



## The Relationship Between Learning Independence And Learning Motivation With IPS Learning Outcomes

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### Articles Information

### Abstrak

#### Keywords:

learning independence,  
learning motivation,  
learning outcomes,  
social science.

Submitted:

13-06-2023

Accepted:

01-11-2023

Published:

02-11-2023

Penelitian ini bertujuan untuk mengetahui hubungan kemandirian belajar dan motivasi belajar dengan hasil belajar IPS. Penelitian ini menggunakan metode eksperimen dengan pendekatan kuantitatif asosiatif, yaitu berupa penjelasan mengenai ada atau tidaknya pengaruh diantara berbagai variabel berdasarkan besar kecilnya koefisien korelasi. Penelitian ini dilakukan pada siswa kelas V pada semester 1 SD Gugus V Kecamatan Ciracas Jakarta Timur pada tahun ajaran 2022/2023 dengan 100 sampel. Pengambilan data diperoleh melalui tes hasil belajar IPS. Dari hasil analisis menunjukkan bahwa ternyata tingkat kemandirian belajar dan motivasi belajar secara bersama-sama mempunyai korelasi yang kuat dan positif terhadap prestasi belajar siswa Kelas V Gugus V Kecamatan Ciracas Jakarta Timur. Dengan kata lain, semakin tinggi tingkat kemandirian anak, hasil belajarnya pun semakin meningkat. Begitu juga dengan motivasi belajarnya yang pada gilirannya meningkatkan hasil belajar.

### Abstract

This study aimed to determine the relationship between learning independence and learning motivation with social studies learning outcomes. This study uses an experimental method with an associative quantitative approach, which explains the presence or absence of influence between various variables based on the size of the correlation coefficient. This research was conducted on fifth-grade students in the first semester of SD Gugus V Ciracas District East Jakarta in the 2022/2023 school year with 100 samples. Data were collected through social studies learning outcomes tests. The analysis showed that the level of learning independence and motivation together had a strong and positive correlation with the learning achievement of Class V students in Gugus V, Ciracas District, East Jakarta. In other words, the higher the level of children's independence, the higher the learning outcomes. Likewise, learning motivation, in turn, improves learning outcomes.



## INTRODUCTION

Education is a process to educate humans so that they have a balance between aspects of faith and piety towards God Almighty. The use of parts of science and technology is expected so that humans can compete and answer all the challenges faced. This is in line with the objectives of National Education stated in UUSPN No.20 of 2003 Chapter II Article 3: National education functions to develop abilities and shape the character and civilization of a dignified nation to educate the nation's life. It aims to develop the potential of children to become human beings who have faith and devotion to God Almighty, has noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Efforts to achieve national education are through the education process. (Sardiman, 2016) suggests that the educational process is the learning process in the classroom between the teacher as a person who conveys knowledge and a director and guide, with students as people who receive expertise and people who are given direction and guidance. Learning is the most important activity in the entire educational process at school. The achievement of educational goals depends on how the learning process can occur effectively.

Students can think and make their efforts when experiencing various circumstances in their environment and finally learn independently. This attitude of student learning independence can do something without the help of friends or people around them until students are free to do whatever they want but focus on solving their problems. The personality aspect of student learning independence is significant because when carrying out daily activities, it is never separated through challenges or trials.

Students who have their efforts in relatively many learning activities will be able to solve all their problems because students who have learning independence do not depend on the people around them but continue to try to take and overcome the problems that keep coming. Independence of learning requires responsibility, the initiative to think, a strong determination and the ability to accept the consequences caused. Students are made learners for themselves to try diligently during school learning activities. From the beginning of giving learning tasks delivered by the teacher, students must have a strong mind determination so that the spirit of learning that arises will bring up creative ideas and can be innovative.

Low student learning independence is assumed to be one-factor affecting learning outcomes (Saefullah et al., 2013; Sari et al., 2021). In the midst of a pandemic situation where students are required to learn independently, it is clear that it has a significant impact on learning outcomes. Research (Widianti, 2020) shows that learning independence has a significant effect on student achievement. (Uki & Ilham, 2020) explained the magnitude of the influence was 72.59%.

