

The Effect of Independent Learning and Learning Facilities on Student Learning Outcomes in Economics Subjects at PGRI Rumpin Senior High School

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Abstract

This research was motivated by independence and learning facilities that affect student learning outcomes, which is an important thing and is one of the factors that influence the achievement of good student learning outcomes. Low student learning outcomes may result in the learning process and student learning outcomes. This research used quantitative research. The population of this study were all students of PGRI Rumpin Senior High School with a sample of 132 respondents. Collecting data using questionnaires or questionnaires and documentation. Data analysis used simple and multiple linear regression analysis using IBM SPSS Statistics 22.

Based on the results of the analysis of hypothesis testing, it was found that (1) There is a significant influence between learning independence on student learning outcomes in economic subjects at SMA PGRI Rumpin and contributing 4.7%, while 95.3% is influenced by other factors. (2) There is a significant influence between learning facilities on student learning outcomes in economics subjects at SMA PGRI Rumpin and the contribution or contribution is 3.8% while 96.2% is influenced by other factors. (3) There is a significant influence between learning independence and stimulant learning facilities on student learning outcomes in economics subjects at SMA PGRI Rumpin and the contribution or contribution is 5.5% while 94.5% is influenced by other factors.

Keywords: Independent Learning, Learning Facilities, Learning Outcomes

INTRODUCTION

Assessment of learning outcomes is very important to measure the success of students in the learning process. Assessment of learning outcomes is an integral part that cannot be separated from a learning activity. This is in line with Permendikbud

No.23 of 2016 concerning Educational Assessment Standards which are criteria regarding the scope, objectives, benefits, principles, mechanisms, procedures, and instruments for assessing student learning outcomes which are used as the basis for researching student learning outcomes in basic education, and secondary education. Based on observations at PGRI Rumpin Senior High School, it was found that students' learning outcomes in economics were still low. It is known that the Classical Completeness Values at PGRI Rumpin High School are class X 65, class XI 67, class XII 69.

From the explanation above, we can know that the low student learning outcomes can be influenced by several factors. These factors are external and internal factors. Factors that affect student learning outcomes are external factors, one of which is learning facilities. According to Djamarah (2002:141) external factors come from outside the students can be in the form of the environment, learning facilities and infrastructure, and teachers as teaching staff, where one factor affects and supports each other in achieving optimal student learning outcomes. In addition to external factors, there are internal factors that affect student learning outcomes, one of which is learning independence.

According to Basri (2011: 54) states that one of the most influential factors on learning outcomes is student learning independence, independence is one aspect of personality that is very important for individuals. Ruswandi (2013:268) reveals that independent learning is a learning process based on the students' own initiative, desire, or interest, so that independent learning can be done individually or in groups. Of course, the learning independence possessed by students will affect their learning outcomes, this is in line with the opinion of Darr & Fisher (Supianti, 2016:119) in their research finding that learning independence is positively correlated with the achievement of student learning outcomes.

Furthermore, the next factor that affects student learning outcomes according to Dalyono (2012:59) "The state of the school where learning affects the level of learning success". The impact produced by adequate learning facilities is that it makes it easier for students to support teaching and learning activities in the classroom, can increase learning success in accordance with learning objectives, this is in line with Prihatin's opinion (2017: 445) which says that learning facilities include aspects that have a role in influencing student learning outcomes. Learning facilities are an important thing to support the success of learning with complete learning facilities in a school, then the goals to be achieved by the school will be carried out effectively. Based on observations and interviews at PGRI Rumpin High School, the economics teacher said that the supporting facilities for the economic

learning process at this school were still inadequate, it was also known that students' learning independence was still low. This can be seen from how students in learning activities still have to be reminded that on certain days there are economic lessons, students should have read about the material to be studied that day. This is the starting point for researchers to conduct this research. The purposes of this study are (1) to determine whether there is a significant influence between learning independence on student learning outcomes in economics subjects at SMA PGRI Rumpin, (2) to find out how much significant influence learning facilities have on student learning outcomes in subjects economics at SMA PGRI Rumpin, (3) to find out how much significant influence there is between learning independence and learning facilities in a stimulant manner on student learning outcomes in economics subjects at SMA PGRI Rumpin.

The important role of learning independence and learning facilities on student learning outcomes is also supported by previous research from Nunuk (2017: 103-115) entitled "The Effect of Independent Learning and Learning Infrastructure Facilities on Practical Learning Outcomes at SMK Negeri 2 Tuban" which results his research states that the two variables, namely learning independence and learning facilities have a significant effect on student learning outcomes at SMK Negeri 2 Tuban.

In this study, researchers used several indicators about learning independence and learning facilities according to experts. The indicators related to the two variables in this study are used as a reference in making the instrument. Learning independence is an internal factor from within students, students have the willingness to learn independently with the knowledge, motivation and skills they have. Thus, the goals to be achieved can be achieved on their own without the help of others. The characteristics of independent learning are that students learn not to depend on others, can solve problems with their own abilities, can answer their own questions without the help of teachers and friends around them.

