

Contribution of Independent Learning and Learning Motivation to Learning Outcomes of Islamic Religious Education Students of State Senior High School 1 Sei Rampah

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Abstract

This study aims to determine: (1) the positive and significant contribution of learning independence to the learning outcomes of Islamic Religious Education, (2) the positive and significant contribution of learning motivation to the learning outcomes of Islamic Religious Education, and (3) the positive and significant contribution of learning independence and motivation. Study together on the learning outcomes of Islamic Religious Education? The research was conducted at SMA Negeri 1 Sei Rampah. This research is a quantitative research with correlation research method. The population in this study were all students of class XI which consisted of 8 classes totaling 240 students. The research sample amounted to 72 students who were taken by random sampling technique. The data collection instruments used were questionnaires and tests. Analysis of the data used is correlation and regression. The research findings show: (1) there is a positive and significant contribution between learning independence and learning outcomes with a correlation number of 0.354 with the regression line equation $\hat{Y} = 71.60 + 0.23X_1$, (2) there is a positive and significant contribution between learning motivation and learning outcomes. With a correlation number of 0.473 with the regression line equation $\hat{Y} = 68.96 + 0.28X_2$. and (3) there is a positive and significant contribution between learning independence and learning motivation with learning outcomes with a correlation number of 0.549 with the regression line equation $\hat{Y} = 138.80 + 0.18X_1 + 0.25X_2$. The effective contribution of the learning independence variable to learning outcomes is 9.90%, while the effective contribution of the learning motivation variable to learning outcomes is 20.00%.

Keywords

independent learning;
learning motivation;
learning outcomes



I. Introduction

The learning outcomes of a learning activity are influenced by the characteristics of students, in this case, learning independence. Learning independence is related to the behavior of students to carry out learning activities independently, where differences in the independence inherent in students result in differences in students' abilities in absorbing Islamic Religious Education teaching materials. In this case, students with high independence will have an impact on initiative, strong willingness to learn and readiness to learn on their own without depending on others, this is the opposite for students with low levels of independence.

The level of independence between students with a high level of independence and students with a low level of independence is thought to have a different effect on the acquisition of student learning outcomes. This is due to the characteristics of students with high levels of independence who have a high level of independence to work seriously on

the tasks given by the teacher because it challenges them to find solutions while students with low levels of independence tend to expect and need the help of teachers or others in completing them.

The results of the author's observations regarding the learning independence of SMA Negeri 1 Sei Rampah students during the covid 19 pandemic, especially in the 2020-2021 school year, have not been maximized in learning, this can be seen from the exercises and assignments given by the teacher to students, so only a few people are serious. do it. This was confirmed through the researcher's interview with the Principal of SMA Negeri 1 Sei Rampah that the teacher gave assignments and exercises that were given mostly only from textbooks. This makes students not interested in carrying out learning activities, for example: asking questions, answering questions asked by the teacher, doing tasks that are generally found in Student Worksheets (LKS), actively discussing, summarizing subject matter, and reporting/accounting for results of the tasks they have done.

The results showed a significant relationship between learning independence and learning outcomes, including: (1) the results of Al-Fatihah's research (2016) showed a relationship between learning independence and student achievement, (2) the results of Egok's research (2016) showed that there was a positive relationship and significant between learning independence and learning outcomes, and (3) the results of Aini's research (2012) show that there is a positive and significant effect of learning independence on learning achievement.

Another factor studied in this study as a variable that affects learning outcomes is learning motivation. Learning motivation is related to students' desire to carry out learning activities independently, where differences in learning motivation inherent in students result in differences in ability and absorption of Islamic Religious Education teaching materials. In this case, students with high learning motivation will have an impact on taking the initiative, strong willingness to learn and readiness to learn on their own without depending on others, this is the opposite for students with low levels of learning motivation.

The level of learning motivation between students with a high level of learning motivation and students with a low level of learning motivation is thought to have a different effect on the acquisition of student learning outcomes. This is due to the characteristics of students with high levels of learning motivation who have high levels of learning motivation to work seriously on the tasks given by the teacher because it challenges them to find solutions while students with low levels of learning motivation tend to expect and need the help of teachers or others in completing them.

