



## THE USE OF ELECTRONIC LEARNING MEDIA ON STUDENTS' LEARNING OUTCOMES IN THE FIELD OF FIQH STUDY AT MADRASAH IBTIDAIYAH AL-ITTIHAD JAKARTA PUSAT

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### Abstract

At Madrasah Al-Ittihad There is a Study of Fiqh Science. The use of electronic media aims to determine the effect of using electronic media on student learning outcomes in the field of fiqh studies at Madrasah Ibtidaiyah in the 2021-2022 academic year. This type of research uses a survey with a quantitative approach and a correlation type. The research sample was 114 people with simple random sampling technique. The results of the study on the use of electronic media (variable Y) with student learning outcomes in the field of Islamic jurisprudence (variable Y) in the high category, with a mean score of 78.5, and the effect of the use of electronic media (variable X) on student learning outcomes in the field of fiqh studies (variable Y), with correlation coefficient  $r_{xy} = 0,846$ , so  $r_{count} 0,846 > r_{table} 0,320$  in level a 5% and 0,413 in level a 1%. Then the contribution of the influence of the use of electronic media on student learning outcomes in the field of jurisprudence is as follows:  $D = 0.8462 \times 100\% = 71.55\%$ . In other words, the ability of teachers to use electronic media will affect student learning outcomes, but still pay attention to the use of electronic media owned by students in order to realize better learning achievement.

**Keywords : Electronic Learning Media, Learning Outcomes.**

### Introduction

Technology in education is a very important dynamic in the process of teaching and learning activities. As such progress, the quality of education is increasing due to the development of science and technology today, which opens up information very rapidly. Therefore, technological advances are a big capital for education at this time in technological progress.

Education is an institution that is carried out to achieve the goal of a better teaching and learning process in the aim of developing the potential of each child both physically and spiritually in order to achieve maturity who will become human beings who have character, are creative, independent and can socialize well. [1]

The teacher is an important thing to maximize the teaching and learning process. The teacher is an indicator that serves to provide learning materials to students with electronic media so that they can be well received.[2] However, children's development has different levels and experiences. Mental development of children occurs periodically to a higher level. In the change of children is a necessary condition in the subsequent changes in moral development.[3]

However, 2020 will be a very difficult year in the world of education which was surprised by the Covid-19 disease (Corona Virus diseases-19). Initially, it was announced that a pandemic for the whole world was on December 31, 2019 in the city of Wuhan, Hubei Province, China, which had an impact on this country, so the government's efforts to deal with the spread of COVID-19 issued a policy, namely social distancing. . So that all community activities are temporarily suspended in order to minimize cases of Covid-19 transmission [4].

The impact of social distancing on the world of education, based on Circular Number 4 of 2020 concerning the Implementation of Educational Policies in the emergency period of the spread of the virus, the Minister of Education and Culture urges all educational institutions not to carry out the teaching and learning process directly or face to face, but must be carried out indirectly or remotely. . With this information, all educational



institutions or schools change learning methods where face-to-face learning changes to online or online learning.

Along with social restrictions, teachers are required to be able to use tools that can make it easier for them to carry out the teaching and learning process and make it easier for students to learn, both tools that are in accordance with the times such as electronic media or in social restrictions during the current pandemic. To achieve learning objectives, in addition to teachers being required to be able to use these tools, teachers are also required to be able to develop learning media that will be used, because media is an inseparable part of the teaching and learning process in order to achieve learning objectives.

With the impact of the COVID-19 outbreak and the circular issued by the government, namely social distancing, the quality of learning for students and teachers in interacting in virtual spaces is limited. So the existence of this outbreak, learning activities in students become influential in learning success. Conditions like this result in a decrease in student learning outcomes.

Learning media is a tool for an educator in conveying material to students in an interesting way. Audio-visual-based online learning media is very helpful in the activities of the learning process inside or outside the classroom, to improve student learning outcomes.[5] In the use of electronic learning media, educational institutions try to improve the quality of learning outcomes. Efforts to improve the quality of learning include developing electronic learning media, as well as selecting and determining the type of learning media to be used.

Thus, it can be seen that the use of electronic learning media in the teaching and learning process is very necessary for both religious and general learning.

## Methodology

The research method using experimental methods with correlational analysis. The first step is to conduct a survey by collecting data, interpreting and presenting the results. Related to this, the research design prioritizes quantitative approaches and correlation types.

