

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.

PRELIMINARY

In this modern era, a change is needed for individuals so that they can develop according to the current era. Developmental changes that occur in each individual are aimed at achieving genetic abilities or self-actualization. However, whether or not an individual is able to achieve these goals depends on how big the obstacles are faced and how the individual overcomes them himself (Hurlick 2001:23).

Individual independence is determined by a combination of experiences experienced by individuals directly or through experiences gained from other people in the past and is also influenced by the environment in which the individual socializes. Education applied by parents in the family environment, is one of the beginnings of education outside of school or non-formal education, this has a big role for the development of individual personality to get education outside of school or non-formal education, with this there is a big role for the development of individual personality as an independent individual, especially in the learning process in the school environment. In accordance with these educational goals, independence in the learning process at school can be realized by students by being able to manage study time, for example when teachers cannot teach in class students can independently carry out activities to study subjects or work on questions related to the subject the lesson, discuss or ask for a substitute teacher to teach in class.

In addition, students who are independent in learning are able to learn without the help of others, are able to make their own judgments in acting, are responsible for their actions. This is supported by the research results of Anshori, et al (2022) with the title Effects of Independent Learning on Student Learning Responsibilities in the Package a Equality Program at the Gudo Jombang Learning Activity Studio, the result was that learning independence had a positive and significant influence on learning responsibility.

Independence in the learning process cannot be realized by the students themselves so that a teacher is needed to act as a facilitator and not as an indicator. The teacher as a facilitator helps children to be independent in learning to set their own goals and in providing feedback on their own assessment. However, teachers who act as facilitators are still lacking because of a lack of time and means to make this happen (S.C.U Munandar: 2014). Students who are able to be independent in the learning process also need verbal creativity to make it easier for them to understand and complete a task or problem given by their teacher. This is supported by the results of Yasin's research (2017) entitled "The Relationship Between Creativity and Independent Learning Against English Learning Outcomes". The results of this study the higher the level of student independence, the higher the level of creativity of the high school students in each of its elements.

Creativity includes cognitive, affective and psychomotor elements. These elements are also known as psychic functions that are used by individuals in living their lives to interact with other individuals in an environment to use and function objects efficiently and effectively and to deal with events or events that arise. experienced by individuals actively and creatively. Individuals who have creativity have personality characteristics, including: dare to be innovative so that they appear different, stand out, or even deviate from tradition, individuals who have creativity are also not afraid to make mistakes, not afraid to express their opinions even though others may not agree, tenacious, have perseverance, this makes them people who don't easily give up in achieving their goals, etc. (S.C.U Munandar: 1999). Creativity is generally manifested especially when there is a limited pressing need within the individual's environment. Especially in the process of education at school, students receive so many "strains" in the sense of instructions on how to do something at school in doing assignments so that most of them lose almost every opportunity to be creative.

A person's creative ability is often so suppressed by his education and experience that he cannot fully recognize his potential let alone realize it, because creativity is the result of interaction between the individual and the external and internal environment so that individual creativity is greatly influenced by education and experience. Creativity consists of 2 types, namely figural creativity and verbal creativity. In this study, researchers focused on verbal creativity, which is word creativity in various forms, both orally and in writing. Individual verbal creativity can be realized if the individual has great motivation in carrying it out. In the learning process at school students who have great achievement motivation are able to realize their verbal creativity. This is supported by the results of Erikasari's research (2019) entitled "The Role of Motivation, Creativity in Learning and Learning Processes". The results of this study state that learning motivation has a role in creativity which affects the mind and psychomotor which helps students achieve learning targets.

Motivation is within each individual and has different intensities. Individuals have the motivation to meet short-term needs and long-term needs, but not all individuals have the motivation to actualize themselves in the long term because individuals have not been able to meet or satisfy needs at the stages of basic needs, protection, love or appreciation according to

the hierarchy of needs. Maslow (2010). In the world of education, students are expected to have achievement motivation according to Maslow's theory, which is the need for self-actualization in the long term. Achievement motivation in students is internal motivation or intrinsic motivation which looks low, if the teacher controls too much and is higher if the teacher gives more autonomy to his students is a research result from Rimm (S.C.U Munandar: 2002).

Individuals who have a high need for achievement are people who are interested in meeting all needs in the best way, these individuals prefer situations where individuals can control goals and judge for themselves based on evaluations and experiences. This is supported by the results of research conducted by, among others, Ninawati entitled "The Relationship between Achievement Motivation and Employee Performance".

The existence of achievement motivation and verbal creativity possessed by students enables individuals to realize their independence in learning at school. For students who have high achievement motivation they will do these things as well as possible by using verbal and independent creativity in choosing fibers to carry out these tasks (S.C.U Munandar: 2002).

After describing these three variables and seeing that independence, verbal creativity and achievement motivation are both embodiments of the psychological aspect and both can be influenced by the internal and external environment, the authors are very interested in examining the relationship between achievement motivation and verbal creativity with independence in study. So the authors are interested in researching "the relationship between achievement motivation and verbal creativity with independent learning at SMAN 91 East Jakarta".

