

Analysis of The Learning Independence on Economic Learning Outcomes in Class X at PGRI Vocational School 3 Depok

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Abstract

This study aims to analyze the effect of independent learning on student learning outcomes in economics class X at SMK PGRI 3 Depok. The research approach is quantitative research using association methodology. The independent variable of the study was learning independence, while the dependent variable of the study was student learning outcomes. The population in this study were students of class X1 and class X2 at SMK PGRI 3 Depok majoring in marketing, amounting to 46 students. The sampling technique used is simple random sampling with a total of 42 students. Collecting data using observation, questionnaires and documentation. The data analysis technique used prerequisite test (normality test and linearity test) and simple regression analysis test. The results of this study indicate that: 1) There is a significant influence between learning independence on learning outcomes, with a probability value seen from the significance value of $0.000 < 0.05$, the large influence of learning independence on learning outcomes is 79.1% and a simple linear regression equation as follows: $Y = 35,706 + 1,140 X1$. So it can be concluded that learning independence has a major influence on student learning outcomes in Economics subjects.

Keywords: learning independence; learning outcomes; economy;

INTRODUCTION

Learning is the key to success, to find out the extent to which students have carried out the learning process well, absorbed the material being taught well, it is necessary to measure the learning abilities of these students. The results of these measurements are called learning

outcomes. According to Susanto (2014: 215), the learning outcomes that have been obtained and achieved by students are the result of the interaction between several factors that can influence, both internal factors which include interest, intelligence as well as attention, physical condition or health. Conditions that affect learning outcomes include schools, families, and communities.

One of the factors supporting the success of student learning outcomes is independent learning. Learning independence is an attitude of readiness of individuals who are willing and able to always learn on their own initiative, not having dependence on others in learning. According to Bungsu et al (2019), Hidayat et al (2020) stated that independent learning has a big influence on the success of learning achievement in school.

But in reality, during the COVID-19 pandemic, the learning applied was in the form of online learning. Online learning is done at home and has an impact on the decline in student learning outcomes. Based on interviews with Economics subject teachers and also students at SMK PGRI 3 Depok, it can be seen that most of the class X students are from families with middle-class economy, where both parents work. So from the busyness of the parents of class X students resulting in a lack of parental attention to their children. In addition, based on interviews with teachers of economics subjects that class X is still a few students who have independence in learning. During the learning process via zoom or offline, students are hesitant and not confident to express their opinions when the teacher asks questions during the learning process. And also the high activity of cheating during assignments and tests because students are not ready to face this.

Based on the results of the PTS score documentation survey for the odd semester 2021/2022, it was found that there were still many students whose learning outcomes had not been completed. Students who are still below the KKM (minimum completeness criteria) <78 are 34 students out of 46 students around 73.91%, and only 12 students who reach the KKM about 26.09%.

Based on the low economic learning outcomes, the researchers conducted research related to how much independent learning influences student learning outcomes during the covid-19 pandemic. According to Arif et al (2021:213), someone who has independence in learning is indicated by their responsibility, can determine their own way of learning and does not have dependence on others in learning. According to Desmita (2009: 185) indicators of learning independence can be seen as follows: (1) having a strong desire or desire to learn for self-improvement; (2) be responsible for every learning activity; (3) able to take decisions and initiatives to deal with problems; (4) have self-confidence and carry out tasks independently; (5) do not depend on others.

In addition to the theory above, this problem is also supported by previous studies conducted by Ningsih (2016), Hasibuan et al (2019). Amalia (2021) with research results that there is an influence of learning independence and on students' understanding and reasoning. Based on the description of the background above, the researchers conducted research with research objectives, including analysis of Economics learning outcomes in terms of learning independence during the covid-19 pandemic in class X SMK PGRI 3 Depok.

RESEARCH METHOD

The research approach used in this study is a quantitative research approach with association methodology. According to Sugiyono in Anggara (2015:11) associative research aims to determine the influence or also the relationship between two or more variables. The independent variable used in this study is student learning independence, while the dependent variable in this study is student learning outcomes.

Data collection techniques in the form of questionnaires, observations, and documentation. The instruments used are questionnaire sheets, observation sheets, and data on student learning outcomes in the odd semester of the 2021/2022 academic year. The questionnaire instrument on the learning independence variable uses indicators including: (1) Having a strong desire or desire to learn for self-improvement; (2) Responsible for every learning activity; (3) Able to take decisions and initiatives to deal with problems; (4) Have self-confidence and carry out tasks independently; (5) Do not depend on others.

The questionnaire instrument that has been made is tested first, then analyzed using validity and reliability tests. Of the 30 item items, 26 valid items were obtained, and 4 items were invalid (not used). The results of the reliability test obtained Cronbach's alpha value of 0.955, which means the instrument is reliable.

The data analysis technique used in this study is a simple linear regression test. Before testing the hypothesis through linear regression, the researcher conducted a prerequisite test in the form of a normality test and a linearity test first.

