14.316	1.856

a. Predictors: (Constant), Akses Sumber Belajar

b. Dependent Variable: Wawasan Kaidah Kebahasaan Siswa

Because the results show the DW number is 1,856 which is in the range -2 to +2, then there are no symptoms of autocorrelation in the data so it can be used in the next test, namely the basic linear regression test.

b. Simple Linear Regression Test

Regression analysis was first proposed by Sir Francis Galton (1822–1911) in 1877. This analysis is used for the purpose of predicting, estimating, or establishing the nature of the relationship that exists between variables. Estimating or predicting the value of a variable in relation to other known variables is the main purpose of using regression

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[11]Santoso, Singgih., 2014, Statistik NonParametrik Edisi Revisi, (Jakarta: Elex Media Komputindo)

analysis. This is achieved through the use of a regression line equation. To determine the nature of the relationship that exists between the independent variable and the dependent variable, linear regression analysis uses a linear equation. Linear regression analysis is called simple linear regression analysis if there is only one independent variable, and is called multiple linear regression analysis if there is more than one independent variable. This form of analysis attempts to forecast or predict the value of a dependent variable as a function of changes in the independent variable. The goal of this type of analysis is to anticipate or predict future value.[12]

This research itself uses fundamental linear regression analysis available in SPSS 16. Before carrying out a simple linear regression test, the researcher has carried out classical assumption test steps as a condition for proceeding to a simple linear regression test which produces the following findings:

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	138.948	1	138.948	.678	.415ᵃ
	Residual	7788.552	38	204.962		
	Total	7927.500	39			

a. Predictors: (Constant), Akses Sumber Belajar

b. Dependent Variable: Wawasan Kaidah Kebahasaan Siswa

Because the calculated F value is 0.678 and the significance level is 0.415 > 0.05, it can be seen from these findings that the regression model cannot be used to predict variables. This is because the significance level is more than 0.05.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.132ᵃ	.018	-.008	14.316	1.856

a. Predictors: (Constant), Akses Sumber Belajar

b. Dependent Variable: Wawasan Kaidah Kebahasaan Siswa

Based on the data in the table mentioned previously, the correlation/relationship value (R) is 0.132. The coefficient of determination (R Square) calculated from this data is 0.018, which indicates that the independent variable (Access to Learning Resources) has an influence of only 1.8% on the dependent variable (Students' Insight into Language Rules). This is indicated by the magnitude of the effect of 0.018.

c. Hypothesis Testing

In the hypothesis testing process, the aim is to ascertain whether the null hypothesis which is the hypothesis being tested is supported by the data or not, and if it is supported then reject or accept the null hypothesis based on evidence from the sample population.

Correlation Test

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[12]Duwi Priyatno, *Teknik Mudah Dan Cepat Melakukan Analisis Data Penelitian dengan SPSS*, 51.

		Akses Sumber Belajar	Wawasan Kaidah Kebahasaan Siswa
Akses Sumber Belajar	Pearson Correlation	1	-.132
	Sig. (2-tailed)		.415
	N	40	40
Wawasan Kaidah Kebahasaan Siswa	Pearson Correlation	-.132	1
	Sig. (2-tailed)	.415	
	N	40	40

From the output it is known that the Sig (2-tailed) value for Variable X is 0.415 and Y is 0.415.

> If = Sig < 0.05: correlated/related
>> Sig > 0.05: not correlated/unrelated
>> Sig = 0.05: correlated/related

So it can be concluded that , then it can be concluded that there is no relationship/correlation between these variables 0.00-0.20 (there is no correlation) strengthened by the results of comparing the Pearson correlation value with the r table value, in the range -0.132 (took from n = 40), then it can be concluded that there is no relationship/correlation between these variables.

