

Learning Resources: Nature, Types, Selection, and Utilization of Learning Resources

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Article Info	Abstract
Article History Received: May 7, 2025 Revised: May 14, 2025 Published: May 19, 2025	<i>Learning is a lifelong and multifaceted process shaped by the dynamic interaction between individuals and their surrounding environment. Within this process, learning resources serve a crucial function in helping to achieve educational objectives. However, in actual educational settings, these resources are often underutilized. This study employs a descriptive qualitative approach using a library research method, which involves examining various relevant sources and literature related to learning resources in educational contexts. The findings reveal that learning resources encompass all elements that can support learning, including people, environments, media, and technological tools. The selection of appropriate learning resources should align with learners' characteristics, instructional goals, and the suitability of content. This study highlights the vital role of educators in carefully selecting and utilizing learning resources to enhance the overall effectiveness of the learning experience.</i>
Keywords Learning Resources; Learning Media; Learning Concepts; Learning Curriculum; Education Curriculum	

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INTRODUCTION

Learning is a lifelong and dynamic process that unfolds continuously within every individual. It is driven by the ongoing interaction between a person and their surrounding environment, which means that learning is not confined to specific times or places it can occur anywhere and at any moment. A key indicator that learning has taken place is the observable transformation in a person's behavior, which may manifest through increased knowledge, improved skills, or shifts in attitudes and values.

In the context of educational activities, the significance of learning resources is undeniable. These resources serve as essential tools that support and enrich the learning experience. When educational challenges arise, one strategic response is to enhance the use of available learning resources. Unfortunately, many educational institutions have yet to fully utilize the potential of these resources. The true effectiveness of learning materials be they human, environmental, technological, or media based depends heavily on how well they are organized, managed, and integrated into the learning process. Optimal use of learning resources can significantly contribute to achieving better educational outcomes and fostering meaningful learning experiences.

The Prophet Muhammad SAW. Also ordered a teacher to facilitate the learning process. He said: said: "teach by you and make it easy, do not make it difficult and make them happy do not make them run away, and if one of you is angry then keep quiet" (HR. Ahmad and Bukhori) (Triana, 2022). The prophet's command in the above provides a lesson to educators that in carrying out educational tasks, teachers are required to create a conducive, educative and

enjoyable learning atmosphere. So among the processes to facilitate learning is by selecting the right and quality facilities.

In an effort to improve the quality of the learning process and learning outcomes, we must not forget one thing that is definitely true, namely that students or learners must interact a lot with learning resources. Without adequate learning resources, it is difficult to realize a learning process that leads to achieving optimal learning outcomes. However, what exactly are learning resources? It is necessary to know the clear definition of learning resources.

The integration and strategic use of diverse learning resources whether they are intentionally designed or adaptively utilized can significantly enhance the quality, effectiveness, and efficiency of the learning process. Consequently, educators are expected to possess a solid understanding of the various types of learning resources available, enabling them to select and apply these tools thoughtfully to support instructional goals.

Incorporating appropriate learning resources into the teaching and learning environment has the potential to stimulate learners' curiosity and interest, foster motivation, and activate cognitive engagement. Beyond cognitive effects, such resources may also influence students' psychological readiness to learn. According to Arsyad (2008: 15–16), learning resources play a crucial role particularly in the orientation phase of instruction, where they facilitate the transmission of knowledge and help clarify educational messages and content.

An effective learning environment is often characterized by the purposeful application of a wide range of learning resources. These may include textbooks, printed materials, digital or electronic media, human resources such as guest speakers, as well as elements from the natural and social surroundings. The selection of these resources should align with the intended competencies, subject matter, learning objectives, and performance indicators. By offering a variety of resources, educators can create rich and diverse learning experiences that cater to students' different needs, thereby supporting deeper and more meaningful learning.

RESEARCH METHOD

This study uses a descriptive qualitative approach with a library research method. This approach was chosen to explore and describe the concept of learning resources and their use in the learning process based on various relevant literature and academic references.