Correlational descriptive approach that provides a systematic and careful description or description of the actual facts about the relationship between two or more symptoms. This is in line with the research conducted, which focuses on the problem of proving the effect of the use of electronic learning media on student learning outcomes in the field of Fiqh at MI Al-Ittihad, Central Jakarta.

In this research, the target population is all students in grades IV to grade VI, totaling 114 people, while the reachable population is all students in grades IV, V and class VI, totaling 76 people. the samples in the study were 50 students of class IV, V and VI of MI Al-Ittihad.

## Result

### Instrument Trial Results

In testing the research instrument, a review of the validity of the questionnaire items and the reliability of the questionnaire instrument will be carried out. Here are the details.

#### Item Validity Test

To test the validity of the questionnaire item variable X in the study using the Product Moment formula. In calculating whether it is valid or not, it can be seen from  $r_{count} = 0.312$  of 40 respondents, namely  $r_{count} = 0.312$  with the provisions of the questionnaire item if the value of  $r_{count}$  is greater than  $r_{table}$  ( $r_{count} > r_{table}$ ) then it is said to be valid, if  $r_{count}$  is smaller than  $r_{table}$  ( $r_{count} < r_{table}$ ) then said the item is invalid. The following will describe the results of the 25-point questionnaire on the use of electronic media (variable X) as many as 25 items, namely as follows.

Table 1 : Electronic Media Usage Score (Variable X).

No	r <sub>hit</sub>	r <sub>tab</sub>	Ket	No	r <sub>hit</sub>	r <sub>tab</sub>	Ket
1	0,383	0,312	Valid	14	0,064	0,312	Tidak Valid
2	0,524	0,312	Valid	15	0,213	0,312	Tidak Valid
3	0,397	0,312	Valid	16	0,430	0,312	Valid
4	0,459	0,312	Valid	17	0,659	0,312	Valid
5	0,710	0,312	Valid	18	0,353	0,312	Valid
6	0,322	0,312	Valid	19	0,268	0,312	Tidak Valid
7	0,333	0,312	Valid	20	0,421	0,312	Valid
8	0,500	0,312	Valid	21	0,500	0,312	Valid
9	0,179	0,312	Tidak Valid	22	0,333	0,312	Valid
10	0,077	0,312	Tidak Valid	23	0,591	0,312	Valid
11	0,591	0,312	Valid	24	0,659	0,312	Valid
12	0,397	0,312	Valid	25	0,659	0,312	Valid
13	0,434	0,312	Valid				

From table 1 above, the test results of the questionnaire on the use of electronic media obtained 20 valid items and 5 invalid items. After knowing the results of the test item validity, the study only took 20 valid items to be re-tested in order to obtain the actual research data.

#### B. Questionnaire Reliability Test

Reliability shows an understanding that an instrument is trusted enough to be used as a data collection tool because the instrument is already good. For testing the reliability of the questionnaire the use of electronic media (variable X) is as follows:

$$r = \frac{k}{k-1} \left( 1 - \frac{\sum S_B^2}{S_t^2} \right)$$

$$r = \frac{20}{20-1} \left( 1 - \frac{17,5}{85,3} \right)$$

$$r = \frac{20}{19} (1 - 0,205)$$

$$r = 1,053 \times 0,795$$

$$r = 0,837$$

After calculating the reliability index of the questionnaire using electronic media (variable X) has been found, then it is necessary to interpret the meaning of the index price that has been obtained. Then N=40 with  $\alpha=0.05$ , the rtable price (N-2=38) = 0.320 is smaller than rcount of 0.837. Thus, it can be concluded that the questionnaire research instrument on the use of electronic media (variable X) has good reliability.