The hypotheses proposed by researchers in pre-research are as follows:

1. H_o : *Null Hypothesis*

There is no connection or influence between access to learning resources and students' knowledge into linguistic rules

2. H_a : *Alternative Hypotesis*

There is a significant connection or influence that can be seen between access to learning resources and students' knowledge into linguistic rules

Referring to the results of all the tests that have been carried out, it is determined that the H_o : *Null Hypothesis* is accepted and H_a : *Alternative Hypotesis* is rejected

Discussion

1. Access Learning Resources

The learning environment is quite supportive in getting appropriate learning resources, which can be seen from the situation and conditions in classroom learning, interactions in the school environment and the use of the library which is quite supportive. The learning resources available at MIN 3 Tapin can be said to be diverse, both from the book collection in the library, the availability of computers, the role of teachers and activities in the school environment which can be used as learning resources and can be utilized by students, as stated by Mc Isaac and Gunawardena, learning resources have very diverse shapes and types. Students can access traditional textbooks, but they can also use educational radio, television, computers, email, interactive video, satellite communications, and multimedia computer technology to communicate with each other and receive

feedback[13]. Likewise, according to Januszewski and Molenda, all messages, people, materials, tools, strategies and environments that students can use alone or together to support learning activities and improve learning performance are considered learning resources[14].

The results of the questionnaire obtained state that students have had their needs met in accessing learning resources both offline and online even though there are a few obstacles regarding internet connections which are not always smooth and the availability of intermediaries such as smartphones whose use is limited. In line with Peluso and Ribot who state that access is "the ability to obtain use/usefulness from something, including objects, people, institutions and symbols"[15] then access to learning resources at MIN 3 Tapin has been fulfilled both in terms of obtaining uses from objects, people and institutions where access to student learning resources can be obtained through objects in the form of book collections in the library, the use of computers and from teacher guidance and activities in MIN 3 Tapin.

This is also in line with Wina's statement that students can utilize people, tools, activities and the environment around them as learning resources to better understand the content of the subject to fit with their learning goals.[16]   However, in this case, when discussing how students access learning resources related to language rules, students still do not make good use of them when they access learning resources related to language rules.

2. Student's Knowledge into Linguistic Rules

Students' knowledge into linguistic rules is considered to be still on a sufficient scale, there are still many students who have knowledge into linguistic rules, both spoken and written, who need to be given further guidance. This is proven by the results of interviews and test questions, only a small percentage of students get good grades. The majority of students are still not able to speak Indonesian well and correctly and students are also still not able to optimally achieve indicators such as identifying synonyms and antonyms, determining correct capital letters, identifying standard and non-standard words, determining errors in using punctuation, identifying use of conjunctions and determine the correct SPOK in a sentence.

This is assessed because in their learning, when teachers have tried to direct students to use Indonesian properly and correctly, they are still hampered by habituation problems which tend to be difficult to change, students are still carried away by their habits from home and an environment that predominantly uses regional languages. Teachers can also be lax at times because they need to adapt to the situation in the classroom and the

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[13]M. S. McIsaac dan Gunawardena, Handbook of Research for Educational Communications and Technology, New York: AECT, 1996, hal.78

[14]A. Januszewski dan Molenda, Educational Technology: A Definition with Complementary,New York: Lawrence Erlbaum Associates. 2008, hal. 214.

[15]Nancy Lee Peluso dan Jesse C. Ribot, "A Theory of Access" dalam Rural Sociology 68(2), 2003,

[16]Sanjaya, Wina. 2010. Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Kencana. 175

students' comprehension abilities. Meanwhile, when they are outside the classroom, such as when playing during break time, they are somewhat free in speaking using regional languages and slang where there is no control regarding language rules when they talk. Taufiq and Suryadi said that there needs to be harmony in language habits to help children's language development develop more optimally.[17] In this case, students are still not used to using Indonesian properly and correctly according to linguistic rules.

According to Sapendi, the habituation method itself is an activity of doing the same thing over and over again seriously with the aim of strengthening an association or perfecting a skill so that it becomes habitual.[18]

This means that from this habit, competence arises according to expectations or achievements in learning.

