

THE EFFECT OF REMOTE LEARNING ON LEARNING INDEPENDENCE AT SMA ANANDA BEKASI

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ABSTRACT

The purpose of this study was to determine the effect of distance learning on the learning independence of students at SMA Ananda Bekasi. This research is a quantitative research. The sampling technique used was purposive sampling technique. The study involved 120 students. The instrument used was a questionnaire with a Likert scale model consisting of 44 items of Distance Learning scale and 30 items of Student Independence. The results of the instrument evaluation test showed that the reliability coefficient on the Distance Learning scale was 0.905 from 44 items and the Independence reliability coefficient was 0.903 from 30 items. The results of hypothesis testing indicate the influence of distance learning on students' learning independence. This can be seen from the value of $p = 0.000$. The conclusion of this study is that there is an influence between distance learning on student learning independence.

Keywords: Distance Learning, Independence.

PRELIMINARY

During the Covid-19 pandemic, using online media in interaction patterns became a new habit that must be implemented in today's education world. This change in behavior patterns has an impact on all sectors of human life, including the world of education, where learning patterns or face-to-face learning between teachers and students cannot be done during the Covid-19 pandemic.

Changes in the pattern of learning activities require all parties to make various adjustments. The teacher makes adjustments to the patterns of learning and the delivery technique of the material as well as giving independent assignments DARING (Online). Meanwhile, students are required to be able to manage their study time independently at home in order to be able to understand the material and complete various tasks given.

For students, changing this pattern is a challenge in itself considering the learning pattern using distance learning and forces students to be able to study independently in their respective homes. Distance learning according to Munir (2009) is the absence of direct face-to-face contact between teachers and learners in the learning process. Communication takes place in two directions which is bridged by media such as computers, television, radio, telephone, internet, video and so on.

Learning using e-learning media with the guided discovery method is effective in terms of students' mathematics learning independence. This research is also supported by previous studies which show that the use of technology in learning can train learning independence.

Research by Dabbagh and Kitsantas (2005) shows that learning via the web can help improve learning independence. Research by Chen (2009) shows that e-learning can train students'

mathematics learning independence. Research by Lazakidou and Retalis (2010) shows that computer based instructional can develop students' mathematics learning independence. Research by Barak, Hussein-Farraj and Dori (2016) shows that online learning has a positive effect on the development of independent learning.

According to Stewart, Keagen and Holmberg (in Munir, 2009) distance learning is closely related to independence in learning, basically it is very much influenced by the view that every individual has the right to equal opportunities in education. The learning process should be endeavored so as to provide freedom and independence to learners in the learning process. Learners are free to independently determine or choose the learning material to be studied and how to study it. In conventional education, learners communicate more with humans, namely teachers or other learners. Whereas in distance education, learners communicate more intrapersonal in the form of information or learning materials in electronic, printed or non-printed forms.

When entering the new academic year 2020-2021, all schools in Indonesia are trying to prepare new habits in their respective schools. This new habit arrangement is the implementation of educational activities through the online system because direct learning cannot be implemented. Although direct learning cannot be carried out, educational activities are still carried out using the DARING system (online). Even though the teacher still provides material on a LINE basis, the independence of students in learning is needed in new habit patterns during the pandemic.

Student independence is one of the goals of education as stated in Law No. 20 of 2003 concerning the National Education System (BSNP, 2003) which states that national education functions to develop capabilities and shape a dignified national character and civilization in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and believe in God The One and Only, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

According to the law, it is clear that education also has the goal of shaping the independence of its students. According to Hiemstra (1994: 1) independent learning is a trait that already exists in everyone in a learning situation, independent learning does not mean separating from others but, by independent learning, students can transfer their learning outcomes in the form of knowledge and skills into situations. On the other hand, Students doing self-study can engage a variety of resources and activities, such as: self-reading, group study, exercises, electronic dialogue, and correspondence activities.

Student Independence and Distance Learning

Learning independence is a state of being able to stand alone without depending on others. The definition of independent learning according to Hiemstra (1994: 1) is as follows: 1) Each individual tries to increase responsibility for making various decisions. 2) Independent learning is seen as a trait that already exists in every person and learning situation. 3) Learning to be independent does not mean separating yourself from other people. 4) With independent learning, students can transfer their learning outcomes in the form of knowledge and skills into other situations. 5) Students who do independent learning can involve various resources and activities, such as: self-reading, group study, exercises, electronic dialogue, and correspondence activities. 6) The effective role of the teacher in independent learning is still possible, such as dialogue with students, searching for resources, evaluating results, and

providing creative ideas. 7) Several educational institutions are developing independent learning into a more open program as an alternative to individual learning and other innovative programs.

