

PORTRAIT OF INDEPENDENT LEARNING STUDENTS OF MUHAMMADIYAH 2 KEBUMEN JUNIOR HIGH SCHOOL

Muna Fauziah¹, Siti Aisyah Lubis²

^{1,2} Institut Agama Islam Nahdlatul Ulama Kebumen

Email : munafauziah6@gmail.com¹, aisy03092001@gmail.com²

DOI:

Received: April 2024

Accepted: June 2024

Published: September 2024

Abstract :

A person will always need an independent attitude from an early age to adulthood. This need is closely related to the need to be independent in everyday life, including for elementary school students. Therefore, this research aims to analyze the learning independence of class VIII students at SMP Muhammadiyah 2 Kebumen. This research is quantitative and descriptive. Research data comes from primary sources, namely 35 class VIII students. The data collection technique uses a learning independence questionnaire technique, while the data analysis technique uses quantitative descriptive analysis. The results of the research showed that 20 students had high learning independence or 57%, while 15 students had low learning independence, or 43%. The responsible indicator obtained the lowest results at 50%, while the Initiative indicator was the highest indicator at 56%. In general, on average each indicator obtained a result of 52.8%. Thus, it can be concluded that students at SMP Muhammadiyah 2 Kebumen have a variety of types of learning independence in the form of high and low learning independence with the average value of each indicator being quite adequate.

Keywords : *Analysis, Responsibility, Initiative, Independent Learning, Self-Control, Self-Confidence*

Abstrak :

Sikap mandiri akan selalu dibutuhkan oleh seseorang sejak usia dini hingga dewasa. Kebutuhan ini erat kaitannya dengan kebutuhan untuk mandiri dalam kehidupan sehari-hari, termasuk pada siswa sekolah dasar. Oleh karena itu, penelitian ini bertujuan untuk menganalisis kemandirian belajar siswa kelas VIII di SMP Muhammadiyah 2 Kebumen. Penelitian ini merupakan penelitian deskriptif kuantitatif. Data penelitian berasal dari sumber primer yaitu 35 siswa kelas VIII. Teknik pengumpulan data menggunakan teknik angket kemandirian belajar, sedangkan teknik analisis data menggunakan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa siswa yang memiliki kemandirian belajar tinggi sebanyak 20 siswa atau 57 %, sedangkan siswa yang kemandirian belajarnya rendah sebanyak 15 siswa atau 43%. Indikator bertanggung jawab memperoleh hasil terendah sebesar 50%, sedangkan indikator Inisiatif menjadi indikator tertinggi sebesar 56%. Secara umum, rata-rata setiap indikator memperoleh hasil 52,8%. Dengan demikian, dapat disimpulkan bahwa siswa SMP Muhammadiyah 2 Kebumen memiliki keberagaman jenis kemandirian belajar berupa kemandirian belajar tinggi dan rendah dengan nilai rerata setiap indikator cukup memadai.

Kata Kunci: *Analisis, Bertanggung jawab, Inisiatif, Kemandirian Belajar, Kontrol Diri, Percaya Diri*

INTRODUCTION

Character education is a planned effort to shape students to have good character and manifest it in everyday behavior. Character education aims to emphasize the importance of values such as respect, responsibility, honesty, caring, and justice. This education helps students understand, appreciate, and apply these values in their own lives, with the hope of achieving success in life (Sudrajat, 2011). The Ministry of National Education classifies 18 characteristics that must be developed, including religion, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love of the country, respect for achievements, friendly or communication, honest and fond of reading, environmental care, social care, and responsibility (Ikhrom et al., 2019). One of the characters that students must have is an independent attitude. Teachers have a very important role in building and developing learning independence in students in the learning process. One indicator of students' learning success is their ability to learn independently. Independent learning is a process of gaining knowledge that focuses on one's abilities (Holmuratovich, 2019). In this process, individuals are encouraged to be confident and take full responsibility for their learning. This means that they do not depend on other people to solve obstacles or problems that arise during learning (Hadi & Farida, 2013).

Learning independence is influenced by two main factors, namely internal factors and external factors. Internal factors, which come from within the individual, include discipline, support/motivation, responsibility, initiative, and self-confidence (Erlina et al., 2022). Meanwhile, external factors, which come from outside the individual, include the school environment, family, learning facilities, and professional skills of educators, this dynamic interaction between internal and external factors determines the level of individual learning independence (Aisah, 2018). Individuals who have strong internal factors will be more easily influenced by positive external factors. Conversely, individuals with weak internal factors will be more easily influenced by negative external factors.

