

# The Effect of Independent Learning and Learning Discipline on Student Learning Outcomes in Economics Subject Ips of 10<sup>th</sup> Grade During Covid-19 Pandemic in High School Negeri 8 Medan Academic Year 2021/2022

Novayanti Siagian<sup>1</sup>, Vina Merina Br Sianipar<sup>2</sup>

<sup>1,2</sup>Universitas HKBP Nommensen Medan, Indonesia.

[novayanti.siangian@student.uhn.ac.id](mailto:novayanti.siangian@student.uhn.ac.id), [vina.sianipar@uhn.ac.id](mailto:vina.sianipar@uhn.ac.id)

## Abstract

*This study aims to determine the effect of independent learning and disciplined learning on student learning outcomes in economics class X social studies during the covid-19 pandemic at SMA Negeri 8 Medan for the academic year 2021/2022. This type of research is a type of research survey with a quantitative approach. The population in this study were all students of class X IPS SMA Negeri 8 Medan for the academic year 2021/2022 with a total of 128 students while the number of samples was 32 students. The analytical method used in this study is the normality test, multicollinearity test, regression test, partial hypothesis test (t test), simultaneous hypothesis test (test F) test the coefficient of determination (R2). The results showed that independent learning and learning discipline had a positive and significant effect on student learning outcomes with the equation  $Y = 44.5911 + 0.244X_1 + 0.344 X_2$  and a partial hypothesis test (t test) for the variable  $X_1$  obtained the value of  $t_{count} > t_{table}$  ( $3.553 > 2.032$ ) and the significant value of independent learning is  $0.00 < 0.05$  which means that there is a positive and significant effect between independent learning on learning outcomes. Furthermore, for the variable  $X_2$ , the value of  $t_{arithmetical} > t_{table}$  ( $4.548 > 2.032$ ) and the significant value of learning discipline on student learning outcomes of  $0.001 < 0.05$  stated that there was a positive and significant effect between independent learning on student learning outcomes.*

## Keywords

independent learning; learning discipline; learning outcomes



## I. Introduction

The Covid-19 pandemic caused everyone to behave beyond normal limits as usual. One of the behaviors that can change is deciding the decision to choose a college. The problem that occurs in private universities during covid 19 is the decrease in the number of prospective students who come to campus to get information or register directly to choose the department they want. (Sihombing, E and Nasib, 2020)

The world health agency (WHO) has also announced that the corona virus, also called COVID-19, is a global threat worldwide. The outbreak of this virus has an impact especially on the economy of a nation and globally. These unforeseen circumstances automatically revised a scenario that was arranged in predicting an increase in the global economy. (Ningrum, P. et al. 2020)

When the Coronavirus Disease (Covid-19) Pandemic came to Indonesia and it changed everything. One that is seriously impacted is educational institutions. Various national education agendas have changed. The learning process is carried out remotely, national exams are abolished, and students who are apprentices and field study are also withdrawn. Such conditions are surprising and cause stuttering. In the midst of the current Covid-19 pandemic, there are many challenges that must be faced by teachers, parents, and students. Teachers are facing a new era and a situation that is not easy. The teacher must radically change the pattern of learning. The use of technology is the only way to implement distance learning (PJJ). Teachers who are not familiar with technological developments experience many obstacles.

Learning online certainly has its own challenges. Because they are considered more free and flexible, students are actually required to have a commitment to learning independently at home. Online learning has challenges in supervision so that students continue to carry out teaching and learning activities according to face-to-face time. In addition, of course, technological devices such as smartphones or laptops as well as a good internet network must be available.

Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

There are differences in the way of learning now with the way of learning that previously also affected. This has happened since the Covid-19 pandemic that hit Indonesia and even the world. Distance learning is carried out via Google Classroom, WhatsApp, and Zoom or often referred to as print media, namely media derived from text, images, and other supporting illustrations that are used to convey learning information. Interactions that occur during the learning process are still found some students who are less active, undisciplined with time or even don't care about the learning-learning process taking place so that the response given by students when the teacher asks is not there because students just sit, quietly listen to the learning material. Conveyed by the teacher through the print media.

Based on the results of the author's observations and interviews with several teachers of economics class X IPS at SMA Negeri 8 Medan, the average value of student achievement results is still low. This is because students' activities for independent study at home are still lacking and not time-disciplined. It can be seen from every homework (pr) given by the teacher at the end of the online teaching and learning process, there are still students who do not do it well, are not able to manage the time available to study effectively, there are still many students who do not repeat and understand the lesson material independently, and expect learning resources only from the teacher.

Based on the above background, the formulation of the research problem is: (1) There is an influence between independent learning on the learning outcomes of students in class X social studies economics at SMA Negeri 8 Medan in the 2021/2022 academic year. (2) There is an influence between learning disciplines on the learning outcomes of X Social Studies students in economics subjects at SMA Negeri 8 Medan in the 2021/2022 Academic Year. (3) There is an influence between independent study and learning discipline on the learning outcomes of class X social studies students in economics subjects during the covid-19 pandemic at SMA Negeri 8 Medan in the 2021/2022 academic year.