Learning independence, according to (Akbar et al., 2017), is defined as a manifestation of children's attitudes and characteristics to have the willingness to learn on their own without being ordered, learn their own learning needs, have the desired learning goals, can manage their own time and learning methods, do not give up easily if they experience difficulties and can evaluate things that have been learned. In line with

this (Kunandar, 2013) says that one of the internal factors that influence the success of a student in learning is learning independence. With independent learning, students are expected to be able to try independently to find new things and innovate to solve new problems without always waiting for direction from the teacher. Student learning independence will greatly affect student learning outcomes.

For a student, getting good learning results is a matter of pride. Students who get good learning results will always try to maintain and improve the learning results they have obtained. However, getting good learning results is not an easy thing because student learning success is influenced by several factors and requires great effort to achieve. According to Dalyono (2012: 55), whether or not someone succeeds in learning is due to several factors that influence the achievement of learning outcomes, namely coming from within the person who learns (internal), including health, intelligence and talent, interest and motivation, and how to learn and there are also from outside him (external) including the family environment, school, society, and the surrounding environment.

One of the important indicators for students to achieve success in the learning process is learning motivation. This is in line with the statement (Syafari, 2021) that learning motivation is an encouragement or effort to create situations, conditions and learning activities because it is driven by the need to achieve learning goals. Learning activities cannot be separated from motivation because, in learning, there are goals to achieve maximum results. Furthermore (fitriani, 2020) explains the importance of learning motivation as follows "Motivation is an essential condition of learning because it functions as a catalyst for achieving learning goals, determining the direction and action of learning". According to (Jeffery, 2017), intrinsic motivation in students and metacognitive awareness, when combined, will have an impact on improving students' academic aspects. Previous research studies have also concluded that learning motivation is important in supporting student achievement in the classroom.

Furthermore (Bakar, 2022) explains motivation is the overall driving force within students that gives rise to learning activities that ensure the continuity of learning activities and provide direction so that the desired goals can be achieved. According to (Sardiman, 2016), a student who has a high enough intelligence may fail due to a lack of motivation. Each student has a different learning motivation, and there are high and low.

Social studies learning problems are also found in SD Gugus V sub-district Ciracas East Jakarta. Researchers conducted pre-research through data on learning outcomes, observations and interviews so that problems were found regarding low social studies learning outcomes at SD Gugus V sub-district Ciracas East Jakarta. This is evidenced by the problems found, including the social studies learning outcomes of most students who are below the KKM. The acquisition of social studies learning outcomes of grade V students in semester 1 SD Gugus V sub-district Ciracas East Jakarta, which is not optimal. There are 53 students (54%) who score below the KKM and 47 students (46%) who reach the KKM with the predetermined KKM of 70. Problems with the attitude of students there are those who do not do individual or group assignments given by the teacher. Not all students realize and implement discipline in learning.

Low student learning discipline. The teacher has not been able to condition the class properly. Lack of availability of social studies learning facilities and infrastructure. Rules and regulations launched by the school are less enforced.

Information that researchers obtained from the results of observations found many students with low learning discipline seen from behaviours such as the presence of students who are late for school, not all students pay attention to the teacher's explanation, so that when given the task can not do, sometimes there are students cheating on tests, disturbing other friends while doing assignments and disobeying school rules. Such student behaviour reflects that the child has not yet embedded good learning discipline.

Students' motivation and independence in learning are classified as psychological factors that can affect the achievement of student learning outcomes. Students' psychological factors have a big role in influencing the continuity of learning activities (Sardiman, 2016). The success of the learning process can be achieved if students have good motivation to learn (Cahyani et al., 2020). Likewise, learning activities are accompanied by an independent learning attitude, so students will be responsible for their learning and have a high desire and discipline so that the achievement achieved will be maximized (Asmar, 2018).

Based on the background of the problem, the researcher examines the problem by conducting a study entitled "the relationship between learning independence and learning motivation with social studies learning outcomes".