Based on observations made on class IX students at SMP Muhammadiyah 2 Kebumen on April 18, 2024, several obstacles were found in student learning independence, including, 1) Lack of responsibility and discipline, 2) Low self-confidence, 3) Collecting assignments or homework that is not on time shows a lack of discipline and commitment of students in completing learning responsibilities, 4) Lack of focus and attention of students during the learning process which can hinder understanding of the material and active participation in class, and 5) The learning atmosphere is less interesting.

Based on the problem of student learning independence, habituation and modeling programs can be an alternative solution to overcome the problem of student learning independence. This follows the concept of education which includes habituation, learning, and cultivation. Habituation has an important role in shaping student character and behavior (Wahono et al., 2018). This follows what Hidayat stated that habituation is a realistic effort to guide and instill student character (Hidayat et al., 2020). This habit is crucial in the world of education to instill positive habits and foster true values in students. Through

proper habits, students can be encouraged to have responsibility, discipline, self-confidence, concentration, and active participation in learning.

Various previous studies have highlighted learning independence. For example, research on learning independence at the elementary school level, learning independence at the high school level, student learning independence at tertiary institutions, and also the application of learning models to increase student learning independence (Brata et al., 2020; Nugraheni & Sukestiyarno, 2022; Putra & Ikhsan, 2019; Wege et al., 2022; Widayanti & Agustika, 2023). However, previous findings have not found the same thing as this research. For example, in the research subject aspect, this research focuses on junior high school students with basic Muslim students. Muhammadiyah 2 Kebumen Junior High School (SMP) has its unique side. SMP Muhammadiyah 2 Kebumen as a charity business of Muhammadiyah in Kebumen wants to answer the educational needs of the community, namely high-quality schools. Based on an Islamic work ethic, we strive to cultivate a disciplined, Islamic, competitive, and environmentally conscious character for all students. This school prioritizes an Islamic personality, moral character, creativity, and competitiveness. By considering the advantages of SMP Muhammadiyah 2 Kebumen, this research aims to analyze the learning independence of students at SMP Muhammadiyah 2 Kebumen.

RESEARCH METHOD

This research uses qualitative research with a descriptive research type to analyze the learning independence of class IX students at SMP Muhammadiyah 2 Kebumen through a habituation and exemplary program. The subjects in this research were 35 class IX students of SMP Muhammadiyah 2 Kebumen. Primary and secondary data sources are used as data sources. Researchers obtained primary and secondary data sources through observation, questionnaires, and documentation. This research used two types of triangulations to test the validity of the data, namely source triangulation and method triangulation. Source triangulation came from class IX teachers and students, while method triangulation came from observation results, questionnaire results, and documentation. Meanwhile, data analysis in this research was carried out by 1) Data reduction, namely the process of summarizing, classifying, and focusing on important things related to the independent learning of class IX students at SMP Muhammadiyah 2 Kebumen through habituation and exemplary programs. 2) Data presentation, namely presenting data in the form of brief explanations, charts, or correlations between categories to facilitate understanding and follow-up planning. 3) Drawing conclusions, namely drawing initial conclusions that are still temporary and can change with further data collection (Miles et al., 2014).

FINDINGS AND DISCUSSION

Learning independence is an active learning activity, that is driven by the intention or motive to master a competency to overcome a problem, and is built with the knowledge or competency that is already possessed (Haris, 2011). Independent learning is a learning process that is driven more by one's initiative, and one's own choice, and is characterized by a sense of responsibility from the

individual learner (Tirtarahardja Umar dan La Sulo, 2005). This shows that independent learning also involves learning activities that originate from the individual's internal motivation to improve their competence and are accompanied by personal responsibility in the learning process. Applying an attitude of independence in the school environment is important so that students can develop their potential and complete their tasks as students. The independent attitude that students have will improve their quality in real life because this will form a responsible attitude toward everything.

Based on interviews with class IX teachers on April 20, 2024, there were variations in the level of learning independence among students. In the indicator of not being dependent on other people, some students are still unable to complete their assignments independently without the help of other people. In the self-confidence indicator, there are still students who lack confidence in participating in learning. Then in the responsible indicator, several students do not submit assignments on time which shows a lack of responsibility. Apart from that, in the initiative indicator, some students lack initiative in solving their problems. In terms of self-control indicators, students are quite disciplined, but some sometimes make noise in class. The following is the percentage of indicators of learning independence for class IX students at SMP Muhammadiyah 2 Kebumen.

