

## **The Influence of Learning Resources and Student Learning Independence on The Economic Learning Achievement of Grade X Students at SMA Riyadlul Jannah Bogor**

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### ***ABSTRACT***

*This study aims to determine how much influence there is between learning resources and learning independence on student achievement, especially at SMA (Senior High School) Riyadlul Jannah, Bogor. The approach used in this study is quantitative with the association method. The sampling technique used purposive sampling with a total population of 90 respondents and a sample of 30 respondents. This study uses multiple linear regression as a data analysis technique. The results of this study are for learning resources obtained a sig value of 0.020 and learning independence obtained a sig value of 0.003, where both are less than 0.05 (5%) so it can be concluded that both learning resources and learning independence have a significant influence on learning achievement. Finally, based on the results of multiple regression testing, it shows that learning resources and learning independence have a coefficient of determination of 0.309 which means that these two variables influence 30.9% and 69.1% are influenced by other variables outside this study.*

**Keywords:** *learning resources; learning independence; and learning achievement*

### **PENDAHULUAN**

In line with the development of science and technology that is growing rapidly today, it has resulted in changes in various fields including education. Improving the quality of education can be done by implementing improvements and updates for the success of education.

SMA (Senior high School) Riyadlul Jannah Bogor is an educational institution under the auspices of the Ministry of Education and Culture. However, Riyadlul Jannah High School is different from high schools in general where Riyadlul Jannah High School is in an Islamic Boarding School Institute that combines the national education curriculum and the pesantren education curriculum. However, the pattern of development refers to government schools under the Ministry of Education and Culture (MoEC), implementing

the national curriculum and being required to provide studies at least the same as secondary schools (SMA). In addition, it is mandatory to take the National Examination (UN) and various regulations regulated by the Ministry of Education and Culture. The difference can be seen in the development of religious materials related to the subjects of the Quran, Hadith, Aqidah, Ahlak, Jurisprudence, and Islamic history as well as other religious activities taught at Riyadlul Jannah High School Bogor.

Thus, it is a difficult task for non-Islamic subject teachers to deliver material and complete the same subject with the number of lesson hours at SMA Riyadlul Jannah Bogor being less when compared to high schools in general. Students are required to be able to compete their learning achievement with student learning achievement from general schools. In addition, the level of difficulty and number of questions in the national final exam is also the same. According to Djamarah (2012: 23) learning achievement is the result obtained in the form of impressions that result in changes in individuals as a result of learning activities. Economics subjects are no exception. For students themselves, the achievement of learning economics is very important considering economics lessons as a requirement for choosing majors in class X, especially social studies majors.

Learning achievement is influenced by two factors, namely internal factors, and external factors. An external factor that can affect students' economic learning achievement is the use of learning resources at school. Learning resources are anything that can help teachers as well as students in achieving goals. According to *the Association for Educational Communications and Technology*, "lessons are everything or resources that can be utilized by teachers, either separately or in combined form, for the benefit of teaching and learning to increase the effectiveness and efficiency of learning objectives" Komalasari (2013: 108). The components of learning resources include messages, people, materials, equipment, techniques, and environment/setting.

The determining factor for success in the teaching and learning process is students as actors in learning activities. At SMA Riyadlul Jannah Bogor, students are required to be independent because the deepening of religious knowledge is as important as general subjects including economics. Many religious activities are required at Riyadlul Jannah High School Bogor, such as congregational prayers, and book studies such as tafsir, fiqh, aqidah, and so on. So the time for general subjects such as economics is also still less

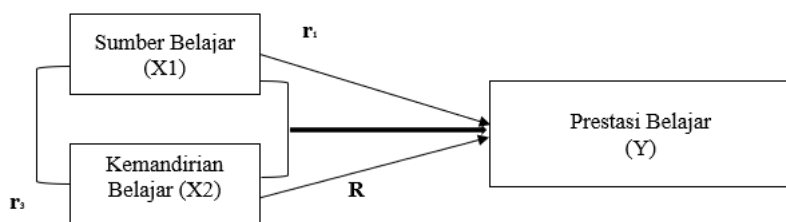
when compared to non-Islamic boarding school high schools. So, students should not only depend on the teacher. In the teaching and learning process, students at SMA Riyadlul Jannah Bogor are required to have an independent nature, meaning that students need to have awareness, willingness, and motivation from within students to learn to achieve the expected learning results and not solely pressure from teachers or other parties. Independence is one of the internal factors that affect student achievement.