The results showed a significant relationship between learning motivation and learning outcomes, including: (1) the results of Sulisty's research (2016) showed an increase in students' motivation and learning activities, (2) the results of Hamdu and Agustina's research (2011) found that there was a significant influence between motivation on student achievement, and (3) the results of Warti's research (2016) found that there was a positive influence between student motivation and student mathematics learning outcomes. Learning independence is a process in which individuals take the initiative in planning, implementing and evaluating their learning system (Merriam and Caffarella in Sundayana 2016:34). Furthermore, according to Ahmadi as quoted by Aini and Taman (2012:54) explaining independence Learning is as independent learning, not depending on others.

The importance of education is also reflected at MPR No. II/MPR/1993 which states that the national education aims to improve the quality of Indonesia people that is religious people, and pious to God Almighty, noble character, has high personality, discipline, work

hard, responsible, independent, smart, healthy, physically and mentally healthy (Sugiharto in Saleh et al, 2020).

Empowerment as an application of government programs requires full enthusiasm from the community itself so that they will make every effort to improve the quality of their human resources in a total and continuous manner. Many efforts have indeed been carried out by the government, one of which is by providing assistance which is directly channeled to remote villages to support village development and the development of local potentials that are undoubtedly empowered. (Mawardi et al, 2019)

Education is considered to have a very important role in promoting the civilization of a nation. Good quality education can encourage the creation of a quality society, creative and productive until finally able to achieve welfare. Through this national education system, the government should be able to ensure equal distribution of educational opportunities, as well as the relevance and efficiency of education management to face challenges in line with the changing demands of local, national and global life. The budget allocation system for education in Indonesia is heavily influenced by government policies. (Saputra, A. 2018)

Knowles as quoted by Sundayana (2016:34) defines learning independence as a learning process in which each individual can take the initiative, with or without the help of others, in diagnosing learning needs, formulating learning goals, identifying learning resources (either in the form of and materials), selecting and implementing appropriate learning strategies for themselves, and evaluating their learning outcomes.

Sardiman (2010:38) states that learning motivation is a psychological factor that is non-intellectual, in other words that motivation has a distinctive role in fostering enthusiasm for learning where students who have strong motivation will have a lot of energy to carry out learning activities. Motivation also means the driving force in people who carry out certain activities in order to achieve a certain goal (Winkel, 2009:173).

Hamalik (2004:159) explains that motivation has two components, namely an internal component and an external component. The internal components are changes in a person, a state of feeling dissatisfied, and psychological tension. The external component is the desire, and the goal that directs one's actions. In other words, the internal components are the needs to be satisfied, while the external components are the goals to be achieved.

Gagne and Briggs in Sudjana (2002:45) suggest that learning outcomes can be grouped into five categories, namely intellectual skills, cognitive strategies, verbal information, motor skills and attitudes. Meanwhile Bloom as quoted by Rusmono (2012:8) explains learning outcomes include three domains, namely: (1) the affective domain includes learning objectives related to recalling knowledge and developing intellectual abilities and skills, (2) the affective domain includes learning objectives that explain changes in attitudes, interests, values and the development of appreciation and adjustment, and (3) the psychomotor domain includes behavioral changes that indicate that students have learned certain physical manipulative skills.

Rohani and Ahmadi (1995:169) explain that the assessment of learning outcomes aims to see the progress of student learning in terms of mastery of teaching materials that have been studied in accordance with the goals that have been set. Goals are targets or objects to be achieved. The target or object of evaluation of learning outcomes is a change in behavior that includes the cognitive, affective and psychomotor fields in a balanced way. These aspects should be disclosed through the assessment. Thus, it can be seen which behaviors have been mastered by students and which behaviors have not been mastered by students.