Table: 1 Indicator of Student Learning Independence

No	Indicators of Student Learning Independence	Percentage
1.	Don't depend on other people	51 %
2.	Self-confident	54 %
3.	Responsible	50 %
4.	Initiative	56 %
5.	Self-control	53 %

Based on the table above, it can be seen that the percentage obtained for each indicator of learning independence for class IX students of SMP Muhammadiyah 2 Kebumen. The indicator of learning independence which has the lowest percentage of the questionnaire indicators is responsibility at 50%. Meanwhile, the indicator of learning independence that has the highest percentage is Initiative at 56%. On the other hand, previous findings state that the responsibility indicator is higher than the initiative indicator (Winarti et al., 2021). Based on this, the percentage of each indicator of learning independence for class IX students at SMP Muhammadiyah 2 Kebumen can also be observed from the graphic image of the indicator of student learning independence.

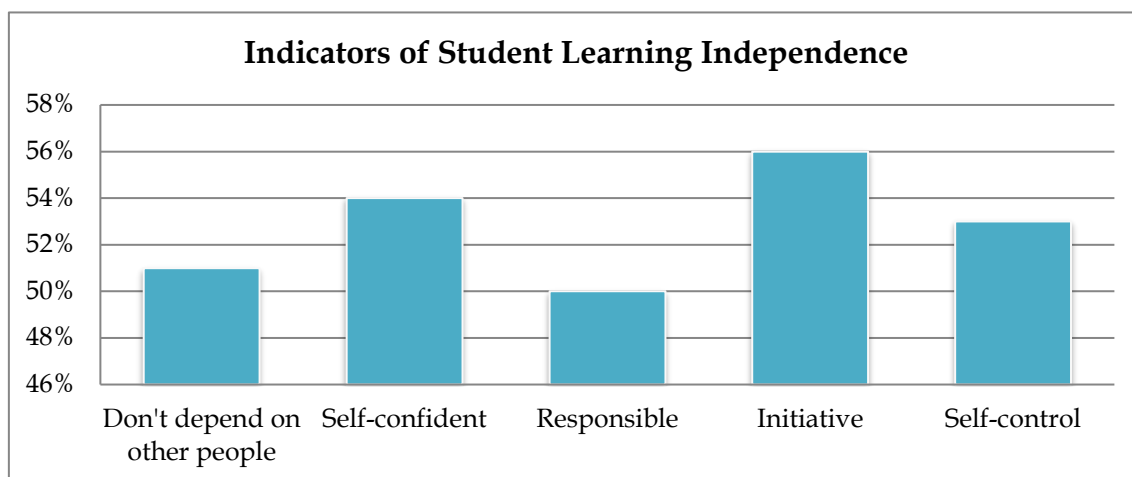


Figure 1 : Indicators of Student Learning Independence

Based on the graph observed, the lowest indicator in the learning independence questionnaire is a responsible attitude, with an achievement level of only 50%. This shows that the level of student responsibility is still low. Class IX students still don't submit assignments on time, and students don't carry out assignments well, which shows a lack of effort and seriousness in completing assignments. When given assignments by teachers, many students still underestimate how to do them. This shows a lack of awareness and motivation in learning. Meanwhile, teachers still often reprimand and control students so that they can do their assignments well. This shows that students are not yet able to learn independently and still need direction from the teacher. Therefore, it is hoped that with appropriate efforts, the responsible attitude of class IX students at SMP Muhammadiyah 2 Kebumen can improve and have a positive impact on their learning outcomes. This finding is relevant to previous results which stated that the achievement of indicators of not depending on other people, self-confidence, self-initiative, and self-control for each student varied from the categories quite good, good, and very good (Winarti et al., 2021). Meanwhile, the achievement of discipline and responsibility indicators varies between good and very good categories.

