

THE RELATIONSHIP BETWEEN INDEPENDENCE AND LEARNING MOTIVATION WITH THE LEARNING ACHIEVEMENTS OF CLASS VII STUDENTS OF SMP NEGERI 30 TANGERANG CITY

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ABSTRACT

This research was conducted to see the relationship between independence and learning motivation and the learning achievement of class VII students at SMP Negeri 30 Tangerang City. Ha in this research is that there is a relationship between independence and learning motivation and the learning achievement of class VII students at SMP Negeri 30 Tangerang City. The population of this research is class VII students at SMP Negeri 30 Tangerang City, totaling 317 students. With Morgan tables, a sample of 175 students was obtained. The sampling technique is *Accidental Sampling*. The research data collection method uses an independence scale, a learning motivation scale and learning achievement from report cards. The results of the validity analysis of the independence scale items were 14 valid items out of 24 items, and the learning motivation scale obtained 23 valid items out of 36 items. The reliability test result of the independence scale was 0.764 (reliable). The reliability test of the learning motivation scale was 0.918 (very reliable). The results of the research obtained a multiple correlation coefficient for the variables of independence and learning motivation with learning achievement of (R) 0.312 with a significance level of (p) $0.000 < 0.05$. The correlation between the independent variable and learning achievement is (r) 0.202 with a significance level (p) $0.007 < 0.05$. And the results of the correlation analysis of learning motivation variables with learning achievement show a correlation coefficient value of (r) 0.311 with a significance level (p) $0.000 < 0.05$. Based on the results of research data analysis it can be concluded that there is a significant relationship in a positive direction between learning independence and learning motivation with the learning achievement of class VII students at SMP Negeri 30 Tangerang City.

Keywords: Independence, Learning Motivation, Learning Achievement.

INTRODUCTION

Education as an inseparable part of human life is the key to success in developing a country. Education is not a medium for passing on culture to the next generation, but it is also hoped that it will be able to change and develop the nation's lifestyle for the better. Education is expected to give birth to the next generation whose souls contain a combination of intellectual values, social ethical values, religious values and national personality values. This was expressed in the preamble to the 1945 Constitution, concerning the intelligent life of the nation. As a follow-up to this goal, the government issued Law number 20 of 2003 concerning the national education system which regulates the national education system and objectives. In this law, the function of national education is stated as follows:

"National education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aimed at developing the

potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens”.

Learning independence is an individual attitude that is acquired cumulatively during development, where the individual will continue to learn to behave independently in dealing with various environmental situations, so that the individual will ultimately be able to think and act independently. Students who have an independent attitude will be braver in deciding matters concerning themselves free from the influence of others, able to take the initiative and develop creativity and stimulate better achievement. This independence refers to activities in learning that are full of responsibility so that they are able to achieve learning achievements. The role of independence is very necessary for every student, in the learning process, especially when the student is good.

One of the determining factors for learning success for a student is the willingness to learn independently. This is supported by various factors from within oneself, such as the desire from within oneself to learn and from outside oneself. The relatively low level of parental education and the attitude of handing over children's education to the school is one of the factors causing the lack of independence in students. Parents who do not teach their children how to use their free time have also caused children to get used to wandering around, living irregular lives from the time they wake up until they close their eyes again the next night.

According to Purmasari (2014) Motivation is the overall driving force within students which gives rise to learning activities, ensuring the continuity of activities in order to achieve goals. Therefore, the most important thing is how to create certain conditions so that students need and want to continue learning. Students who do not have motivation to learn will easily get bored, lack enthusiasm, have difficulty concentrating and tend to be lazy about following subjects. Such conditions will certainly make it difficult to achieve good learning achievements because students' learning outcomes do not match expectations. This happens to students who lack enthusiasm for learning due to lack of motivation. The role of motivation in learning is very important, because motivation encourages enthusiasm for learning, students carry out all learning activities effectively and efficiently, because motivation will create a willingness to learn regularly.

Learning independence is closely related to students' learning motivation. Because the higher the student's learning motivation, the student's learning independence will also be higher. Students' learning motivation will increase when students do assignments or carry out learning processes in class. Students who are interested in carrying out or following lessons will try to understand the material themselves. This will increase the students' indirect independence. And student learning motivation will become a driving force within students that gives rise to learning activities and provides direction to those learning activities, so that the goals desired by students are achieved.

Facts that occurred in class VII of SMPN 30 Tangerang City in the 2018/2019 academic year, totaling 317 students, consisting of 160 male students, 157 female students, there were (70.95%) whose scores were less than 75, in other words they got a score taken by KKM (minimum completeness criteria), and (29.05%) whose scores met the KKM, from 317 students. This condition shows that the learning achievement of class VII students at SMPN 30 Tangerang City for the 2018/2019 academic year is still low.

From initial studies in the field, an interesting experience was obtained, the results of interviews from several teachers at SMPN 30 Tangerang City, namely that some students did not take notes on the material given by the teacher, students relied on their friends' notes, there were even students who fell asleep while the teacher was teaching, chatted while the teacher explained. , students do not listen to the teacher's explanation, and students are very happy when the teacher is not in class.

When students are given independent and individual assignments, many students rarely use the facilities provided by the school, for example the library. From initial observations, data on students visiting to read and borrow books is still very low, students prefer to do assignments by copying friends who have already done the assignments, whereas in the library there are many sources of knowledge that can increase insight and knowledge that cannot be obtained in class, as well as in the school environment.

Seeing the existing phenomenon, the author was interested in conducting research with the title "The Relationship between Independence and Learning Motivation with the Learning Achievement of Class VII Students at SMPN 30 Tangerang City".