#### Data About the Use of Electronic Media

To find out data about the use of electronic media, questionnaires were distributed to 40 students, while the form of questions/statements used consisted of 20 items with 5 answer options. Thus the range of theoretical scores obtained is between 20-100 with an average score of 60. While the empirical scores obtained are as follows:

Table 2 : Data on Electronic Media Use Score (Variable X)

No	Skor	No	Skor	No	Skor	No	Skor
1	51	11	70	21	63	31	53
2	72	12	55	22	66	32	60
3	65	13	61	23	60	33	64
4	56	14	67	24	64	34	51
5	66	15	64	25	51	35	67
6	75	16	58	26	61	36	68
7	56	17	63	27	60	37	71
8	68	18	63	28	61	38	57
9	63	19	53	29	70	39	55
10	59	20	66	30	56	40	65

From table 2 above, the highest score is 71 and the lowest score is 51. Then from the data a frequency distribution table is made by taking the width of class 5, then the number of classes (intervals) is 5 as follows:

Table 3: number of classes (interval)

No	Kelas	f	X	fX
1	51 - 55	7	53	371
2	56 - 60	9	58	522
3	61 - 65	12	63	756
4	66 - 70	9	68	612
5	71 - 75	3	73	219
Jumlah		N=40		$\Sigma fX = 2480$

The calculation of the mean (average score) is:

$$\bar{X} = \frac{\Sigma fX}{N}$$

$$\bar{X} = \frac{2480}{40}$$

$$\bar{X} = 62$$

From the calculation of the frequency distribution of the use of Electronic Media, it can be seen that the empirical mean score obtained is 62. While the theoretical average score is 60, which means that the empirical mean score is greater than the theoretical mean score ( $62 > 60$ ). Thus it can be stated that the use of Electronic Media owned by students at Madrasah Ibtidaiyah Al-Ittihad is in the good category.

To find out the histogram graph of the distribution of score data on the use of Electronic Media, first a real value calculation is made for each score listed in the following table:

Table 4. Real Value Calculation Data for Each Electronic Media Use Score (Variable X)

No	Kelas	f	Batas Nyata
1	51 - 55	7	50,5 - 55,5
2	56 - 60	9	55,5 - 60,5
3	61 - 65	12	60,5 - 65,5
4	66 - 70	9	65,5 - 70,5
5	71 - 75	3	70,5 - 75,5
Jumlah		N=40	

Data on Student Learning Outcomes in the Field of Fiqh Studies

To find out data about student learning outcomes in the field of Fiqh, the average value of students is calculated, the value is taken from the average value of student report cards in semester 2 of the 2012-2013 academic year in the field of Fiqh. Theoretical values are taken from the average criteria Minimum completeness (KKM) in the field of Fiqh from each class, so that a theoretical value of 65 is obtained. While the empirical values obtained are as follows:

Table 5. Data on the Average Value of Learning Outcomes in the Field of Fiqh Studies (Variable Y)

No	Skor	No	Skor	No	Skor	No	Skor
1	70	11	84	21	75	31	66
2	88	12	68	22	90	32	71
3	87	13	75	23	80	33	84
4	75	14	85	24	75	34	70
5	85	15	90	25	69	35	88
6	86	16	80	26	75	36	86
7	74	17	75	27	75	37	90
8	90	18	80	28	81	38	77
9	75	19	70	29	88	39	70
10	78	20	86	30	73	40	90

From table 5 above, the highest value is 90 and the lowest value is 66. Then from the data a frequency distribution table is made by taking the width of class 5, then the number of classes (intervals) is 5 as follows:

Table 6. Frequency Distribution of Fiqh Study Group Learning Outcomes (Variable Y)

No	Kelas	f	Y	fY
1	66 - 70	7	68	476
2	71 - 75	11	73	803
3	76 - 80	5	78	390
4	81 - 85	5	83	415
5	86 - 90	12	88	1056
Jumlah		N=40		$\Sigma fY = 3140$

The calculation of the mean (average score) is:

$$\bar{Y} = \frac{\sum fY}{N}$$

$$\bar{Y} = \frac{3140}{40}$$

$$\bar{Y} = 78,5$$

From the calculation of the frequency distribution of student learning outcomes in the field of Fiqh, it can be seen that the empirical mean (mean) obtained is 78.5. Meanwhile, the theoretical mean (mean) is 67, which means the empirical mean score is greater than the theoretical mean (78.5>67). Thus, it can be stated that the learning outcomes in the field of Fiqh that students have at Madrasah Ibtidaiyah Al-Ittihad are in the high category.