RESULT AND DISCUSSION

Before carrying out the hypothesis, the researcher conducted a prerequisite test first, namely the Normality test and Linearity test.

1. Precondition Test
 - a. Normality Test

Table 1. Output Normality Test of Learning Independence Data on Learning Outcomes

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.114	42	.199	.952	42	.077

a. Lilliefors Significance Correction

Based on the SPSS results above, the Shapiro Wilk value is 0.077 > sig 0.05 (5%), so the data in this study is said to be normally distributed.

b. Linierity Test

Table 2. Output of Learning Independent Linearity Test and Learning Outcomes

			Sum of Squares	Df	Mean Square	F	Sig.
hasil belajar * kemandirian belajar	Between Groups	(Combined)	18180.476	29	626.913	6.539	.001
		Linearity	15291.072	1	15291.072	159.490	.000
		Deviation from Linearity	2889.404	28	103.193	1.076	.467
Within Groups			1150.500	12	95.875		
Total			19330.976	41			

Sumber: data diolah peneliti (2021)

It is known that the significance value on Linearity is 0.000 < 0.05 so that between learning independence and learning outcomes has a linear relationship. After meeting the requirements of the normality test and linearity test above, it can be continued to test the hypothesis using a simple linear regression test.

2. Hypothesis Test

H₀₍₁₎ : There is no significant effect between learning independence on student learning outcomes in class X Economics at SMK PGRI 3 Depok.

H₁₍₁₎ : There is a significant influence between learning independence on student learning outcomes in class X Economics at SMK PGRI 3 Depok

The following are the results of a simple regression analysis using SPSS:

a. ANOVA output

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	15291.072	1	15291.072	151.400	.000 ^b
Residual	4039.904	40	100.998		
Total	19330.976	41			

a. Dependent Variable: hasil belajar

The value of sig 0.000 < 0.05 (5%) means that H₁ is accepted and H₀ is rejected, so that there is an influence between learning independence on learning outcomes.

a. Summary Output

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.889 ^a	.791	.786	10.050

a. Predictors: (Constant), kemandirian belajar

It is known that the R value is 0.889 and the R2 value is 0.791. So the value of R = 0.889 is classified as very strong, meaning that learning independence has a very strong relationship to learning outcomes, and the magnitude of the influence of learning independence on learning outcomes is 79.1%

b. Coefficient Output

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	35.706	7.853		4.547	.000
kemandirian belajar	1.140	.093	.889	12.304	.000

a. Dependent Variable: hasil belajar

Based on the output coefficient, the regression equation is obtained as follows: $Y = 35,706 + 1.140X_1$ This means that there is a positive relationship between learning independence (X1) and learning outcomes (Y). Contribution of influence outside x to y is constant at 35,706. Each one-unit increase in X gives an increase of 1,140 against Y.

Discussions

Discussion of the results of research on learning independence variables based on the indicators are:

1. Always learn on your own initiative

Students on average answered Neutral on their own desires in opinion, acting consciously on their own desires was quite low, in planning their own activities quite low, working on practice questions was neutral and low when preparing questions to the teacher while studying at school. According to Abdillah & Soffiatun (2021:211) states that to bring up student learning initiatives can be done by applying varied learning.

2. Not dependent on others

Most of the students still rely on their peers and wait for answers from their peers, do not have independent learning strategies, are neutral on average when working on assignments with their own opinions.

3. Have a passion for self-improvement

Students are not sure that learning activities will have an impact on themselves seen from the high number of disagreeing answers, still low in self-evaluation, still low in making learning plans, neutral in deepening the material that has been taught, still not on time in collecting assignments. According to Slameto (2015: 32), students will have high learning independence if students are interested and interested in the subject matter.

4. Responsible

Most of the students spur themselves on to be enthusiastic in learning, they are still lacking, do not try to carry out the learning activity plan as well as possible, are less enthusiastic in doing group assignments with friends.

5. Confident

Students in completing school assignments on their own ability are still low, still lack the courage to express their own opinions, ask for material that has not been understood is low.

The results of this study are supported by research conducted by Dedyerianto (2019) who obtained research results in the form of the internet as a learning medium, social media and learning independence play a role in student learning outcomes. positive and significant effect on student learning independence. Strengthened by Putri (2021) the variables of learning motivation and learning independence contributed to learning outcomes of 76.1%. While the remaining 23.9% is influenced by other variables not discussed in the study. According to Imam (2020) learning independence affects student learning outcomes in physics class XII science in high school.

CONCLUSION

There is a significant influence between learning independence on learning outcomes, seen from the significance value of $0.000 < 0.05$. Based on the hypothesis test, the significance value is $0.000 < 0.05$. It is known that the R value is 0.889 and the R² value is 0.791. So the value of $R = 0.889$ is classified as very strong, meaning that learning independence has a very strong relationship to learning outcomes, the influence of learning independence on learning outcomes is 79.1% and the simple linear regression equation is as follows: $Y = 35.706 + 1.140 X_1$.

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