The data in this study were obtained from various written sources such as books, journal articles, previous research results, and educational documents that discuss learning resources, their types, and selection criteria. The main data sources used include works from experts such as Arsyad (2008), Miarso (2004), Degeng (1990), and opinions from professional institutions such as AECT (Association for Educational Communications and Technology).

Data collection techniques are carried out through documentation reviews and in-depth literature studies of relevant sources. Each piece of information collected is then analyzed qualitatively using content analysis techniques, namely examining the content and meaning of the texts read to draw thematic conclusions that align with the research objectives.

This method aims to present a comprehensive understanding of the importance of learning resources, the classification of learning resources according to various theories, and appropriate selection strategies to support an effective and meaningful learning process.

FINDINGS AND DISCUSSION

The Nature of Learning Resources

Learning resources encompass a wide array of materials and tools that serve to convey information and develop skills among both students and educators. These resources are not limited to traditional forms such as textbooks or printed media but also include more dynamic and engaging tools like educational games. In addition to game-based tools, other learning

resources may take the form of reference materials, storybooks, visual aids, subject matter experts, cultural artifacts, and specific educational sites.

Sugono (2008: 1387) defines "source" as a point of origin or something from which something else emerges. Building on this, Januszewski and Molenda (2008: 213) emphasize that learning resources include any tools, materials, environments, or individuals that can be utilized either independently or in combination to enhance learning and improve learner performance. This perspective aligns with the systems approach in instructional design, where resources are deliberately selected and organized to support self-directed learning.

Miarso (2004: 204) further broadens this understanding by asserting that learning can occur across various settings, including schools, homes, workplaces, places of worship, and broader communities. Moreover, he categorizes learning stimuli into internal (originating within the learner) and external (stemming from the environment or other individuals), reinforcing the idea that learning resources are not confined to physical objects but also encompass contextual and interpersonal factors.

This study reinforces these theoretical frameworks by showing that effective learning does not depend solely on formal instructional materials. Rather, optimal learning experiences arise when educators leverage a diverse set of resources tailored to learners' needs, learning goals, and contextual realities. This aligns with, but also extends, earlier research by highlighting the critical role of resource integration across both formal and informal learning environments. Unlike previous studies that may have emphasized the availability of resources, this study stresses the strategic and contextual utilization of such resources to foster independent and lifelong learning.

Learning resources are generally categorized into two main types, as outlined by Degeng (1990: 83), namely:

1. Resources for learning, which function to support the learning process, and
2. Resources as learning, referring to objects or materials used directly during learning activities-for example, wood used in carving lessons or paper used for drawing. In essence, learning resources encompass anything that can be engaged by learners to facilitate behavioral change associated with learning.

Similarly, Muhammad (2018: 7) identifies two classifications of learning resources:

1. Planned learning resources (by design), which are intentionally created to serve as instructional tools within a formal educational setting, and
2. Utilized learning resources (by utilization), which are not originally designed for educational use but can be adapted to support learning objectives.

This categorization illustrates the wide and multifaceted nature of learning resources, which extend far beyond conventional educational media. Essentially, anything that holds potential to enhance the learning process can be considered a learning resource. In this context, teachers represent only one component among a broader spectrum of possible resources.

To conclude, learning resources include any data, individuals, tools, or environments that, whether used individually or in combination, assist learners in achieving their learning outcomes or developing specific competencies.

Types of Learning Resources

In the traditional teaching system, learning resources are still limited to information provided by teachers plus a little from books. While other learning resources have not received attention, so that student learning activities are less developed. Teachers appear more dominant in learning. Thus, learning activities are more centered on teachers (teacher centered). In further developments, learning resources are increasingly developing, along with the progress in the fields of science, technology and human creativity.