Table 7. Real Value Calculation Data for Each Average Value of Student Learning Outcomes in the Field of Fiqh Studies (Variable Y)

No	Kelas	f	Batas Nyata
1	66 - 70	7	65,5 - 70,5
2	71 - 75	11	70,5 - 75,5
3	76 - 80	5	75,5 - 80,5
4	81 - 85	5	80,5 - 85,5
5	86 - 90	12	85,5 - 90,5
Jumlah		N=40	

#### Test Requirements

##### Normality Test of Electronic Media Use (Variable X)

Below is the score data on the use of electronic media by Madrasah Ibtidaiyah Al-Ittihad teachers with 50 students as respondents:

51, 72, 65, 56, 66, 75, 56, 68, 63, 59, 70, 55, 61, 67, 64, 58, 63, 63, 53, 66, 63, 66, 60, 64, 51, 61, 60, 61, 70, 56, 53, 60, 64, 51, 67, 68, 71, 57, 55, 65 Calculations :

$$\bar{X} = 61,85 \quad s = 6,15 \quad N = 40 \quad \alpha = 0,05$$

Table 8. Normality Test of Electronic Media Use (Variable X)

X	f	z	f(z)	S(z)	f(z)-S(z)
51	3	-1,76	0,0392	0,0750	0,0358
53	2	-1,44	0,0749	0,1250	0,0501
55	2	-1,11	0,1335	0,1750	0,0415
56	3	-0,95	0,1711	0,2500	0,0789
57	1	-0,79	0,2148	0,2750	0,0602
58	1	-0,63	0,2643	0,3000	0,0357
59	1	-0,46	0,3228	0,3250	0,0022
60	3	-0,30	0,3821	0,4000	0,0179
61	3	-0,14	0,4443	0,4750	0,0307
63	4	0,19	0,5753	0,5750	0,0003
64	3	0,35	0,6368	0,6500	0,0132
65	2	0,51	0,6950	0,7000	0,0050
66	3	0,67	0,7486	0,7750	0,0264
67	2	0,84	0,7995	0,8250	0,0255
68	2	1,00	0,8413	0,8750	0,0337
70	2	1,32	0,9066	0,9250	0,0184
71	1	1,49	0,9319	0,9500	0,0181
72	1	1,65	0,9505	0,9750	0,0245
75	1	2,14	0,9838	1,0000	0,0162

##### Normality Test of Learning Outcomes in the Field of Fiqh (Variable Y)

Below is the data on the average value of learning achievement in the field of Fiqh at Madrasah Ibtidaiyah Al-Ittihad, Central Jakarta, semester 2 with a total of 40 students:

70, 88, 87, 75, 85, 86, 74, 90, 75, 78, 84, 68, 75, 85, 90, 80, 75, 80, 70, 86, 75, 90, 80, 75, 69, 75, 75, 81, 88, 73, 66, 71, 84, 70, 88, 86, 90, 77, 70, 90 Calculations :

$$\bar{Y} = 79,35 \quad s = 7,43 \quad N = 50 \quad \alpha = 0,05$$

Table 9. Normality Test of Student Achievement in the Islamic Study Group (Variable Y)

Y	f	z	f(z)	S(z)	f(z)-S(z)
66	1	-1,80	0,0359	0,0250	0,0109
68	1	-1,53	0,0630	0,0500	0,0130
69	1	-1,39	0,0823	0,0750	0,0073
70	4	-1,26	0,1038	0,1750	0,0712
71	1	-1,12	0,1314	0,2000	0,0686
73	1	-0,85	0,1977	0,2250	0,0273
74	2	-0,72	0,2358	0,2750	0,0392
75	4	-0,59	0,2776	0,3750	0,0974
77	5	-0,32	0,6255	0,5000	<b>0,1255</b>
78	1	-0,18	0,4286	0,5250	0,0964
80	3	0,09	0,5359	0,6000	0,0641
81	1	0,22	0,5871	0,6250	0,0379
84	2	0,63	0,7357	0,6750	0,0607
85	2	0,76	0,7764	0,7250	0,0514
86	3	0,89	0,8133	0,8000	0,0133
87	1	1,03	0,8485	0,8250	0,0235
88	3	1,16	0,8770	0,9000	0,0230
90	5	1,43	0,9236	1,0250	0,1014

From the calculation of the table above, it is obtained that Lcount is 0.1255 while Ltable is 0.140089 at a 5% significance level of the critical value table for the Lilliefors test (see attachment 7). After being compared the amount of Lcount is smaller than Ltable (0.1255 < 0.140089), thus H0 is accepted and H1 is rejected, which means that the learning outcomes of students' Fiqh subjects at Madrasah Ibtidaiyah Al-Ittihad are normally distributed.