The highest percentage of independent learning indicators is intensive with a percentage of 56%. Class IX students of SMP Muhammadiyah 2 Kebumen have initiative habits that show their ability to solve problems independently. They do not hesitate to ask teachers or friends if they encounter difficulties in understanding the lesson material. When given an assignment, they immediately take the initiative to look for references and additional information from various sources, not just relying on the teacher's explanation in class. Apart from that, these students also actively provide ideas or solutions when the teacher asks for input in solving a problem. They don't just wait for instructions, but proactively look for creative ways to complete the tasks given. This initiative attitude can also be seen when they face challenges or obstacles in learning, they try to find a way out on their own before finally asking the teacher for help. These habits show that these students have high initiative abilities, not only waiting for orders but also being able to take proactive steps in their learning process.

Based on the results of the research questionnaire, it can be seen that the majority of respondents stated "always" in choosing the statements in the student learning independence questionnaire. If we look at the learning independence indicators for class IX students, two indicators have the lowest percentage, namely not depending on other people and being responsible. This shows that these two indicators still need attention and improvement efforts to increase the learning independence of class IX students at the school. Teachers and schools need to design learning and coaching strategies that can encourage students to be more independent and responsible in their learning process. Meanwhile, the results of achieving student learning independence in achieving indicators of student learning independence can be observed in the following table.

Table : 2 Student Learning Independence

No	Description	The number of students	Percentage
1	High Student Learning Independence	20	57%
2	Low Student Learning Independence	15	43%

Based on the data presented in the table, it can be seen that the level of learning independence for class IX students at SMP Muhammadiyah 2 Kebumen is divided into two categories, namely high and low. Of the total students, 20 students with a percentage of 57% have high learning independence. Meanwhile, 15 students with a percentage of 43% of the total students had low learning independence. A clearer picture of the distribution of levels of learning independence for class IX students at SMP Muhammadiyah 2 Kebumen can be seen in the graph below.

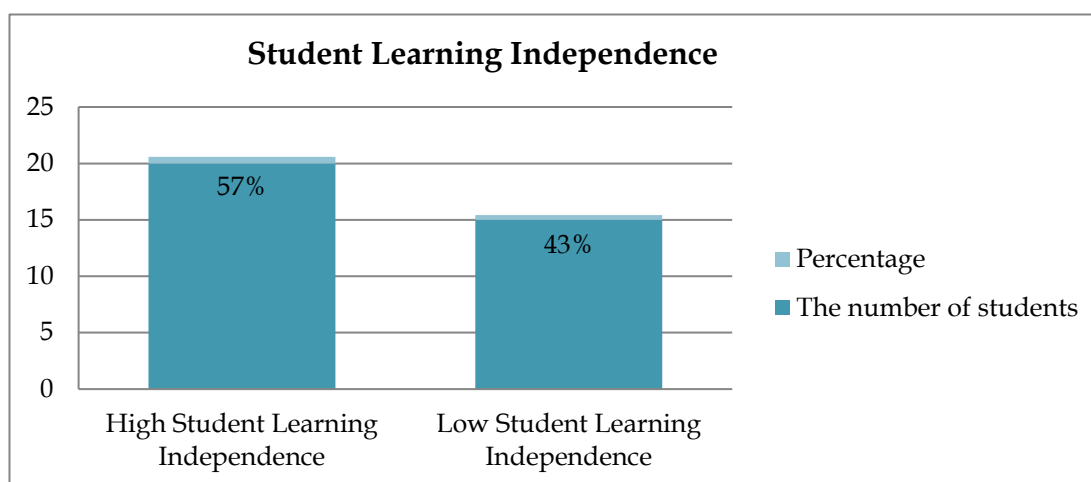


Figure 2 : Student Learning Independence

It can be observed from the picture above that the research data scores for learning independence for class IX students at SMP Muhammadiyah 2 Kebumen have a high level of learning independence with a percentage of 57% of the total number. However, there are still 43% of students who have low learning independence, so efforts are still needed to increase learning independence among these students. The findings of this research are in line with the results of

previous research which stated that students have a high level of learning independence, but they have difficulty working on tasks that require creative mathematical thinking skills (Hikmah et al., 2020).

CONCLUSION

Based on the research results, it can be concluded that the level of learning independence for class IX students at SMP Muhammadiyah 2 Kebumen is relatively high, with a percentage of 57% of the total. This shows that the majority of students can complete assignments independently, are confident in participating in learning, and have a responsible attitude. This finding has limitations in the subject studied because it only focuses on junior high school students. Therefore, the next researcher will conduct similar research on different subjects or analyze learning independence qualitatively.