RESEARCH METHODS

1. Research Participants

Participants were selected from schools that were close to the researchers' homes and allowed the research to be conducted, namely SMAN 91 East Jakarta. The number of samples came from the population used 271 grade 1 students consisting of 6 classes at SMAN, randomly from the population (Sugiyono: 2013) 148 students were taken as research subjects and 89 students were taken for try out data.

2. Setting and Research Instruments

This research was conducted in the classroom, the instruments used included: learning motivation scale, independence scale, verbal creativity test, stopwatch, pens and souvenirs.

3. Research Procedures

In this study, the researchers conducted research with the following stages: literature study (about learning motivation, independence and creativity), determining operational definitions, making scales (design, tryout and implementation), data collection, testing and retesting, scoring.

Operational Definition of Research Variables

1) Achievement Motivation

Is a score scale that shows power, encourages, moves and directs individuals to form behaviors and goals to be able to achieve a level of success in accordance with certain standards of excellence in their schools both set by themselves and others through a scale compiled based on cognitive drive, self-enhancement, broad affiliation motives (a broader motive of affiliation).

2) Verbal Creativity

Is the ability to think verbally which is reflected in the fluency (fluency), flexibility (flexibility), originality in thinking (originality) and the ability to elaborate and evaluate an idea as measured by the Verbal Creativity Test (TKV).

3) Independent Learning

Is an attitude and personal awareness to choose, self-determine, act alone and self-regulate in solving problems encountered with the process of changing knowledge from not knowing to knowing and changing behavior in individuals as measured using a scale score of independence arranged based on motive factors, method / way of learning, results and environmental factors.

Sampling Method

How to determine sample members is done randomly through a lottery, also known as a mechanical method and is done as follows (Sutrisno Hadi: 2015):

- 1) Create a list containing all individual lists.
- 2) Code serial numbers to all individuals.
- 3) Write down each code on a small piece of paper.
- 4) The paper is rolled up and put into the spittoon.
- 5) Shake the tempolon and take one at a time until the required amount is reached.

Data Retrieval Method

The method used in collecting data in this research is to use a standard measuring tool, namely the Verbal Creativity Test (TKV) which consists of six sub-tests made by S.C.U Munandar specifically for the Verbal Creativity variable. In addition to using standard measuring instruments, researchers also use a scale. The implementation of this verbal creativity test (TKV) is carried out classically and in writing.

Scoring Method

The test scores for the achievement motivation scale and the learning independence scale have 4 answer options. Subjects must choose one of the number of answers provided, including: SS (Strongly Agree), TS (Disagree), STS (Strongly Disagree). The score system for the independence scale in the learning process will be given based on the Modification Scale with a score range of 1-4. The independence scale rating system is: Favorable items: SS=4, S=3, TS=2, STS=1 while unfavorable items: SS=1, S=2, TS=3, STS=4.

Assessment of the creativity test for each correct answer will be given a value of one and an incorrect answer will be given a value of zero. The total correct answers are entered into the TKV norm table. The TKV assessment is the result of the correct answers from each of these sub-tests added up to a raw score or Row Score then the results are scored using a scale score (SS) table or standard score which can be seen in table 3.3. The standard value of the subtest obtained is added up to a total score. The results of the total score obtained using the Creativity Quotion (CQ) table in table 3.4, can be used to see the level of creativity of these students.

Data Analysis Method

Data analysis used to see the effect between achievement motivation and verbal creativity with independence in the learning process is a multiple correlation analysis denoted by R (Sugiyono: 2013).

RESULTS AND DISCUSSION

A. Trial of Research Instruments

The research instrument was applied to 89 research subjects and used a research sample of 148 students at SMU 91, especially the first grade. The students worked on sample trials in their respective classes and were supervised by researchers assisted by friends who were also preparing their thesis.

The distribution of instruments in the form of achievement motivation scales and learning independence scales in each class was preceded by directions given by the counseling teacher to the students of that class. After the counseling teacher gave authority to the researcher to conduct research, the researcher then introduced himself, explained the purpose of giving the scale and gave filling instructions and provided an opportunity to ask questions about how to fill in the scale and creativity tests that were not understood.

B. Research Instrument Analysis

The results of the research trials on the scale of achievement motivation with verbal creativity and achievement motivation obtained the following results:

1. Validity Test Results

Item analysis on the scale of achievement motivation and learning independence was carried out using SPSS for windows with the Pearson product moment correlation technique. After analyzing the achievement motivation item, the item validity coefficient was obtained between 0.281-0.566 and probability $< 5\%$. Based on the results of this analysis, of the 36 items on the achievement motivation scale tested, 3 items failed. In the item analysis of the learning independence scale, the item validity coefficient was obtained between 0.259-0.604 and probability $< 5\%$. Based on the results of this analysis, of the 48 items tested, 3 items failed.