The characteristics of independent learning according to Chabib Thoha (2006: 123-124) are 1) Able to think critically, creatively and innovatively. 2) Not easily influenced by other people's opinions. 3) Not running away or avoiding trouble. 4) Solve problems by deep thinking. 5) If you encounter a problem, solve it yourself without asking for help from others. 6) Do not feel inferior if you have to be different from other people. 7) Trying to work with full diligence and discipline. 8) Take responsibility for his own actions.

The factors that affect independent learning are divided into two broad outline, namely: 1) Factors from within students According to Bernadib (in Zainun Mu'tadin, 2002), namely having a competitive desire to advance for the good of himself, being able to take decisions and initiatives to overcome the problems at hand, have confidence in doing their duties, and are responsible for what they do. 2) Factors from outside the student in the form of culture, an advanced and complex society whose life demands tend to encourage the growth of independence compared to a simple society, besides family, including educational activities in the family, the tendency to educate children, how to give assessments to children even how Parents' life affects the child's independence.

The independence of students, especially high school levels, is very important because they are considered capable of coping with and carrying out distance learning using current technology. Today science and technology are developing rapidly. This development has the impact of increasing openness and the spread of information, knowledge from and around the world across the boundaries of distance, place, space and time, including being used in distance learning during the COVID 19 pandemic.

Munir (2009) explains that the difference between conventional learning and distance learning lies in the form of interaction between teacher and learner, learner characteristics, types of programs, the role of human resources, management, technology, and so on. However, these differences are not an obstacle to developing distance learning towards enlightening education and enhancing its quality.

The principle of independent learning towards distance learning according to Munir (2009) is realized by the existence of a curriculum or educational program that can be studied independently (independent learning), individual learning or group learning. The teacher is only a facilitator who provides assistance or convenience to learners to learn, so that the assistance provided by the teacher is minimal or not dominant according to the learner's situation. Learning materials are also designed so that learners can study independently such as the provision of self-study packages, tutorial programs to provide guidance, and test designs with a mastery learning approach.

Distance learning systems have different characteristics from conventional face-to-face learning practices. According to Keegan (in Munir, 2009) the distance learning system has characteristics, namely (1) separation between teacher and learner; (2) the influence of educational institutions / organizations; (3) the use of media that connects teachers and learners; (4) two-way communication takes place; (5) pay attention to learners as individuals who learn; and (6) education as an industry.

According to Munir (2009) the characteristics or characteristics of distance learning include: 1) Programs are arranged according to the level, type, time and nature of education. 2) There is no direct meeting in the learning process. 3) Learning and teaching are separate throughout the learning process. 4) The existence of educational institutions that regulate learning for independent learning. 5) Educational institutions design and prepare learning materials, and provide learning assistance services for students. 6) Learning materials are delivered through learning media via the internet, such as computers, application programs via smartphones, etc. 7) Two-way (interactive) communication still occurs. 8) No study group is fixed throughout the study period. 9) The teacher is more of a facilitator who provides assistance to students in learning. 10) Students are required to be active, interactive, and participative in the learning process. 11) Learning resources are materials that are deliberately developed according to needs while remaining based on the curriculum.

Thus it can be concluded that the factors affecting independent learning consist of internal factors and external factors. Internal factors that affect student learning independence in distance learning are discipline, self-confidence, motivation, initiative, and responsibility. Therefore students are often said to have independent learning if the nature of self-confidence, motivation, initiative, and responsibility is within them, and external factors must also support such as adequate internet access and tools, the atmosphere of the learning location, support from parents and others other.

Research Methods

This type of research used in this research is quantitative research with a causality approach. According to Sugiyono (2010) that "causality research is a study directed to measure and test the causal relationship of two or more variables using statistics, so there will be independent variables (variables that affect) and dependent variables (variables that are influenced)". The independent variable in this study is distance learning (X) while what is included in the dependent variable is student independence (Y).

This research was conducted at SMA Ananda Bekasi, which is located on Jl. Prof. Yamin, Bekasi. The subjects in this study were students of SMA Ananda. The type of data in this study is quantitative data in the form of numbers on respondents' answers to questionnaires related to distance learning and Student Independence. The data source used is primary data. The primary data collected is quantitative data in the form of numbers obtained through a questionnaire about distance learning and a questionnaire about student independence.