REFERENCES

- Aisah, S. (2018). Analisis Kemandirian Belajar Siswa Pada Mata Pelajaran Kimia Di Kelas X Sma Negeri 3 Sintang. *AR-RAZI Jurnal Ilmiah*, 6(2), 76–86. <https://doi.org/10.29406/ar-r.v6i2.1226>
- Brata, W. W. W., Suriani, C., Simatupang, H., Siswanto, S., & Panggabean, F. T. M. (2020). Prospective Science Teachers' Learning Independency Level on Blended Learning. *Journal of Physics: Conference Series*, 1462(1), 012070.
- Erlina, N., Prayekti, P., & Wicaksono, I. (2022). Atomic physics teaching materials in blended learning to improve self-directed learning skills in distance education. *Turkish Online Journal of Distance Education*, 23(4), 20–38.
- Hadi, S., & Farida, F. S. (2013). Pengaruh minat, kemandirian, dan sumber belajar terhadap prestasi belajar siswa pada mata pelajaran IPS kelas VII SMP Negeri 5 Ungaran. *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, VIII(1), 38–44.
- Haris, M. (2011). *Manajemen Pelatihan Berbasis Belajar Mandiri*. Pustaka Pelajar.
- Hidayat, D. R., Rohaya, A., Nadine, F., & Ramadhan, H. (2020). Independent Learning of Students in Online Learning During The Covid-19 Pandemic. *Perspektif Ilmu Pendidikan*, 34(2), 147–154.
- Hikmah, Z. N., Khairunnisa, R. A., & Nuriadin, I. (2020). Profile of Learning Independence in Achieving Creative Thinking Ability of Vocational School Students. *JIPM (Jurnal Ilmiah Pendidikan Matematika)*, 9(1), 12–20.
- Holmuratovich, M. K. (2019). Implementation of independent educational activities of students. *European Journal of Research and Reflection in Educational Sciences*, 7(12), 21–28.
- Ikhrom, I., Junaedi, M., & Ismail, A. (2019). Contribution Index Of Madrasah Diniyah To The Character Education. *Analisa: Journal of Social Science and Religion*, 4(1), 141–163.

- Kusmiyati, K. (2022). Analysis of independence and creative thinking skills of students through assignment. *Jurnal Pijar Mipa*, 17(6), 754–758.
- Miles, M. B., Huberman, M., & Saldaña, J. (2014). *Qualitative data analysis: A methods Sourcebook* (3rd ed). Sage Publication Inc. <https://eric.ed.gov/?q=qualitative+AND+data+AND+analysis&id=ED565763>
- Nugraheni, N., & Sukestiyarno, Y. L. (2022). Student's Learning Independence Profiles in Solving HOTS Questions Related to Numeracy. *Journal of Higher Education Theory & Practice*, 22(15), 20.
- Putra, P., & Ikhsan, M. (2019). Mathematical reasoning ability and learning independence of high school students through problem based learning model. *International Journal for Educational and Vocational Studies*, 1(3), 217–223.
- Sudrajat, A. (2011). Mengapa Pendidikan Karakter? *Jurnal Pendidikan Karakter*, 1(1), 47–58. <https://doi.org/10.21831/jpk.v1i1.1316>
- Tirtarahardja Umar dan La Sulo. (2005). *Pengantar Pendidikan*. PT. Rineka Cipta.
- Wahono, M., Lestari, P., Suhardiyanto, A., & Wardhani, N. W. (2018). Implementation of local cultural values in the habituation process of character education in the School of the Semarang City. *Annual Civic Education Conference (ACEC 2018)*, 30–33.
- Wege, K., Harso, A., & Wolo, D. (2022). Analysis of student learning independence during the pandemic. *JISTECH: Journal of Information Science and Technology*, 2(1), 87–96.
- Widayanti, I. G. A. P. P., & Agustika, G. N. S. (2023). Independent Learning and Student Learning Responsibilities Characteristics of Mathematics Knowledge Competence in Class V Elementary School. *Jurnal Ilmiah Sekolah Dasar*, 7(3), 508–515. <https://doi.org/10.23887/jisd.v7i3.58746>
- Winarti, W. D., Afifah, D. S. N., Pebriani, L., Putri, I. M., & Suja'i, I. S. (2021). Study of Independence Student's Online Learning During Covid-19 Pandemic. *Journal Universitas Muhammadiyah Gresik Engineering, Social Science, and Health International Conference (UMGESHIC)*, 1(1), 52–56.