Learning independence is a form of students' ability to carry out learning activities alone without depending on others which is done with patience and lead to the achievement of the goals desired by students. So, one's independence in learning will determine the direction of one's learning and learning achievement. The independent of students is expected to be able to take advantage of school time and at home, using all learning resources, both printed learning resources and other learning resources.

The results of research conducted by Novikasari (2009: 78) state that learning resources and learning independence have a major effect on students' economic learning achievement. Therefore, with effective utilization of learning resources and high learning independence, students can get a direct learning experience, so that students can understand theories and concepts, and learning will be more interesting so that students are more motivated to learn.

## **RESEARCH METHODS**

The approach used in this study is a quantitative approach with the association method. According to Sugiyono (2018) "The approach used in this study uses a quantitative approach because the data obtained will be realized in the form of numbers and analyzed based on statistics". A quantitative approach is used to examine a specific population or sample, with random sampling techniques. Data collection using statistical data analysis instruments, to test established hypotheses. Associative research is research that aims to determine the relationship between two or more variables. With this research, a theory will be built that serves to explain, predict, and control a symptom, Sugiyono (2016: 55). The research design can be seen in the picture below:



Keterangan:

X1 = Sumber Belajar

X2 = Kemandirian Belajar

Y = Prestasi Belajar

In this study, the techniques and data collection instruments used were observation, questionnaires, and documentation. The stages of data analysis carried out in this study are questionnaire instrument trials, validity and reliability tests, data collection using questionnaire instruments, prerequisite tests, and data analysis tests using simple and multiple linear regression. The questionnaire was given to 30 class X respondents at SMA Riyadlul Jannah Bogor.

## RESULTS AND DISCUSSION

### Result

#### Normality Test

Tabel 1. Results of the Learning Resource Normality Test on Learning Achievement

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
prestasi belajar	.107	30	.200*	.954	30	.221
sumber belajar	.126	30	.200*	.966	30	.433

\*. This is a lower bound of the true significance.  
 a. Lilliefors Significance Correction

Tabel 2. Hasil Uji Normalitas Kemandirian Belajar Terhadap Prestasi Belajar

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
prestasi belajar	.107	30	.200*	.954	30	.221
Kemandirian	.117	30	.200*	.960	30	.316

\*. This is a lower bound of the true significance.  
 a. Lilliefors Significance Correction

#### Linearity Test

Tabel 3. Results of the Linearity Test of Learning Resources on Learning Achievement							
ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
SUMBERBELAJAR * PRESTASIBELAJAR	Between Groups	(Combined)	1488.533	12	124.044	1.044	.456
		Linearity	7.778	1	7.778	.065	.801
		Deviation from Linearity	1480.755	11	134.614	1.133	<b>.396</b>
	Within Groups		2019.333	17	118.784		
	Total		3507.867	29			

Tabel 4. Results of the Linearity Test of Learning Independence on Learning Achievement

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
KEMANDIRIAN BELAJAR * PRESTASIBELAJAR	Between Groups	(Combined)	1245.533	12	103.794	.361	.961
		Linearity	18.495	1	18.495	.064	.803
		Deviation from Linearity	1227.038	11	111.549	.388	<b>.943</b>
	Within Groups		4886.333	17	287.431		
	Total		6131.867	29			

### Simple Linear Regression Test

Tabel 5. Results of Simple Linear Regression Test Learning Resource Instrument on Learning Achievement						
Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.491 <sup>a</sup>	.241	.203	4.084		
a. Predictors: (Constant), SUMBER BELAJAR						
ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	105.847	1	105.847	6.346	<b>.020<sup>b</sup></b>
	Residual	333.608	20	16.680		
	Total	439.455	21			
a. Dependent Variable: PRESTASI						
b. Predictors: (Constant), SUMBER BELAJAR						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.281	8.056		2.269	.034
	SUMBER BELAJAR	.524	.208	.491	2.519	.020
a. Dependent Variable: PRESTASI						

Tabel 6. Results of Simple Linear Regression Test Instrument Learning Independence Against Prestasi Belajar

<b>Model Summary</b>						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.519 <sup>a</sup>	.270	.244	3.615		
a. Predictors: (Constant), KEMANDIRIAN BELAJAR						
<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	135.077	1	135.077	10.337	<b>.003<sup>b</sup></b>
	Residual	365.890	28	13.067		
	Total	500.967	29			
a. Dependent Variable: PRESTASI						
b. Predictors: (Constant), KEMANDIRIAN BELAJAR						
<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.751	1.304		4.410	.000
	KEMANDIRIAN BELAJAR	.458	.142	.519	3.215	.003
a. Dependent Variable: PRESTASI						