Observing the theory put forward by experts and preliminary data in the field, the researchers found that there are many factors that influence the achievement of learning outcomes, both internal and external factors. Efforts to overcome can be approached with various efforts, for example by conducting experiments by applying creative, effective and fun learning strategies. However, due to the current condition of the Covid-19 pandemic, where learning is carried out using online methods, conducting experiments is not optimal.

Therefore, the researchers conducted a correlational research by looking at two variables that affect the achievement of learning outcomes, namely learning independence and student motivation. The choice of the two variables, the researchers did because studying the material of Islamic Religious Education which is quite dense so that students are required to be independent and motivated to learn in finding other sources. Therefore, learning independence and student motivation are components that must be considered carefully by teachers in identifying the abilities of their students that will assist in achieving maximum learning outcomes.

II. Research Methods

This research is a quantitative research with correlation research methods with the aim of describing three things, namely: (1) the contribution of the learning independence variable (X1) with the learning outcome variable (Y), (2) the contribution of the learning motivation variable (X2) with the learning outcome variable (Y), and (3) the contribution of learning independence (X1) and learning motivation variable (X2) with learning outcomes variable (Y).

The population in this study were all students of class XI which consisted of 8 classes with a total of 240 students. The research sample was 72 students who were taken by random sampling technique. The data collection instruments used were questionnaires and tests. Analysis of the data used is correlation and regression.

III. Results and Discussion

Based on the trend test of the variable data for the learning independence of SMA Negeri 1 Sei Rampah students, it shows the high category with a score range of 78 of 18.05% and the medium category with a score range of 60 to 77 of 1.39% and the less category of 80.56%. Thus, the tendency in learning independence is less in the category of students of SMA Negeri 1 Sei Rampah. This fact is a fact that must be considered and followed up by the Principal of SMA Negeri 1 Sei Rampah and teachers to provide continuous guidance to students so that students' learning independence can be improved in the future.

Furthermore, if we pay attention to the indicators forming learning independence, namely: (1) believe in one's own abilities, (2) have the initiative, (3) do something not because of others, (4) solve problems without depending on others and (5) feel satisfied with the results of one's own work, then in the aspect of having the initiative and doing something not because other people still look weak. This fact shows that according to respondents, learning independence, in this case students of SMA Negeri 1 Sei Rampah, is weak, dominated by weaknesses and deficiencies in implementing independent learning in the aspect of having the initiative and doing things not because of other people.

In fact, this gives a signal to the Principal and teachers of SMA Negeri 1 Sei Rampah to provide guidance to students, especially in providing guidance on roles and functions that must be carried out optimally by students in learning through independent learning.

The pattern of coaching carried out by the Principal and teachers through group guidance and individual guidance. It is hoped that through these guidance activities, it is hoped that students will be able to carry out their roles and functions in carrying out their duties as students as well as possible.

The findings of this study indicate that there is a positive and significant contribution between learning independence and learning outcomes of Islamic Religious Education students at SMA Negeri 1 Sei Rampah with a correlation number of 0.354. Independent learning also makes an effective contribution to the learning outcomes of Islamic Religious Education students at SMA Negeri 1 Sei Rampah with a figure of 9.90%.

This data makes it an opportunity for teachers to activate better learning independence so that there is an increase in learning outcomes for Islamic Religious Education students at SMA Negeri 1 Sei Rampah. Independent learning carried out by students is expected to be able to achieve maximum learning outcomes for Islamic Religious Education.

The explanation above is in line with the explanation of Egok (2016: 189). that learning independence is a unified concept, namely independence and learning. Independence is a condition in which a person has a competitive desire to advance for his own good, is able to take decisions and take the initiative to overcome the problems at hand, has confidence in carrying out his duties, and is responsible for what he does.

The same thing is explained by Yamin and Saman (2010:84) that independence is a state of being able to stand alone without depending on others, being able to socialize, being able to do their own activities, being able to make their own decisions in their actions, being able to empathize with others. Furthermore, Seifert and Hoffnung as quoted by Egok (2016:189) that independence or autonomy is the ability to control and regulate one's own thoughts, feelings and actions freely and try to overcome feelings of shame and doubt.