## **METHOD**

This research uses an experimental method with an associative quantitative approach, which is an explanation of the presence or absence of influence between various variables based on the size of the correlation coefficient. Furthermore, it is said that correlation research aims to determine whether or not there is a relationship and how far a relationship exists between two or more measurable variables.

This research is ex-post facto research because, in this research, no special treatment is made that manipulates the variables or subjects under study. This research is quantitative, meaning that all data is realized in the form of numbers, and the analysis is based on statistical analysis. This research includes correlation research, which aims to find the relationship between variables

## **RESULT AND DISCUSSION**

### ***The Relationship Between Independence And Learning Motivation***

Based on the results of statistical tests that have been carried out by researchers, it can be understood that the Pearson Correlation value is 0.427, while the Sig. (2-tailed) of 0.000. Thus it can be concluded that independence with learning motivation has a positive relationship of 4.27%.

The results of the above study are in line with Isroah and Sumarsih (2013) that students who have to learn independence actively participate in determining what they will learn and how to learn. Students do

not depend on teachers continuously, but students have their own creativity and initiative and are able to work alone by referring to the guidance they get.

Furthermore, it is said that the attitude of learning independence is very important and needs to be developed in students as individuals who are positioned as learners because, with the growth and development of learning independence, students can do things themselves that can actually be done by themselves with the necessary instructions from the teacher without being controlled or depending on the teacher or others. Conversely, students who do not have to learn independence will depend on others, both friends and lecturers (Rosyidah, 2010).

According to Cobb (in Hutapea, 2013), there are many factors that can affect students' learning independence. These factors include learning motivation, self-efficacy and goals. One of the factors mentioned is learning motivation.

Motivation is one of the factors driving learning independence which is a combination of skills and willingness needed for the development of a learner's thinking. (Nefi et al., 2015) revealed that the greater the motivation, the greater the learning independence caused. Students whose motivation is high will appear persistent and active in the learning process and improve achievement (Tutpai & Suharto, 2017). Motivation is a complex part that influences a person to choose what to spend his time on, how much energy to solve a problem, and how persistence the person overcomes difficulties in the learning process (Bakar, 2014).

### ***The Relationship Between Learning Independence And Social Studies Learning Outcomes***

Based on the results of statistical tests that have been carried out by researchers, it can be understood that the Pearson Correlation value is 0.371, while the Sig. (2-tailed) of 0.001. Thus it can be concluded that independence with learning outcomes has a positive relationship of 3.71%.

This is in line with Slameto (2010), Suyono and Hariyanto (2011) suggest that learning is a process of effort to gain knowledge, attitudes and skills obtained from the results of the experiential process. Furthermore, according to Dimiyati and Mudjiono (2013; 3), "learning outcomes are from an interaction of learning and teaching actions. From the teacher's side, the teaching action ends with the process of evaluating learning outcomes. From the student's side, learning outcomes are the end of the learning process". Meanwhile, according to Winkel (2009), "learning outcomes are evidence of the success that has been achieved by a person". It can be understood that, that learning outcomes are a result obtained by students after student has carried out learning activities and evidence of the success that a person has achieved by involving cognitive, affective, and psychomotor aspects.

Independence in learning is a necessity and demand in education today. In general, there are several reasons related to the importance of learning independence for students, such as the importance of learning independence for students in the learning process due to curriculum demands so that students can face

increasingly complex problems in the classroom and outside the classroom and reduce student dependence on others in everyday life (Fahrادina et al., 2014).

Furthermore (Ningsih, 2016) states that learning independence is very important for students in an effort to minimize the phenomena of less independent learning, such as: not feeling at home studying for a long time in class or studying only before exams, skipping class, cheating, passivity in class. Learning independence will be realized if students actively control everything that is done, evaluate and then plan something more in the learning that is passed and students want to be active in the existing learning process. With the realization of good learning independence, it will certainly contribute significantly to improving student achievement (Suhendri, 2011).