Aspects of learning independence include aspects of emotional independence, behavioral independence and value independence. Emotional independence is a change in the emotional closeness of students with teachers, students have emotional limitations when talking to teachers or parents, it is different when close relationships with peers. Indicators of learning independence used for this research, namely indicators of learning independence according to Kana and Endang (2009, 10-11) include: (1) Not depending on others (2) Having self-confidence, (3) Behaving disciplined, (4) Having sense of responsibility, (5) Behave on their own initiative, and (6) Exercise self-control

Sunadi (2013:7) states that the function of learning facilities is to support and facilitate activities or programs related to the teaching and learning process so that teaching and learning activities can run effectively and efficiently. The existence of good facilities, learning resources seem to have the power so that students are more diligent and diligent in learning. Regarding the variable of learning facilities, Slameto in (Alfin Prasetyo, 2014: 40) states that for good study there should be adequate learning facilities, including study places or rooms, adequate lighting, handbooks and completeness of practice.

According to Basri (2011: 54) states that one of the most influential factors on learning outcomes is student learning independence, independence is one aspect of personality that is very important for individuals. Individuals who are relatively able to deal with all problems because independent individuals do not depend on others, always try to rely on others, always try to solve existing problems.

RESEARCH METHOD

The approach in this research is a quantitative approach. According to V. Wiratna Sujarweni (2014:39) Quantitative research is a type of research that produces findings that can be achieved (obtained) using statistical procedures or other means of quantification (measurement). While the research method used is the association method, which is mentioned by Sugiyono (2012: 55) that the population used in this study were all students of social studies class at SMA PGRI Rumpin as many as 195 students consisting of 6 classes. The technique used in this study is to use the Simple Random Sampling technique. According to Sugiyono (2010:64) simple random sampling is a method of determining the sample in a random way without regard to strata. This technique is usually taken by lottery and is representative when used in a homogeneous population. To determine the sample to be taken, the researcher used the Solvin formula with the results of the number of students to be studied in this study as many as 132 students from the entire population. Association research methodology is a research question that states the relationship between two or more variables. The purpose of this study was to determine the X1 variable, namely learning independence and the X2 variable learning facilities to the Y variable, namely learning outcomes.

Data collection techniques used 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 that has been made is tested first, then

analyzed using validity and reliability tests. Based on the results of the analysis, there are 27 statements with valid criteria which are then used as instruments. Then there are 3 questions that are not valid so they cannot be used. The data analysis technique used in this research is simple linear regression test and multiple 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

The following are the results of research that has carried out prerequisite tests and hypothesis testing:

1. Prerequisite Test

The prerequisite tests used in this research are normality test, linearity test, multicollinearity test, heteroscedasticity test, and auto correlation test.

a) Normality Test

Tabel 1.1 Multiple Linear Regression Normality Test Results

Test Of Normality

		Unstandardized Residual
N		132
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	12,49745905
Most Extreme Differences	Absolute	,053
	Positive	,039
	Negative	-,053
Test Statistic		,053
Asymp. Sig. (2-tailed)		,200 ^{c,d}

Based on the results of the normality test in table 1.1, it shows a significant value of 0.200 > a significant value of 0.05 (5%). In addition, the pictures of the points on the Normality Probability Plot graph are around or following the line, therefore it can be concluded that the data obtained is normally distributed.

b. Linierity Test

Tabel 1.2 Result of Linierity test for Learning Independence toward Learning Outcomes

ANOVA Table (1)

			Sum of Square	df	Mean Square	F	Sig.
Hasil Belajar* Kemandirian Belajar	Between Groups	(Combined)	6148,299	39	157,649	,936	,582
		Linearity	1027,190	1	1027,190	6,099	,015
		Deviation from Linearity	5121,109	38	134,799	,800	,777
	Within Groups		15495, 580	92	168,430	-	-
	Total		21643,879	31	-	-	-

Source: Data processed by researcher (2021)

Based on the output of the ANOVA Table above, the sig value is 0.777, which means it is greater than the error level of 5% (0.05) so it can be interpreted that there is a linear relationship between learning independence and learning outcomes.

Tabel 1.3 Result of Linierity Test for Learning Facility Toward Learning Result

Anova Table (2)

			Sum of Square	df	Mean Square	F	Sig.
Hasil Belajar* Fasilitas Belajar	Between Groups	(Combined)	5628,317	44	127,916	,695	,908
		Linearity	826,286	1	826,286	4,489	,037
		Deviation from Linearity	4802,030	43	111,675	,607	,964
	Within Groups		16015,562	87	184,087	-	-
	Total		21643,879	-	-	-	-

Source: Data processed by researcher (2021)

Based on the output of the ANOVA Table above, the sig value of 0.964 is obtained, which means it is greater than the error level of 5% (0.05) so it can be interpreted that there is a linear relationship between learning facilities and learning outcomes.

c. Multicolonierity test

Tabel 1.4 Result of Multicolonierity test

Coefficients(a)