Through independent learning, it is expected that students are really involved in learning activities and provide more opportunities for students to gain awareness and develop their abilities better and also achieve maximum learning outcomes. Students should be encouraged to solve problems in group or individual work. In this case, the teacher is the resource person whose job it is to provide the necessary assistance to ensure and direct students in achieving the set learning objectives.

The level of independence that is internalized in a student will provide support for the learning activities he does. Learning independence as a strength in the individual in doing something without depending on others certainly has a meaningful meaning for a student in planning, managing and completing his learning activities. It can be predicted that if the level of independence of a student is high, then it can be expected that the student will be able to achieve better results than his colleagues.

The independent learning of a student has meaning for efforts to increase the ability to learn as well as within the framework of achieving the learning outcomes he obtains. Students with high levels of independence are characterized by tendencies: (1) not to depend on others, (2) initiative, (3) high learning motivation and (4) not giving up easily, while students with low levels of independence are characterized by tendencies: (1) always depend on others, (2) lack of initiative, (3) low learning motivation, (4) give up quickly.

Seeing the characteristics of students with high levels of learning independence and low levels of learning independence, when the teacher gives assignments, students who have a high level of independence work seriously because it challenges them to find solutions while students with low levels of independence tend to expect and need the help of the teacher or someone else to solve it.

The findings of this study confirm the results of previous research, including: (1) research by Saefullah, Siahaan and Sari (2013) shows that there is a positive (unidirectional) significant (mean) relationship between independent learning attitudes and learning achievement. This means, the better the student's learning independence attitude, the better the learning achievement achieved by students, (2) Sundayana's research (2016) shows that the higher the level of student learning independence, the higher the students' ability to solve mathematical problems. SMP Negeri 2 Taragong, Gunung Kidul Regency, and (3) research by Rijal and Bachtiar (2015) shows that there is a positive relationship between student learning independence and cognitive learning outcomes in the field of Biology of students at SMA Negeri 1 Ajangale, Bone Regency, with a correlation value of 0.579.

Based on the trend test of the variable data of student learning motivation of SMA Negeri 1 Sei Rampah shows the high, medium, poor and low categories as follows: the high category with a score range of 75 is 16.67% and the medium category with a score range of 58 to 74 is 58, 33%, while the less category with a score range of 40 to 57 is 25.00%. Based on the trend of the data, it indicates that the tendency in the learning motivation of the students of SMA Negeri 1 Sei Rampah is in the medium category.

Furthermore, if we pay attention to the indicators that form learning motivation, namely: (1) the hope to succeed in learning, (2) the desire to learn, (3) the drive to succeed, and (4) the spirit of achievement, then the aspects of the desire to learn and the spirit of achievement are still low. looks weak. Although the overall trend of learning motivation category is moderate, however, there is a fairly high percentage in the less category, namely 25.00%. This fact shows that there are still weaknesses in the respondents' learning motivation, mainly dominated by weaknesses and deficiencies in the aspects of the desire to learn and the spirit of achievement.

In fact, this gives a signal to teachers to conduct intensive and sustainable development of student motivation for SMA Negeri 1 Sei Rampah by scheduling continuous learning motivation. This is important to note because through good learning motivation as a factor to improve student learning outcomes of SMA Negeri 1 Sei Rampah.

The research findings show a positive and significant contribution of learning motivation to learning outcomes of Islamic Religious Education with a correlation magnitude of 0.473. This shows the category of contribution between learning motivation and learning outcomes of Islamic Religious Education students of SMA Negeri 1 Rampah in the medium category. Furthermore, the effective contribution given by the learning motivation variable to the learning outcomes of Islamic Religious Education is 20.00%. This data makes it an opportunity for teachers to improve programs or activities related to student motivation at SMA Negeri 1 Sei Rampah.