In addition, learning resources can be further classified based on their forms, as defined by the Association for Educational Communications and Technology (AECT) and cited by Cahyadi (2019: 39), into the following categories:

1. **Messages:** These refer to the information delivered by various elements of instruction, encompassing ideas, facts, works of art, and data. This category includes the entire body of knowledge and subject matter intended to be taught to learners.
2. **People:** Individuals who function as the source, processor, and deliverer of information. Examples include educators, mentors, students, or even community figures who may contribute to the learning process.
3. **Materials:** These are content carriers or instructional media that contain educational messages, either requiring tools to deliver them or functioning independently. Examples are transparencies, videos, audio recordings, magazines, and a wide range of books such as textbooks, fiction, reference materials, and encyclopedias. Even real-life events like natural disasters or societal unrest can serve as instructional resources when integrated thoughtfully.
4. **Devices (Tools):** These are physical instruments or equipment that help deliver the content stored within learning materials, such as projectors, televisions, audio players, or radios.
5. **Techniques:** These are structured methods or strategies used to engage learners with content, tools, and people. They include instructional approaches like simulations, demonstrations, independent study, and interactive dialogue.
6. **Settings (Environment):** The surrounding conditions where learning takes place. This may include tangible environments such as schools, labs, libraries, studios, and parks, or intangible settings such as the overall learning atmosphere and psychological climate of the classroom.

Examples of types of learning resources, such as the classification above, are described as in the table below (Harjali, 2011:124-127):

Table 1. Classification of Types of Learning Resources

Types of Learning Resources	Understanding	Example	
		designed	utilized
1. Message	information that must be presented by other components: can be in the form of ideas, facts, meanings, and data	Learning materials	Folk tales, fairy tales, advice
2. People	People who act as custodians and/or transmitters of messages	Teachers, actors, students, speakers, players	Resource persons, community leaders, office leaders, respondents
3. Materials	media containing messages to be presented through the use of tools.	Films, slides, books, pictures	Reliefs, temples, statues, carpentry tools
4. Equipment	A medium that presents messages in software	OHP, projector, slide, film, TV	Generator, engine, car tools
5. Technique	certain procedures or steps in using materials,	Lectures, discussions,	Players, seminars, casual conversations

	tools, layout and people to convey a message	lectures, simulations	
6. Environment	The surrounding situation where the message is delivered	Classroom, studio, library, auditorium.	Park, garden, market, museum

Selection of Learning Resources

When selecting, designing, and applying learning resources, several important factors must be taken into account. The fundamental criterion in choosing a learning resource is straightforward: whether or not it effectively supports the intended learning objectives.

Today's educational practices offer a wide range of learning resources beyond the traditional reliance on teachers, textbooks, or student worksheets. Educators and students now have access to a variety of tools and materials that can enhance the teaching and learning experience. By utilizing this diversity of resources, learners are encouraged to become more active and engaged participants rather than passive listeners. This shift contributes to more meaningful and impactful learning experiences.

In using learning resources, the following considerations are essential:

1. Cost-effectiveness: Resources should align with available budgets, whether purchased or produced independently, and whether they are designed for short- or long-term use.
2. Practicality and simplicity: The resources should be easily accessible, simple to implement, and readily available.
3. Flexibility: Resources should be adaptable and capable of being modified to support different learning objectives.
4. Relevance: They must align with instructional goals and other key teaching components.
5. Effectiveness and efficiency: Learning resources should contribute to achieving educational goals in a streamlined and productive way.
6. Educational value: They should bring benefits to both teachers and learners throughout the instructional process.
7. Alignment with teaching strategies: The resources should complement the instructional methods and learning interactions that have been planned and developed (Syah, 2007: 118-123).

According to Sudjana & Rivai (2007) there are a number of considerations that must be considered when choosing learning resources based on certain criteria which generally consist of two types of measurements, namely general criteria and criteria based on the goals to be achieved. The following are the details of the criteria:

1. General criteria, are rough measures in selecting various learning resources, for example:
 - a. Economical in the sense of cheap, meaning not fixed at a price that is always low, but can also be utilized in the long term
 - b. Practical and simple, meaning it does not require difficult and rare side services.
 - c. Easy to obtain, meaning that the learning resources are close, available everywhere and do not need to be held and purchased.
 - d. Flexible, meaning that they can be used for various instructional purposes and are not influenced by external factors such as technological advances, values, culture and others.
 - e. The components are by the objectives, this is to avoid things that are beyond the teacher's ability.
2. Criteria based on objectives, including:

- a. Learning resources for motivation: These resources are intended to spark learners' interest, foster engagement, encourage curiosity, prompt inquiry, and help clarify learning challenges or questions.
- b. Learning resources for instructional support: Materials or tools in this category are designed to aid and enhance the teaching and learning process directly.
- c. Learning resources for research: These resources serve as subjects of study that can be observed, analyzed, documented, and explored in-depth for investigative purposes.
- d. Learning resources for problem-solving: These are tools or references that assist learners in identifying and addressing specific academic or real-world problems.
- e. Learning resources for presentations: In this context, learning resources function as aids in delivering content effectively, focusing on methods, strategies, and tools for message transmission.

Meanwhile, Nana Sudjana and Ahmad Rivai (2005: 61) put forward the criteria for selecting learning resources, namely:

1. Instructional objectives should serve as the primary guideline for selecting appropriate and valid learning resources.
2. Analysis of lesson content: Analyzing the content that will be delivered to students is essential in selecting and utilizing learning resources. This ensures that the materials effectively clarify and enrich the subject matter being taught.
3. Selection of teaching strategies and methods: The choice of strategies and teaching methods should align with the available learning resources. It is important to note that teaching strategies themselves are considered a part of the learning resources.
4. Time management: Adequate time allocation based on the scope of the topic to be taught is crucial. The time available to master the material directly influences the choice and use of learning resources.
5. Evaluation: namely the form of evaluation that will be used.

The selection of learning resources is guided by the formulation outlined in the developed syllabus. Learning resources encompass a variety of components, including reference materials, the environment, media, resource persons, tools, and materials. These resources are articulated in more operational terms, clearly specifying which teaching materials are to be used. For instance, in the syllabus, learning resources may be indicated as reference books, while the lesson plan will detail the specific teaching materials that will be utilized.

In order for the utilization of learning resources to be in accordance with needs, Macbeath and Mortimore (2001: 85-86) stated that when selecting learning resources, the following things need to be considered:

1. Suitability of Learning Resources to Objectives

Learning resources should be chosen based on the specific objectives that need to be achieved. These objectives can vary, including motivating students, providing information, facilitating problem-solving, or helping students master particular skills.

2. Economical

The selection of learning resources must consider their affordability. However, affordability does not always mean low cost. For instance, inviting an expert from another city for a lecture might seem costly, but it could be more economical than arranging a visit for all students to the expert's location.

3. Practical and simple

Practical learning resources mean easy to use and simple, meaning they do not require various sophisticated or complex equipment, and;

4. Easy to obtain

Good learning resources are those that are easy to obtain, both because the distance between the learning resource place and the user is close, but also because the number of learning resources available is quite large.

Furthermore, related to the steps for selecting learning resources according to (Supriadi, 2017: 134), it is by determining:

1. Formulate clear learning objectives to be achieved using learning resources.
2. Identify the content of the message needed to achieve the goal.
3. Search for learning materials that contain the content of the message.
4. Determine whether it is necessary to use resource persons such as lecturers, experts, community leaders, or others.
5. Assess whether specific equipment is required to transmit the content effectively.
6. Choice of equipment that suits the needs to transmit the content of the message.
7. Message presentation techniques.
8. The setting where the learning resource use activity takes place,
9. Use of all learning resources that have been selected or determined effectively and efficiently, and;
10. Implementation of assessment of learning resources.

Utilization of Learning Resources

According to Percival Fred and Henry Ellington in (Supriadi, 2017: 131) that. the diverse learning resources around the lives of students, both those designed and those utilized in general have not been utilized optimally, their use is still limited to textbooks. It turns out that of the many learning resources available, only textbooks are the learning resources utilized.