2. Correlation Test Results between Factors

The test is intended to determine the validity between factors. Inter-factor correlations were analyzed only from valid items using the SPSS 1.01 for windows system with the Pearson product moment correlation technique.

3. Reliability Test Results

Reliability of achievement motivation scale and learning independence using alpha technique with SPSS system for windows. The results obtained for the reliability scale of achievement motivation is 0.7606 while the reliability for the scale of learning independence is 0.7712.

C. Determination of Verbal Creativity Classification

Verbal creativity research was carried out using a standardized verbal creativity test tool (TKV) from S.C.U Munandar to determine the level of verbal creativity of students as follows:

1. Each correct answer is given a value of one and wrong answers are given a value of 0. The results of the correct answers from each of these subtests are added up to obtain a raw score or Raw Score (RS).
2. Using the Scale Score (SS) table, the raw scores are converted into standard scores per subtest.
3. From the standard scores per subtest, then add up to a total score. The results of the total score by using the verbal Creativity Test classification table can be seen the level of creativity of these students.
4. The level of creativity of each student is used according to Wechsler's classification of creativity (in Wechsler, Faculty of Psychology UI, 1990).

D. Results of Data Analysis

The data analysis technique used multiple correlation analysis with the independent variable (X1) being achievement motivation and the independent variable (X2) being verbal creativity while the dependent variable (Y) was learning independence. After being calculated using the multiple correlation technique, the correlation coefficient value between achievement motivation and learning independence is 0.383 with $p < 0.05$. So that H_0 is rejected and H_a is accepted, meaning there is an influence between achievement motivation and learning independence.

The results of the correlation analysis between verbal creativity and independent learning show a correlation value of 0.351 with $p < 0.05$ so that H_0 is rejected and the alternative hypothesis is accepted, this indicates that there is an influence of verbal creativity with independent learning.

While the correlation coefficient between achievement motivation and verbal creativity with independent learning shows a correlation (R) of 0.460 with $p < 0.05$. The statistical hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, meaning that there is a significant influence between achievement motivation and verbal creativity on learning independence in students of SMAN 91 East Jakarta.

CLOSING

Based on the results of research data analysis using multiple correlation analysis techniques, an R of 0.46 with a p of 0.000 is obtained which is below the 5% significance level. This proves that $p < 0.05$ which indicates a significant influence between achievement motivation and verbal creativity with independent learning. The results of this analysis are in accordance with the statement of Barry Zimmerman (1994) that the child's independence ability in learning is closely related to the child's motivation and language skills possessed by the child, this is also supported by the results of previous research on achievement motivation, independence and creativity conducted by Nuryani, et al in the journal Effects of Achievement Motivation, Learning Independence and Creativity on Economic Learning Achievement of Class XI IPS Students of Karang Anyar Regency, Lestari and Yulianto (2017) in Journal of Effects of Giving Assignments, Motivation for Achievement, Critical Thinking Ability and Learning Discipline on Learning Creativity. Wasiyo, (2021) in the Journal How the Influence of Achievement Motivation, Learning Independence and Creativity on Learning Mathematics.

The results of research on learning independence in SMAN 91 students showed that 12.2% of students at the school included in the category of high learning independence, 85.1% had moderate learning independence, but 2.7% of students had a low level of independence.

CONCLUSION

The results of the analysis of the data obtained from statistical tests concluded that:

1. There is a positive significant influence between achievement motivation and learning independence. This can be seen from the correlation results of 0.383 with a probability of < 0.05 indicating that the higher the student's achievement motivation, the more independent the student is in learning. Achievement motivation makes an effective contribution of 9.74% to the subject's learning independence.
2. There is a positive significant influence between verbal creativity and learning independence. This can be seen from the correlation of 0.351 with $p < 0.05$ which means that the higher the verbal creativity of the students, the more it supports the independence

of these students in learning. Verbal creativity makes an effective contribution of 11.46% to the subject's independent learning.

3. There is a positive significant effect between achievement motivation and verbal creativity with learning independence of 0.46 and $p < 0.05$. This means that the higher the student's achievement motivation supported by high verbal creativity will make these students have good learning independence. Achievement motivation contributes 4.24% to learning independence, while the remaining 57.6% is influenced by other variables outside the research.

SUGGESTIONS

Based on the conclusions, the researchers put forward the following suggestions:

1. Theoretical advice

For other researchers who wish to conduct research on the influence of verbal creativity, achievement motivation and learning independence, it is advisable to discuss figural creativity or add variables such as interest in learning, learning achievement, level of intelligence and emotional intelligence, so that the research results can be useful for the development of psychology and can be used in a wider scope.

2. Practical advice

Students who already have moderate and high achievement motivation, verbal creativity and learning independence are expected to maintain and even improve these abilities by reading motivational books, learning discipline, doing school assignments and actively participating in learning activities and participating in extracurricular activities that interested.

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