The findings above confirm that learning motivation is a determining factor for the achievement of student learning outcomes. This is confirmed by Sardiman (2010:38) stating that learning motivation is a psychological factor that is non-intellectual, in other words that motivation has a distinctive role in fostering enthusiasm for learning where students who have strong motivation will have a lot of energy to carry out learning activities. . Motivation also means the driving force in people who carry out certain activities in order to achieve a certain goal (Winkel, 2009:173).

In participating in Islamic Religious Education learning, students have different motivations, for example, the motivation of one student will be different from the motivation of other students. Students who have high motivation will more easily process

information and express ideas and thoughts that are in their minds when compared to students who have low motivation.

The level of motivation that is internalized in a student will provide support for the learning activities he does. Learning motivation as a strength in the individual in doing something without depending on others certainly has a meaningful meaning for a student in planning, managing and completing his learning activities. It can be predicted that if the level of motivation of a student is high, it is expected that the student will be able to achieve better results than his colleagues.

A student's learning motivation has meaning for efforts to increase learning abilities as well as within the framework of achieving the learning outcomes he gets. Students with high levels of learning motivation are characterized by tendencies: (1) not depending on others, (2) taking initiative, (3) high learning motivation and (4) not giving up easily, while students with low levels of learning motivation are characterized by tendencies: (1) always depend on others, (2) lack of initiative, (3) low learning motivation, (4) give up quickly.

The findings of this study confirm the results of previous research, including: (1) Suprihatin's research (2015) concluded that to grow students' motivation to learn is one technique in developing the ability and willingness to learn. One logical way to motivate students in learning is to link learning experiences with student motivation, (2) Warti's research (2016) found that there is a positive influence between student motivation and student learning outcomes in mathematics. With the regression equation $Y = a + bx = 29.65 + 0.605x$. The correlation coefficient $r = 0.974$ is significant at $\alpha = 0.05$, (3) research by Hamdu and Agustina (2011) shows that there is a significant influence between motivation on student achievement. This means that if students have motivation in learning, their learning achievement will be good (high). Conversely, if students have bad habits in learning, their learning achievement will be bad (low). The magnitude of the correlation coefficient (r) is $0.693 > 0.491$, and (4) Sulistyo's research (2016) shows an increase in student motivation and learning activities in the first, second and third cycles. In the first cycle, the students' learning motivation was 47%, the second cycle was 63% and the third cycle was 76%. Student learning activities in the first cycle are 32%, the second cycle is 53%, and the third cycle is 77% as a result of the implementation of learning strategies.

Observing the relevant research findings above, it can be understood that learning motivation is a form of mental tendency, in the form of passion or desire, which can encourage students to be interested and feel happy about a particular activity or activity. Learning motivation is the cause of student participation and whether an activity is carried out or not carried out, especially related to learning activities.

Based on the trend test of the variable data on Islamic Religious Education learning outcomes, the students of SMA Negeri 1 Sei Rampah show the high, medium, poor and low categories as follows: the high category with a score range of 88 is 45.83%, the medium category with a score range of 68 to 87 by 54.17%, while the less and low categories do not exist. Based on the trend of the data, it indicates that the majority of students of SMA Negeri 1 Sei Rampah have a tendency for Islamic Religious Education learning outcomes to be in the medium category.

Based on the data collected and the results of statistical analysis, the three hypothesis testing in this study were accepted either individually or jointly, namely: (1) the first finding, there is a positive and significant contribution between learning independence and student learning outcomes of Islamic Religious Education. students of SMA Negeri 1 Sei Rampah, (2) the second finding is that there is a positive and significant contribution between learning motivation and learning outcomes of Islamic Religious Education students of SMA Negeri 1 Sei Rampah, and (3) the third finding, there is a positive and

significant contribution of learning independence and motivation study together on the learning outcomes of Islamic Religious Education students of SMA Negeri 1 Sei Rampah.

If we look more closely at the effective contribution of the two variables, namely the variables of learning independence and learning motivation on the learning outcomes of SMA Negeri 1 Sei Rampah students, the larger contribution is learning motivation. This is because learning outcomes are determined by the existence of high learning motivation to carry out the duties and functions inherent in the teacher.