Model	Collinearity Statistics	
	Tolerance	VIF
1. Kemandirian belajar	,665	1,504
Fasilitas Belajar	,665	1,504

Dependent Variable Hasil Belajar

Source: Data processed by researcher (2021)

Based on the results of the Multicollinearity Test in table 1.4, the tolerance value for each variable is $0.665 > 0.10$ and the VIF value is $1.504 < 10$, it can be concluded that the learning independence variable and the learning facility variable do not occur multicollinearity.

d. Heteroscedasticity Test

Tabel 1.5 Heteroscedasticity Test Result

Coefficients(a)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	11,626	5,957		1,952	0,053
Kemandirian belajar	0,018	0,067	0,182	0,226	0,791
Fasilitas Belajar	-0,031	0,065	-0,051	-0,474	0,636

a. Dependent Variable: RES2

Source: Data processed by researcher (2021)

Based on the results of the heteroscedasticity test in table 1.5 above, the significant value of the learning independence variable is $0.791 >$ a significant value of 0.05 (5%) and the significant value of the learning facility variable is $0.636 >$ a significant value of 0.05 (5%) so it can be concluded that the learning independence variable and learning facilities have no symptoms of heteroscedasticity.

e. Autocorrelation Test

Tabel 1.6 Autocorrelation Test Result

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	,34	,55	,10	1,594	1,989
a. Predictors: (Constant), Fasilitas, kemandirian b. Dependent Variable: Hasil Belajar					

Source: Data processed by researcher (2021)

Based on the results of the autocorrelation test, the Durbin-Watson value (d) = 1.989 and based on the Durbin-Watson table with a significant level (α) 5%, the amount of data (n) 132 and the number of independent variables (k) = 2, then the value of d lies between d_U and $4-d_U$ or $1.747 < 1.989 < 2.253$ so it can be concluded that the variables of learning independence and learning facilities do not occur autocorrelation.

2. Hipotesis Test

a. Simple Linier Regression Test

Tabel 2.1 Result of Simple Linier Regression Test Learning Facility Variable (1)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,195a	,038	,031	12,654

a. Predictors: (Constant), Fasilitas

Source: Data processed by researcher (2021)

Based on the results of the simple linear regression test, it can be seen from the output of the Summary Model in table 2.1 which then the results are converted to the level of relationship and the contribution of the influence on the regression test, it is found that the R value is 0.195 and the R^2 value is 0.038, meaning that the learning facilities variable on learning outcomes is contained the level of relationship is low and has a contribution or contribution effect of 3.8% while 96.2% is influenced by other factors.

Tabel 2.2 Result of Simple Linier Regression Test Learning Independence Variable (1)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,218(a)	,047	0,40	12,593

Predictors: (Constant), kemandirian

Source: Data processed by researcher (2021)

Based on the results of the simple linear regression test, it can be seen from the Summary Model output in table 2.2 which then the results are converted to the level of relationship and the contribution of the influence on the regression test, it is found that the R value is 0.218 and the R² value is 0.047, meaning that the independence variable on learning outcomes has a level the relationship is low and has a contribution or contribution of 4.7%, while 95.3% is influenced by other factors.

b. Multiple Linier test

Based on the results of multiple linear regression statistical tests processed with the help of SPSS 2.2 application software, it was found that there was a significant influence between learning independence and learning facilities simultaneously on student learning outcomes in economics subjects at SMA PGRI Rumpin, Bogor. With the acquisition of a value of $R = 0.234$, $R^2 = 0.055$, which means that between the three variables there is a low level of relationship and has a contribution or contribution of 5.5% influence, while 94.5% is influenced by other factors with a significant value of $0.027 < 0.05$ (5%) so that it means that H₁ is accepted while H₀ is rejected.

The results in this study are supported by previous research conducted by Rivo Kinanda Lubis in 2017 entitled "The Influence of Self-Efficacy, Learning Independence, Learning Facilities and Learning Motivation on Learning Outcomes in Economics Subject Class X IIS at SMAN 1 Lembah Melintang" with The results show that learning independence has a significant effect on student motivation at SMAN 1 Lembah Melintang, where the path coefficient value is 0.356 and tcount is $3.491 > t_{table} 1.98$ and learning facilities have a significant effect on student motivation where the path coefficient value is 0.349 and tcount is 3.741. table 1.98.

CONCLUSION

Based on the results and discussions that have been described previously, it can be concluded that between learning independence, learning facilities and student learning outcomes in economic subjects at SMA PGRI Rumpin there is a significant and stimulant effect.

1. There is a significant influence between learning independence on student learning outcomes in economics subjects at SMA PGRI Rumpin with a strong relationship level and contributing 4.7%, while 95.3% is influenced by other factors.

2. There is a significant influence between learning facilities on student learning outcomes in economics subjects at SMA PGRI Rumpin because the contribution or contribution is 3.8% while 96.2% is influenced by other factors.

There is a significant influence between learning independence and stimulant learning facilities on student learning outcomes in economics subjects at SMA PGRI Rumpin because it has a 5.5% contribution or contribution, while 94.5% is influenced by other factors.

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