3. Access Learning Resources to Increase Students' Knowledge into Language Rules

From the interview data regarding knowledge into spoken language rules, a difference was found between the results of the students' knowledge into linguistic rules tests and the interpretation of students' written knowledge into linguistic rules. In this case, it can be concluded that not all students who have good knowledge into spoken language rules also have good knowledge into written language rules. This is also supported by the results of interviews with class 4 and 5 homeroom teachers who stated that students still need to adapt when communicating using Indonesian properly and correctly according to linguistic rules. Moreover, if we examine the results of the Mid-Semester Examination for Indonesian language subjects, it is still dominated by low student scores. This indicates that students' knowledge into written language rules still needs to be developed. As for access to learning resources, both from supporting facilities at the school and in the surrounding environment, it is considered adequate. Furthermore, in the results of the questionnaire, it was found that students tend to use access to a variety of learning resources, however, when the expected correlation test was carried out, when students accessed a variety of learning resources and also had good knowledge into linguistic rules, it turned out that the resulting influence was only 1.8% which indicates that the variety of students' access to learning resources does not have an influence on students' knowledge into linguistic rules. This is also supported by the results of quantitative data analysis which states that the Learning Resources Access Variable (X) does not have a big influence on the Linguistic Rules Insight Variable (Y), so it can be decided that the initial hypothesis is Hipotesis H_o : *Null Hypothesis* accepted and H_a : *Alternative Hypotesis* rejected. This also explains that no link or influence was found between access to learning resources and students' knowledge into linguistic rules. Access to learning resources that is considered adequate does not guarantee that students have good knowledge into linguistic rules.

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[17]Taufiqurrahman, & Suyadi. 2020. Analisis Aspek Perkembangan Bahasa Anak Usia Dasar Dalam Proses Pembelajaran. 93

[18]Sapendi, 2015. Internalisasi Nilai-Nilai Moral Agama Pada Anak Usia Dini. 27.

This proves that adequate facilities do not always have an impact in line with expected learning outcomes. This is rarely found in the world of learning where usually when students have sufficient needs met both in terms of access and in the form of learning resources themselves, then the results will be as expected. The results of Utami's research regarding the Influence of Learning Facilities on Learning Achievement in Indonesian Correspondence Courses stated that complete learning facilities do not completely influence learning achievement[19].

The results of Istiqamah and Fajar's research state that learning facilities have a significant influence on student achievement, inseparable from how students are able to use these facilities.[20]

From the two statements above it can be a reflection that adequate access to learning resources does not always have a good impact on students' knowledge into linguistic rules, this goes back to how students use access to learning resources appropriately. In modern times this is called a privilege. If used properly then the results will be in line with expectations, conversely if not used as well as possible it will be difficult to achieve targets in learning, in this case related to students' knowledge into linguistic rules.

Piaget's theory states that the more children get information from various sources, the more the process of forming perceptions will develop[21] that it is true if we look at the increasing diversity of information obtained, however, if we look at the research results, which in this case refer to children's abilities and knowledge into linguistic rules, students are still not able to take advantage of access to learning resources according to their portion.

As stated by George Siemens and supported by Stephen Downes regarding Connectivism Theory at the aggregation point about how students obtain (access) learning resources that will or will not influence their knowledge into linguistic rules.[22]. Students tend to use existing facilities outside of the learning objectives themselves. So even though they have very adequate facilities, it is a shame that this does not improve their knowledge of linguistic rules.

CONCLUSION

Access to student learning resources at MIN 3 Tapin is sufficient and the learning resources accessed by students are quite diverse, students can easily obtain various learning resources through the facilities available at MIN 3 Tapin, students are also greatly helped by the availability of supporting tools (smartphones).) as well as a fairly smooth internet connection to make it easier for them to access learning resources.

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[19]Iis Torisa Utami. 2020.   Pengaruh Fasilitas Belajar Terhadap Prestasi Belajar Mahasiswa Akademi Sekretari Budi Luhur Pada Mata Kuliah Korespondensi Indonesia. Akademi Sekretari Budi Luhur

[20]Istiqamah, Fajar. 2019. *Pengaruh Kompetensi Guru Dan Fasilitas Belajar Terhadap Prestasi Belajar Siswa Di Sman 5 Gowa.* Universitas Negeri Makassar.

[21]Howard s. Friedman and Miriam. W. Schustack. 2006: 59

[22]Siemens G, Downes S. (2008). Connectivism and connected knowledge

Students' insight into linguistic rules, both spoken and written, is still considered to need in-depth development because currently students' insight into linguistic rules is still at a sufficient level.

Access to learning resources that are considered adequate does not have an influence on insight into linguistic rules, access to existing learning resources does not guarantee that students have good insight into linguistic rules. This proves that supporting facilities do not always have an impact that is in line with expected learning outcomes. This is rarely found in the world of learning where usually when students have sufficient needs met both in terms of access and in the form of learning resources themselves, then the results will be as expected.

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