Independent learning and learning motivation together show a positive and significant relationship with student learning outcomes of SMA Negeri 1 Sei Rampah with a correlation magnitude of 0.549 and the effective contribution given by independent learning and learning motivation together to learning outcomes is 30.20% . This means that there are more factors that can support learning outcomes that are not studied in this study.

Basically something that is done with awareness and willpower alone and is done consistently over a long period of time even though something is actually not wanted to be done then that is actually independence. Learning independence is student behavior that is carried out regularly from time to time in the context of implementing learning.

The success or failure of students in learning is largely determined by how they learn so as to form independent learning. Good learning independence and high learning motivation will result in high achievement as well. In this way, the learning outcomes will be clear as well. While students who have poor learning independence, indirectly their motivation in studying a material will be low and learning outcomes will not be constant. From learning independence and poor learning motivation, achievement will decrease so that the learning outcomes obtained are not good either.

Basically the learning applied by the teacher can provide clear directions and make it easier for students to achieve learning goals. In the classroom, students have different levels of learning independence and motivation to learn. For students who have independence and high learning motivation, they can easily carry out learning using learning strategies that are in accordance with their character, so that students can easily communicate, collaborate with friends to solve problems in a situation of good cooperation between students so that it is suspected will have a positive influence in achieving better learning outcomes when compared to students with characteristics of independence and low learning motivation.

The teacher is a place to communicate in solving learning problems and the teacher acts as the only source of learning and presenter of lesson content and the lecture method is the main alternative in this learning strategy. With such learning conditions, students with characteristics of independence and high learning motivation will obtain better learning outcomes than students with characteristics of independence and low learning motivation.

IV. Conclusion

Based on the data description, hypothesis analysis and discussion, the conclusions of the study are:

1. There is a positive and significant contribution between learning independence and student learning outcomes of SMA Negeri 1 Sei Rampah. This means that the higher and positive the learning independence, the higher and positive the student learning outcomes by providing an effective contribution of 9.90%.

This means that the variation that occurs in the variable of learning independence of 9.90% can be predicted in improving student learning outcomes of SMA Negeri 1 Sei Rampah. Furthermore, there is linearity and regression significance of the learning

independence variable on the learning outcome variable as evidenced by the regression line equation = $71.60 + 0.23X_1$ which means that an increase in one score of learning independence will increase every 0.23 score on learning outcomes so that the results can be accounted for.

2. There is a positive and significant contribution between learning motivation and student learning outcomes of SMA Negeri 1 Sei Rampah. This means that the higher and more positive learning activities, the higher and positive the learning outcomes by providing an effective contribution of 20.00%.

This can be interpreted that the variation that occurs in the variable of learning motivation of 20.00% can be predicted in improving learning outcomes. Furthermore, there is linearity and the significance of the regression of the learning motivation variable on the learning outcome variable as evidenced by the regression line equation = $68.96 + 0.28X_2$ which means that an increase in one score of learning motivation will increase every 0.28 score on learning outcomes so that results can be accounted for.

3. There is a positive and significant contribution jointly between learning independence and learning motivation with student learning outcomes of SMA Negeri 1 Sei Rampah. This means that the higher and positive SMA Negeri 1 Sei Rampah and learning outcomes, the higher and positive the learning outcomes by providing an effective contribution of 30.20%. This means that 30.20% of the variation that occurs in learning outcomes can be predicted by the two independent variables. In other words, SMA Negeri 1 Sei Rampah and learning motivation together can improve learning outcomes with the linearity line = $138.80 + 0.18X_1 + 0.25X_2$.

The suggestions that can be submitted are: (1) principal to provide instructions to teachers to always motivate students so that students' independence and learning motivation to follow learning are maximized, (2) teachers should be able to apply varied learning because through this it is expected to increase students' independence and motivation which in turn can improve student learning outcomes, and (3) to other researchers that this research needs to be followed up, especially those related to different variables that also contribute to learning outcomes.

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