The data collection technique in this research is a questionnaire. The questionnaire is a data collection technique that is carried out by compiling a detailed, complete list of questions and the respondent answering the questions themselves. The population in this study were students of SMA Ananda Bekasi. Respondents were taken by using purposive sampling technique in order to obtain a representative sample based on predetermined criteria. According to Sugiyono (2010) explains that "Purposive Sampling is one of the non-probability sampling techniques in which the random collection of information is obtained based on certain considerations and generally adjusted to the objectives or research problems". The sample used in this study were 120 students of Class 1 SMA.

According to Sugiyono (2010: 172) states that "a valid instrument is an instrument that can be used to measure what should be measured". Using valid instruments in data collection, it is expected that the research results will be valid. So, a valid instrument is an absolute requirement to obtain valid research results. Test the validity of the instrument using Pearson's product

moment correlation analysis technique and using SPSS 25.0 for windows to make it easier to process research data. "The validity test is obtained by correlating each score with the total variable indicator score, then the correlation results are compared with the critical value at a significant 0.05" (Sugiyono, 2010). The minimum requirement for a research instrument is said to be valid if the value $r_{count} > r_{table}$.

Reliability test is a research instrument test used to determine the level of accuracy, precision or accuracy shown by the measurement instrument. According to Sugiyono (2010) states that "a reliable instrument is an instrument that is used several times and there is still the same data in different times". The reliability test was calculated using the Cronbach alpha coefficient using the SPSS 25.0 for windows program. The criterion, if the Cronbach alpha value is greater than 0.6, it is declared reliable. If the alpha coefficient is less than 0.6 indicates poor reliability, if the alpha value is around 0.7, it indicates acceptable reliability and an alpha value above 0.8 indicates good reliability, a reliable instrument means a research instrument that when used several times to measure objects that are the same, will produce the same data.

The data analysis method used in this study is multiple linear regression analysis to determine the effect of distance learning on student independence. Before performing multiple linear regression analysis, the classical assumption test is first performed. The classical assumption test is a statistical requirement that must be met in multiple linear regression analysis. The classic assumption test is used to determine whether the equation from the regression analysis can be used to provide predictions for the variables under study. Classic assumption test with normality test, heteroscedasticity test, multicollinearity test, autocorrelation test.

Testing the instrument for testing the validity and reliability of taking samples for testing the instrument as many as 120 respondents. There are two types of linear regression analysis, namely the t test and the F test. The t test is used to determine the influence of one independent variable consisting of product quality and individual price in explaining the dependent variable, namely customer satisfaction. The F test aims to determine the influence of all independent variables together on the dependent variable.

The F test is used to determine the ability of the independent variables consisting of product quality and price together in explaining customer satisfaction. In addition to the t test and F test, determination analysis was also carried out, namely to determine how much the contribution or contribution of product quality and price affects customer satisfaction. Data analysis was performed using SPSS 25.0 for windows.

CLOSING

Conclusion

Based on the results of data analysis that has been done, it can be concluded that distance learning has a positive and significant effect on the independence of students at SMA Ananda Bekasi. This is indicated by the results of the t-test analysis which shows that the value of $46,848 > t_{table} = 1,980$ or $p\text{-value} = 0.000 < \alpha = 0.05$.

This is shown from the results of the Ftes analysis which shows that the value of $F_{count} = 2194.73 > F_{table} = 3.92$ or $p\text{-value} = 0.000 < \alpha = 0.05$. The magnitude of the simultaneous influence of distance learning variables on student independence was 94.9%, while the remaining 5.1% was influenced by other factors not included in this study. By using the F test with the SPSS program for windows 25.0. This F test shows a simple linear regression analysis of variables, namely distance learning (X) on the dependent variable, namely student

independence (Y). The results of the analysis show that distance learning (X) on student independence (Y) has a simultaneous effect, can be seen in table 3.

Suggestion

Based on the above conclusions, two suggestions can be made. Schools are expected to continue to carry out distance learning during the pandemic using teaching materials that are fun for students. For students, they can train their independence better so that they can achieve their abilities according to the targets set in the curriculum.

As further research, it may be possible to study more about other factors that can contribute to student learning independence. By knowing these other factors, schools can determine other appropriate interventions so that students' independence will grow and develop properly. To make distance learning more effective, it can be more studied which aspects play a greater role in fostering student independence this can help schools and teachers in providing material during the distance learning process.

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