In detail (Nursaptini et al., 2020) stated that learning independence can be shown in various characteristics such as confidence, initiative, responsibility, utilizing various learning resources and applying appropriate learning strategies. This is because students who are able to learn independently are students who can control themselves, have high learning motivation, and are confident that they have a broad and flexible orientation or insight. Usually, students who are flexible, independent, and non-conformist will be able to learn independently, but teacher support and guidance are usually still needed for these students.

Thus, the competencies that are the goal and the main thing that can cause the teaching and learning process to occur are determined by the students themselves. Students seek and choose their own desired competencies. Students can practice to achieve these desired competencies at any time because all activities carried out are no longer dependent on a tutor or teacher.

### ***The Relationship Of Learning Motivasi With Social Studies Learning Outcomes***

Based on the results of statistical tests that have been carried out by researchers, it can be understood that the Pearson Correlation value is 0.624, while the Sig. (2-tailed) of 0.000. Thus it can be concluded that learning motivation with learning outcomes has a positive relationship of 6.24%.

The results of this study reinforce the findings (Bakar, 2022) that motivated students have better learning achievement than unmotivated students. (Bakhtiar, 2022) his research also revealed that student learning motivation greatly affects learning outcomes. Students who have high motivation in learning will devote their abilities to learning rather than playing. (Fitriani, 2020) suggests that learning motivation has a close relationship with learning achievement. Students who have high motivation to learn will be diligent in learning. This is also stated (Istiqomah, 2022) that students who are motivated to learn will clearly be diligent and successful in their learning.

In learning activities, motivation can be said to be the overall driving force within students that gives rise to learning activities, which ensures the continuity of learning activities and which provides direction to learning activities so that the goals desired by the learning subject can be achieved. Furthermore (Zebua, 2021) states that motivation in learning is: (a) determining things that can be used as learning reinforcers, (b) clarifying the learning goals to be achieved, (c) determining the variety of control over learning stimuli,

(d) determining learning persistence. Students who have strong motivation will have a lot of energy for learning activities.

Learning motivation is a trigger factor to further increase interest in learning so that it can improve academic achievement (Syachtiyani, 2021). Therefore, motivation is a very important factor in the learning process so that students are more active in learning. Students who feel motivated will be very happy to learn even in doing the assignments given. Thus, the learning outcomes obtained by motivated students will increase.

### ***The Relationship Between Learning Independence And Learning Motivation With Social Studies Learning Outcomes In Grade V Elementary Schools***

Based on the results of statistical tests that have been carried out by researchers, it can be seen that the value of R (correlation) is 0.635 with R square 0.403 and significance 0.000. Thus it can be concluded that there is a strong positive correlation between learning independence and learning motivation with social studies learning outcomes of as much as 6,355.

Empirical data, after being analyzed, shows that it turns out that the level of learning independence and motivation to learn together has a strong and positive correlation to the learning achievement of students in Class V Gugus V District Ciracas East Jakarta. In other words, the higher the level of children's independence, the higher the learning outcomes. Likewise his learning motivation turn increases learning outcomes.

In terms of the results of the per-variable analysis, it is also proven that learning independence is proven to have a positive correlation with the learning outcomes of students in Class V Gugus V, Ciracas District, East Jakarta. This means that students with a high level of independence in learning have better learning outcomes. The same thing also happened to the learning motivation variable with learning outcomes, it turns out that there is also a strong positive correlation. This means that the higher the learning motivation, the higher the learning outcomes.

## **CONCLUSION**

Research related to the relationship of learning independence and learning motivation with social studies learning outcomes has been successfully conducted. This research was conducted on grade V students in the first semester of SD Gugus V Ciracas District East Jakarta in the 2022/2023 school year with 100 samples. Data were collected through social studies learning outcomes tests. The results of the analysis shows that it turns out that the level of learning independence and learning motivation together have a strong and positive correlation to the learning achievement of Class V students in Gugus V, Ciracas District, East Jakarta. In other words, the higher the level of independence of children, the higher the learning outcomes. Likewise learning motivation which in turn improves learning outcomes.

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