#### Hypothesis test

To find out whether there is a relationship between the use of electronic media and student learning outcomes in the field of Islamic jurisprudence at Madrasah Ibtidaiyah Al-Ittihad, Central Jakarta and the two data variables meet the normality requirements, the mean and standard deviation are calculated, then correlation is carried out using product correlation statistical analysis. moments. with the following steps:

Calculation of Mean and Standard Deviation of Variable Use of Electronic Media

Table 10. Calculation of Mean and Standard Deviation of Variable Use of Electronic Media

No	Kelas	f	x'	fx'	fx' <sup>2</sup>
1	51 - 55	7	-2	-14	28
2	56 - 60	9	-1	-9	9
3	61 - 65	12	0	0	0
4	66 - 70	9	1	9	9
5	71 - 75	3	2	6	12
<b>Jumlah</b>		<b>N=40</b>	-	<b>∑fx' = -8</b>	<b>∑fx'<sup>2</sup> = 58</b>

$$\begin{aligned} \bar{X} &= X_0 + \left(\frac{\sum fx'}{N}\right) i & S_{x'} &= i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\ \bar{X} &= 63 + \left(\frac{-8}{40}\right) 5 & S_{x'} &= 1 \sqrt{\frac{58}{40} - \left(\frac{-8}{40}\right)^2} \\ \bar{X} &= 63 + (-0,2)5 & S_{x'} &= 1 \sqrt{1,45 - 0,04} \\ \bar{X} &= 63 - 1 & S_{x'} &= 1 \sqrt{1,41} \\ \bar{X} &= \mathbf{62} & S_{x'} &= \mathbf{1,187} \end{aligned}$$

Calculation of the Mean and Standard Deviation of Student Learning Outcomes Variables in the Field of Fiqh Studi Studies

Table 11. Calculation of the Mean and Standard Deviation of Student Learning Outcomes Variables in the Field of Fiqh Studi Studies

No	Kelas	f	y'	fy'	fy' <sup>2</sup>
1	66 - 70	7	-2	-14	28
2	71 - 75	11	-1	-11	11
3	76 - 80	5	0	0	0
4	81 - 85	5	1	5	5
5	86 - 90	12	2	24	48
<b>Jumlah</b>		<b>N=50</b>	-	<b>∑fy' = -34</b>	<b>∑fy'<sup>2</sup> = 82</b>

$$\begin{aligned} \bar{Y} &= Y_0 + \left(\frac{\sum fy}{N}\right) i & S_{y'} &= i \sqrt{\frac{\sum fy'^2}{N} - \left(\frac{\sum fy'}{N}\right)^2} \\ \bar{Y} &= 78 + \left(\frac{-24}{40}\right) 5 & S_{y'} &= 1 \sqrt{\frac{82}{40} - \left(\frac{-24}{40}\right)^2} \\ \bar{Y} &= 78 + (0,1) 5 & S_{y'} &= 1 \sqrt{2,3 - 0,01} \\ \bar{Y} &= 78 + 0,5 & S_{y'} &= 1 \sqrt{2,29} \\ \bar{Y} &= 78,5 & S_{y'} &= 1,513 \\ & & S_{y'} &= 1,513 \end{aligned}$$

From the calculations that have been stated in the table above, it is obtained that Lcount is 0.0789 while Ltable is 0.125299 at a 5% real level table of critical values for the Lilliefors test (see Appendix 7). After being compared, the amount of Lcount is smaller than Ltable ( $0.0789 < 0.140089$ ), thus  $H_0$  is accepted and  $H_1$  is rejected, which means that the use of electronic media in Madrasah Ibtidaiyah Al-Ittihad is normally distributed.