In relation to the utilization of the surrounding environment as a learning resource, it is highly dependent on the ability and willingness of the teaching staff. Various factors that can influence efforts to utilize the surrounding environment as a learning resource, namely (Miarso, 2005: 177-178):

1. The willingness of the teaching staff,
2. The ability of the teaching staff to be able to see the surrounding nature that can be used for teaching, and;
3. The ability of the teaching staff to be able to use the surrounding natural resources in learning. The utilization of these learning resources must be in accordance with the objectives, conditions, and learning environment of the students.

The form of planning for the use of effective learning resources and with six main activities in learning planning according to Heinich in (Supriadi, 2017: 135) are:

1. Analyze learner characteristics, is analyzing the general characteristics of the target group, whether they are high school or college students, members of youth organizations, companies, age, gender, cultural and socio-economic backgrounds, and analyzing their specific characteristics which include, among others, their initial knowledge, skills, and attitudes.
2. State objective, is stating or formulating learning objectives, namely what new behavior or abilities (knowledge, skills, or attitudes) are expected to be possessed and mastered by students after the teaching and learning process is complete. These objectives will influence the selection of learning resources and the sequence of presentation and learning activities.
3. Select or Modify media, is selecting, modifying, or designing and developing appropriate materials and sources. If the materials and sources that are available will be able to achieve the objectives, then these materials and sources should be used to save time, energy, and costs. In addition, it is also necessary to pay attention to whether the materials and sources will be able to arouse learners' interest, have accurate information, have good quality, provide opportunities for learners to participate, and are proven to be effective.

4. Utilize, is using materials and sources. After choosing the right materials and sources, preparation is needed on how and how much time is needed to use them.
5. Require learner response, is asking for responses from learners. Teachers should encourage learners to provide responses and feedback on the effectiveness of the teaching and learning process.
6. Evaluate, is evaluating the learning process. The main goal of evaluation is to measure student achievement of learning objectives and assess the effectiveness of resources, methods, and the teacher.

Furthermore, Supriadi (2017: 135–136) outlines several interaction patterns in the use of learning resources by teachers and students within educational settings:

1. Passive Traditional: Learners rely solely on the teacher as the main learning source, without attempting to explore other resources beyond the teacher.
2. Active Traditional: Students still view the teacher or lecturer as the primary source, but begin to seek out additional resources to support what is taught.
3. Multi-Directional Interaction: Students engage with various learning sources equally, giving each source the same level of importance in the learning process.
4. Independent Interaction: Learners interact freely and independently with learning resources, without direct guidance or supervision from teachers.

In summary, the use of various learning resources in educational institutions tends to be influenced by two key factors: internal factors and external (environmental) factors. Internal factors that play a major role include the user's awareness, motivation, interest, capability, and sense of comfort. Meanwhile, external factors involve the availability and variety of learning resources, the number of resources, accessibility, learning conditions, available spaces, human resources, as well as the prevailing systems and traditions within the school or institution (Supriadi, 2017: 138).

Through the use of diverse learning resources, the teacher's role is no longer limited to being the sole knowledge provider in class. Instead, teachers shift to becoming facilitators who guide and support students in their learning. On the other hand, students benefit from well-structured teaching materials suited to their needs, allowing them to engage with the content before attending class. As a result, students come to class better prepared, enabling more time to be dedicated to discussions and clarifying difficult concepts, rather than lengthy teacher explanations.

CONCLUSION

Learning resources are everything experienced considered as learning resources as long as it brings experiences that cause learning. Learning resources are all sources in the form of data, people and certain forms that can be used by students in learning, either separately or in combination so as to make it easier for students to achieve learning goals or achieve certain competencies.

The types of learning resources consist of: messages, people, materials, devices, techniques, and settings. The selection of learning resources is based on: instructional goals, key topics that reflect an analysis of the lesson content to be delivered to students, strategy selection, time management in relation to the scope of the subject matter, and evaluation. The use of diverse learning resources in educational institutions is shaped by two primary factors: internal and external (environmental) influences. Internal factors with a strong impact include user awareness, motivation, interest, ability, and comfort. Meanwhile, external influences involve the availability and variety of learning resources, the quantity, ease of access, learning processes, available spaces, human resources, as well as the existing traditions and systems in schools or educational institutions.

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