RESEARCH METHODS

A. Identification of Research Variables

In this research there are two variables used, namely:

1. Independent variables mean variables that influence the dependent variable, including:
 - a) Learning independence (X1)
 - b) Motivation to learn (X2)
2. The dependent variable means the variable that is influenced by the independent variable, namely the learning achievement of class VII students at SMPN 30 Tangerang City (Y).

When used, the relationship between these research variables will look as follows:

X1 : Learning independence

X2 : motivation to learn

Y : learning achievement Relationship of X1 and Y Relationship of X2 and Y

Relationship between X1 and X2 with Y.

B. Operational Definition of Research

1. Learning Achievement

This research is an illustration of student learning success as shown by the average of the class VII report cards of SMPN 30 Tangerang City for the 2018-2019 academic year.

2. Student independence

In this research, student learning independence is measured based on an independence scale whose characteristics are the desire to advance critical thinking. Learn on your own initiative without any coercion from others. Have a strong sense of self-confidence. Have planning and be tenacious and persistent in studying.

3. Learning Motivation

In this research, students' learning motivation was measured based on a motivation scale whose characteristics were being persistent in facing a long task without stopping before it was finished. Tenacious in facing difficulties, does not need external encouragement to achieve as well as possible. Prefers to work independently. Does not get bored quickly with routine tasks. Can defend his opinion, does not easily give up something he believes in. Enjoys finding and solving problems.

C. Population and Research Sample**Table 1: Research Sample**

Class	The number of Students
VII	175 Students

D. Data Collection Techniques

The sampling technique uses accidental sampling. According to Sugiyono (2010). Accidental sampling is a technique for determining samples based on chance, that is, students who coincidentally/accidentally meet researchers can be used as samples, if it is deemed that the people they meet by chance are suitable as data sources.

E. Data Collection Methods

The scale method used in data collection consists of two types of scales, namely the learning independence scale and the learning motivation scale.

This scale was created based on the theory put forward by Hasan Basri (in Purmasari 2014), regarding the characteristics of independent learning, the desire to progress and think critically, learn on one's own initiative without coercion from others, have a strong sense of self-confidence, have planning and tenacity and perseverance in learning. Statements are arranged into two groups, namely a group of statements that are positive (Favorable), a group of questions that are negative (Unfavorable), each consisting of several items.

F. Testing Research Instruments**Table 2: Reliability Coefficient Criteria**

Criteria	Reliability Coefficient
Very Reliable	> 0,9
Reliable	0,7 - 0,9
Quite Reliable	0,4 - 0,7
Less Reliable	0,2 - 0,4
Not Reliable	< 0,2

G. Analysis of research data

Hypothesis testing is carried out if the research data has been analyzed and has met the linearity test and normality test. Hypothesis testing uses multiple correlation analysis using the SPSS version 22.0 for Windows program, to find out.

1. The relationship between learning independence and the learning achievement of Class VII students at SMPN 30 Tangerang City.
2. The relationship between learning motivation and the learning achievement of Class VII students at SMPN 30 Tangerang City.
3. The relationship between learning independence and learning motivation and the learning achievement of Class VII students at SMPN 30 Tangerang City.

DISCUSSION

This research wants to examine the relationship between learning independence and learning motivation and the learning achievement of class VII students at SMPN 30 Kota Tangerang. By using two scales consisting of the independence scale and the motivation scale. Based on the results of data analysis using the SPSS version 22.00 for Windows computer program, the results obtained were a correlation coefficient of (R) 0.312 with a significance level of (p) 0.000. < 0.05 . This shows that the null hypothesis (H_0) which states "there is no relationship between learning independence and learning motivation with the learning achievement of class 1 students at SMPN 30 Tangerang City" is rejected, so the working hypothesis (H_a) which states "there is a relationship between learning independence and learning motivation with the learning achievement of class VII students at SMPN 30 Tangerang City" was accepted. This means that the lower the independence and motivation, the lower the learning achievement of class VII students at SMPN 30 Tangerang City. On the other hand, if students have high learning independence and high learning motivation, the higher the learning achievement of class 1 students at SMPN 30 Tangerang City.

This shows that independence and motivation to learn are related to the learning achievement of class 1 students at SMPN 30 Tangerang City. The results of this research are in line with research by Dewi (2017) which states that there is a very weak relationship between the variables of learning independence and learning motivation and learning achievement.

Simple Regression Significance Testing with Tests Significance testing aims to determine the significance of the influence of the variables learning independence (X1) and learning motivation (X2) on student learning outcomes (Y). The significant influence of the research hypothesis is carried out using the F test. If the calculated F is greater than F table, then the independent variables together have a significant influence on the dependent variable.

Based on the results of the F test, the calculated F value was 9.258. When compared with the F Table value of 0.148 at a significance level of 5% and $n = 175$. Thus $F_{count} > F_{table}$ ($9.258 > 0.148$) so that learning independence (X1) and learning motivation (X2) are jointly related to class student learning achievement VII (Y).

CONCLUSION

Based on the results of the data analysis obtained in the discussion above, conclusions can be drawn, namely:

1. There is a significant relationship in a positive direction between learning independence and the learning achievement of class VII students at SMPN 30 Tangerang City.
2. There is a significant relationship in a positive direction between learning motivation and the learning achievement of class VII students at SMPN 30 Tangerang City.

3. There is a significant relationship in a positive direction between learning independence and learning motivation and the learning achievement of class VII students at SMPN 30 Tangerang City. Thus, the third hypothesis proposed in this research is accepted.

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