#### Product Moment Correlation Calculation

Before done. Calculation of the correlation between the use of Electronic Media as a variable X with Student Learning Outcomes in the Field of Fiqh Studies as a Y variable through the product moment correlation test, a correlation map or scatter diagram is first made to find the following:

Table 11. Data on the Use of Electronic Media and Student Learning Outcomes in the Field of Fiqh Studies

X Y	51-55	56-60	61-65	66-70	71-75	f(y)	y'	fy'	fy' <sup>2</sup>	x'y'
66-70			0 <sup>3</sup>	12 <sup>6</sup>	12 <sup>3</sup>	12	2	24	48	24
71-75			0 <sup>2</sup>	3 <sup>3</sup>		5	1	5	5	3
76-80		0 <sup>4</sup>	0 <sup>1</sup>			5	0	0	0	0
81-85		5 <sup>5</sup>	0 <sup>6</sup>			11	-1	-11	11	5
86-90	28 <sup>7</sup>					7	-2	-14	28	28
f(x)	7	9	12	9	3	40		4	92	60
x'	-2	-1	0	1	2			$\sum fy'$	$\sum fy'^2$	$\sum x'y'$
fx'	-14	-9	0	9	6	-8	$\sum fx'$			Checking
fx' <sup>2</sup>	28	9	0	9	12	58	$\sum fx'^2$			
x'y'	28	5	0	15	12	60	$\sum x'y'$			

After the value  $\sum x'y'$  is obtained, the next step is to enter that value into the product moment correlation formula as follows:

$$\begin{aligned} r_{xy} &= \frac{\frac{\sum x'y'}{N} - (C_x')(C_y')}{(S_x')(S_y')} \\ r_{xy} &= \frac{\frac{60}{40} - (-0,2)(0,1)}{(1,187)(1,513)} \\ r_{xy} &= \frac{1,5 - (-0,02)}{1,797} \\ r_{xy} &= \frac{1,52}{1,797} \\ r_{xy} &= 0,846 \end{aligned}$$

From the above calculations obtained is equal to 0.846. Then the next step is to compare the amount that has been obtained in the calculation or observation with the amount listed in the Product Moment Value Table, by first looking for the degrees of freedom (db) or degrees of freedom (df)”:



$$\begin{aligned} df &= N - nr \\ &= 40 - 2 \\ &= 38 \end{aligned}$$

From the above calculation, it is obtained that a df of 38 is obtained, with a df of 38 obtained at a significance level of 5% at 0.320 while at a significance level of 1% it is obtained at 0.413. After comparing the magnitude with the magnitude, it turns out that it is greater than both at the 5% and 1% significance levels ( $0.846 > 0.320$  at the 5% level and  $0.413$  at the 1% level). Thus, it is rejected and accepted, which means that there is a relationship between the use of electronic media and student learning outcomes in the field of fiqh studies at Madrasah Ibtidaiyah Al-Ittihad, Central Jakarta.

#### Determination Test

To find out how big the relationship between the use of electronic media and student learning outcomes in the field of jurisprudence, the determination test is carried out as follows:

$$\begin{aligned} D &= r^2 \times 100\% \\ &= 0.8462 \times 100\% \\ &= 0.7155 \times 100\% \\ &= 71.55\% \end{aligned}$$

From the calculation results of the determination, it can be interpreted that the contribution of the use of electronic media to student achievement is 71.55%.

#### Conclusion

From the calculation of the score of the variable X and variable Y, it is known that the empirical mean is greater than the theoretical mean ( $62 > 60$ ), this shows that the use of electronic media by students at Madrasah Ibtidaiyah Al-Ittihad Central Jakarta is in the good category. Likewise, the average student learning outcomes in the field of jurisprudence (variable Y) which shows the empirical mean is greater than the theoretical mean ( $78.5 > 78$ ), this shows that the average student learning outcomes in the Islamic study group are included in the high category.

From the results of the calculation of the hypothesis which shows that the value of ( ) is greater than , both at a significant level of 1% and 5%, this proves that there is a relationship between the use of electronic media and student learning outcomes, meaning that the level of student learning outcomes is influenced by the good and bad use of Electronic Media owned by students.

Then the results of the determination test showed the results of 71.55% meaning that the use of Electronic Media owned by students turned out to affect student learning outcomes by 71.55%, it shows that electronic media has a large enough influence on the good and bad of student learning, in addition to electronic media there are other factors, among others, are the ways in which teachers teach, student associations, education carried out by parents to children, and so on which are not focused on in this study, but of course can be explored further through other research. As for the use of electronic media, it shows its influence on student learning outcomes at Madrasah Ibtidaiyah Al-Ittihad is quite dominant, but for that it must still be considered the use of electronic media owned by each student, so that students have better use of electronic media in order to realize achievement more satisfying learning than ever stated in the national education goals.

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