### Multiple Linear Regression Test

Tabel 7. Multiple Linear Regression Test Learning Resources and Learning Independence on Learning Achievement

<b>Model Summary</b>						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.556 <sup>a</sup>	<b>.309</b>	.258	7.577		
a. Predictors: (Constant), kemandirian, sumber belajar						
<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	694.764	2	347.382	6.051	<b>.007<sup>b</sup></b>
	Residual	1550.036	27	57.409		
	Total	2244.800	29			
a. Dependent Variable: prestasi						
b. Predictors: (Constant), kemandirian, sumber belajar						
<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.418	16.450		.998	.327
	sumber belajar	.291	.214	.218	1.357	.186
	Kemandirian	.443	.135	.528	3.293	.003
a. Dependent Variable: prestasi						

### Discussion

Based on the results of the calculation of learning achievements obtained sig values of  $0.020 < 0.05$  (5%), then  $H_0$  was rejected and  $H_1$  was accepted, so it can be concluded that there is a significant influence between learning resources on the economic learning achievement of grade X students at SMA Riyadlul Jannah Bogor. That means that the more complete the availability of learning resources used by students, the better the tendency of students to achieve optimal learning achievement.

The above situation is also reinforced by the research of Febriana Eka Fudayanti (2011) which states that there is a significant influence between learning resources on learning achievement obtained sig values of  $0.000 < 0.05$ , it can be seen that learning resources have a positive influence and have a contribution to learning achievement by 17.4%, the more effective learning resources will have a positive impact on students, This means that the more complete the learning resources used by students, the higher the tendency of students to achieve high learning achievement.

The availability and completeness of printed learning resources are only limited to economics subject package books and LKS books as training and assignment materials, as well as the absence of reading modules as reinforcement of student knowledge sources so that learning resources are very limited for students. Procurement of non-print learning resources such as teaching aids, internet procurement and social media (cannot be realized due to limited regulations in Islamic boarding schools). Some existing facilities can be optimized so that they can be a solution to the limitations of learning resources including Islamic Boarding House cooperatives, library rooms and computer laboratories.

Furthermore, based on the results of the calculation of learning independence on the economic learning achievement of grade X students at SMA Riyadlul Jannah Bogor, a sig value of  $0.003 < 0.05$  (5%) was obtained, then  $H_0$  was rejected and  $H_1$  was accepted, so it can be concluded that there is a significant influence between learning independence on the economic learning achievement of grade X students at SMA Riyadlul Jannah Bogor.

The independence of student learning that is quite low such as discipline and self-management as well as time in choosing and determining priorities needs to be improved such as providing independent learning assistance or creating mentoring programs because it will greatly determine the success of students achieving achievements, as well as other independence indicators such as having a sense of responsibility, having large and critical

initiatives which are also still low and need to be improved because they will become an important capital and driving factor from within students who will determine their best achievement.

The above situation is also reinforced by research conducted by Febriana Eka Fudayanti (2010). Based on the results of the regression test, a sig value of  $0.000 < 0.05$  can be explained that learning independence has a positive influence and contribution to learning achievement by 18.8%. This shows that learning achievement can be explained by learning independence. The higher the independence of learning shown by the desire to compete to advance, make decisions for the problems faced, be confident in completing tasks, and be responsible for what is done, the higher the achievement obtained by students.

Based on the results of the study, shows that there is a significant influence between learning resources and learning independence on the economic learning achievement of grade X students at SMA Riyadlul Jannah Bogor with the results of multiple regression testing showing that the value of the coefficient of determination is 0.309 or 30.9%. The value of this determinant coefficient shows the amount of contribution of the independent variable to the dependent variable. So together, the variables of learning resources and learning independence on the economic learning achievement of grade X students at SMA Riyadlul Jannah Bogor dependency amounted to 30.9% and the remaining 69.1% was influenced by other variables.

## **CONCLUSION**

This study concludes that learning resources and learning independence have a significant influence on learning achievement. Based on the results of multiple regression testing, it shows that learning resources and learning independence have a coefficient of determination value of 0.309 which can be interpreted that these two variables have an influence of 30.9% and the other 69.1% are influenced by other variables outside this study.

Students who can choose learning resources that suit their learning needs will be able to increase their knowledge and insight in mastering their learning material so that students will focus more on their school. Indicators of student learning success can be seen in the



achievement of the students themselves, for example, academic achievement in school which is shown by the ranking of achievement in class. Meanwhile, the higher the independence of learning which is shown by the desire to compete to advance, make decisions for the problems faced, be confident in completing tasks, and be responsible for what is done, the higher the achievement obtained by students.

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