

ACHIEVEMENT MOTIVATION AND VERBAL CREATIVITY WITH INDEPENDENT LEARNING IN SCHOOL AT STUDENTS SMAN 91 EAST JAKARTA

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ABSTRACT

Student learning independence is the ability to make changes that occur in students within the scope of knowledge and behavior independently. A student who has high achievement motivation and verbal creativity is expected to have high learning independence so the purpose of this research is to see whether there is an influence between achievement motivation and verbal creativity with learning independence in first grade students of SMAN X East Jakarta. The total population in this study was 271 first grade students. In this study, researchers used 3 research tools, namely the learning independence scale to measure learning independence which consisted of 48 items and failed 3 items with $p < 0.05$ and reliability 0.77 and item validity coefficient between 0.259-0.604. The achievement motivation scale to measure student achievement motivation with item validity coefficients between 0.281-0.566 and a verbal creativity test tool to measure students' verbal creativity abilities which consist of 6 subtests with a validity coefficient between 0.68-0.90 and a reliability of 0.90 (Munandar: 2009). Based on the results of the correlated research data analysis, an R of 0.460 was obtained with $P < 0.05$. So it can be said that there is an influence between achievement motivation and verbal creativity with learning independence.

Keywords: Achievement motivation, verbal creativity, learning independence.