## II. Review of Literature

In the development of the world of education, especially after the rolling reforms, new phenomena have arisen in educational institutions, which are schools that use the term Integrated Islamic Schools (Titik, 2010: 42). The school is essentially aimed at helping parents teach good habits and add good character, also given education for life in society that is difficult given at home. Thus, education in schools is actually part of education in the family, which is also a continuation of education in the family (Daulay in Ayuningsih, W. et al. 2020).

Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

A good learning is the one which can adapt various student learning styles in order to achieve the learning goals – one of them is digital flipbook. It is an electronic learning media in which text, audio and visuals are included. Flipbook is one of the classic animations made by a piece of paper, mostly found in the form of ‘thick’ book, and each paper aims to describe something – its appearance is designed in some specific ways so that the within objects may move or pop-up when opened (Nafiah in Afwan, B. et al, 2020).

Online learning is a method of education whereby students learn in a fully virtual environment. First introduced in the 1990s with the creation of the internet and utilized in distance learning, online learning (also called e-learning) is most prevalent in higher education, enabling students from different geographical areas to engage with an academic institution and other students online and learn flexibly, at their own pace, while working towards a degree or certificate.

Online learning refers to an internet-based learning environment that can connect students of diverse backgrounds who boast different perspectives. A higher education institution will use a learning management system, or LMS, to facilitate online learning, which can take the form of asynchronous learning (where students are not required to be online at the same time, and utilize discussion threads and e-mails to complete coursework) or synchronous learning (where students must be online at the same time).

## III. Research Method

The Likert scale survey method was used in this study, namely by distributing questionnaires to 32 students. This method is used because it is suitable for exploring student perceptions. The Likert scale survey method is a quantitative research method to get answers to strongly agree, agree, disagree and strongly disagree.

## IV. Result and Discussion

Overall the independent study group got a score of 2.80 so it can be said that the self-study of class X Social Sciences at SMA Negeri 8 Medan is in the good category, and the entire learning discipline group got a score of 3.03 so it can be said that the learning discipline of class X Social Studies students in SMA Negeri 8 Medan is in the good category.

Based on the results of the normality test, the data in the study were normally distributed and met the normality test. Based on the results of the multiple linear regression

equation, namely  $Y = 44.591 + 0.244X_1 + 0.344 X_2$ . This means The coefficient of independent learning variable ( $X_1$ ) = 0.244 means that if the independent learning variable increases by 1% then student learning outcomes will increase by 24.4%, the coefficient of learning discipline variable ( $X_2$ ) = 0.344 means that if the learning discipline variable increases by 1% then learning outcomes students increased by 34.4%.

Based on the results of testing the online learning hypothesis, the tcount value of independent learning on learning outcomes is 3.553 where the tcount > ttable (3.553 > 2.032) and the significant value of independent learning is 0.001 < 0.05. it can be concluded that there is a positive and significant influence between independent learning on student learning outcomes in economics class X social studies at SMA Negeri 8 Medan TP. 2021/2022. Next based on the results tcount of learning discipline on student learning outcomes is 4,548 where the value of tcount > ttable (4.548 > 2.032) and the significant value of the teacher's role on student learning outcomes is 0.000 < 0.05. it can be concluded that there is a positive and significant influence between learning disciplines on student learning outcomes in economics subjects for class X IPS SMA Negeri 8 Medan TP. 2021/2022.

#### IV. Conclusion

Based on the results of research on "The Effect of Independent Learning and Learning Discipline on Student Learning Outcomes in Class X Social Studies Economics Subjects During the Covid-19 Pandemic at SMA Negeri 8 Medan, Academic Year 2021/2022", it can be concluded that:

1. The results of the multiple linear regression equation obtained are  $Y = 44.591 + 0.244X_1 + 0.344 X_2$ , which means that independent learning and learning discipline have a positive and significant influence on the learning outcomes of students in class X Social Studies at SMA Negeri 8 Medan in the academic year 2021/2022.
2. The results of the partial hypothesis test (t test) For the  $X_1$  variable, the value of tcount > ttable (3.553 > 2.032) and the significant value of independent learning is 0.001 < 0.05 stating that there is a positive and significant effect between independent learning on learning outcomes. Furthermore, the results of the partial hypothesis test (t test) for the  $X_2$  variable obtained a value of tcount > ttable (4.548 > 2.032) and a significant value of learning discipline on student learning outcomes of 0.000 < 0.05 stating that there is a positive and significant influence between learning discipline on student learning outcomes.
3. The results of the simultaneous hypothesis test (f test) state that there is a positive and significant effect between independent learning and learning discipline together on the learning outcomes of students in class X Social Studies at SMA Negeri 8 Medan.

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