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The Effect of Learning Independence on Arabic Learning Achievement at SDI Terpadu Al-Khairaat Yogyakarta

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ABSTRACT

Learning achievement determines the achievement of a learning objective. One of the factors that affect student achievement is learning independence. Learning independence is one of the important aspects for individuals to regulate their learning process. However, learning Arabic, carried out online, showed low student achievement. Hence, this study aimed to determine the relationship and influence of learning independence on student achievement. The study was conducted at SDI Terpadu Al-Khairat Yogyakarta in February 2022 with a population of 69. The sampling technique uses simple random sampling with a total of 59 students. The data collection instrument uses questionnaires for self-reliance in learning with 3 aspects: emotional, behavioural, and value independence. The number of questionnaire items is 34, consisting of 31 items declared valid and reliable. Based on the linearity results, it shows a significance of 0.602 > 0.05, which can be concluded that there is a linear relationship, while based on the normality test, the data is not normally distributed. The results of the hypothesis test showed a significance level of 0.344 > 0.05, so it can be concluded that learning independence has no significant influence on learning achievement. The effect of learning independence on learning prevalence was 1.6%, while other factors influenced 98.4%.

INTRODUCTION

The quality of education in schools reflects student achievement based on the results of the learning process. The learning process is the stage of cognitive, affective, and psychomotor behavioural changes in students through learning activities. One way to determine student learning success is through their learning achievements (Fitri, 2021; Raharjo, 2012). Learning achievement is a result obtained through activities that result in behaviour change. In this case, learning achievement is interpreted by the level of student success in mastering the subject

matter and is realized with grades. Thus, students who experience learning progress will be seen in good achievement, but conversely, if students do not experience learning progress, they will be seen in poor achievement (Sirait, 2016).

One of the subjects of concern for students in Indonesia who are Muslim is Arabic. In general, the motivation to learn Arabic in Indonesia is to deepen religion, study and explore Islamic teachings from various sources that use the Arabic language. However, Arabic has become part of the subjects taught in formal educational institutions, especially in Islamic institutions. Arabic is an obligation to be taught to students (Hidayat, 2012). Arabic language subjects are directed to encourage, guide, develop, and foster abilities and positive attitudes towards students (Inah &; Khairunnisa, 2019).

Arabic language achievement in cognitive aspects can be measured by tests based on Arabic language competency. Arabic learning achievement is the same as learning achievement in general, which is influenced by external and internal factors (Aryati, Azizah &; Hazmin, 2020). External factors that affect achievement include education, parental attention, school atmosphere and facilities, learning methods, and community circumstances. At the same time, internal factors include physical and spiritual conditions, perceptions and attitudes, intelligence, training and repetition, motivation, interest and independence of learning (Jannah, 2010).

Learning independence can be described as individuals who are actively involved in the learning environment, organize, train, and use their abilities effectively, and have positive motivational beliefs about their abilities in their learning. The characteristics of independent learning include students being able to diagnose their learning needs, taking the initiative to learn, being able to set learning goals, being able to organize their learning activities, viewing difficulties as challenges, having the willingness to utilize relevant learning resources, being able to choose and apply learning strategies, being able to evaluate learning processes and outcomes (Sumarmo, 2004).

Learning independence is a must in today's learning process, as long as the lesson is directed to the future of students, which can be seen clearly in the family and society. Independent learning is a way of learning that provides greater degrees of freedom, responsibility and authority to students in planning and implementing their learning activities. Learning independence requires students to have initiative, activeness and involvement in the learning process to improve learning achievement. Basically, independence is the behavior of individuals who can take the initiative, overcome obstacles/problems, and have the confidence

to carry out learning activities (Dewi, 2020).

Learning independence is influenced by several factors, namely factors that are within themselves (internal factors) and factors that are outside themselves (external factors): 1) Internal factors include the physical condition of students, healthy or unhealthy and psychological factors include talent, interest, independent attitude, motivation, intelligence and others, and; 2) External factors include the family, school and community environment (Mulyadi & Syahid, 2020). The living environment faced by individuals greatly influences the development of a person's personality, both negatively and positively. A good family and community environment, especially in values and life habits, will shape personality, including independence (Rijal & Bachtiar, 2015).

Learning independence can be interpreted as an individual effort to carry out learning activities alone or with the help of others based on their motivation to master certain material and competencies so that they can be used to solve problems they encounter in the real world. Learning independence will have an impact on the ability to solve problems (Sulistyani, 2020), make decisions (Nugroho & Maulana, 2021), think creatively, and think critically (Egok, 2016).

Learning independence needs to be owned by every student because they must be able to build their knowledge (Thoken, et al., 2014). Especially in an online learning situation like today, student learning independence is needed because students cannot only depend on teachers or other people, but students must try to be able to understand the learning material well (Huda, et al., 2019). Based on research by Makur et al. (2021) shows that while online learning shows that learning independence is still relatively low, it is shown that around 50% of students admit that they rarely set goals and learning strategies, not all students evaluate their learning strategies, do not make study schedules and stick to them, rarely study material first before learning begins, rarely reviewing the material that has been given, rarely taking advantage of free time to study learning material, doing exercises that are not school assignments.

The problem of low learning independence is also shown in the Al-Khairaat Integrated Islamic Elementary School or known as SDIT Al-Khairaat which is an Islamic elementary school education institution located in the city of Yogyakarta, precisely at Al-Khairaat SDIT is one of the members of the Integrated Islamic School Network (JSIT) Indonesia region D.I. Yogyakarta and also the best Al-Qur'an school in Yogyakarta. One of the subjects studied by SDIT Al-Khairaat students is Arabic from grade I to grade VII. Arabic language learning is done online by the teacher presenting material in videos uploaded via the YouTube channel and simple modules

shared via the WhatsApp group. Understanding Arabic material in depth and having achievements above the standards set by the school are absolute things for students. However, there are obstacles in the learning process, including striking differences in grades in Arabic subjects between students who understand the material and those who still don't understand the material. Some students cannot listen to the material properly, don't dare to ask questions when they observe difficulties understanding the material and lack discipline in collecting assignments, which causes students to master the material less well. This problem indicates that students lack independence in learning (Siagian et al., 2020). Learning is done online, and lack of student interaction in the learning process and learning that is not enjoyable causes low student learning independence (Hidayat et al., 2020).

Based on the problems above, it is necessary to search whether there is an influence of student learning independence on student achievement. Similar research has previously been conducted, but the context was carried out on high school-level students, so further investigation is needed regarding the effect of independent learning on student achievement in elementary schools.

METHOD

The approach in this study is quantitative with a correlational type. Research activities were carried out from January to February 2022 with a population of 69 students. The sampling technique used simple random sampling, while the sample was calculated using the Taro Yamane formula and obtained from as many as 59 students of class VI SDIT Al-Khairaat. The research instrument used was a learning independence questionnaire instrument. This questionnaire was prepared using the Sasmita theory, which states that independence includes 3 types: emotional, behavioural, and value. (Sasmita 2017). While the learning outcomes data obtained are based on the results of students' daily test scores.

This questionnaire consists of 34 questions with 3 indicators designed to measure the level of independence in learning and learning odd semester exam results from data to measure learning achievement in learning Arabic. The following is the distribution grid of the research questionnaire:

Table 1. Learning Independence Variable Questionnaire Grid

No	Indicators	Sub-Indicators	Item number		Total
			Positive	Negative	
1	Emotional Independence	Learners' emotional connection with themselves	1,2,3	4	5
		The emotional connection of students with friends/other learners	5	6,7	3
		The emotional connection of learners with teachers	8,9,10,11	12	5
		Learners' emotional connection with Parents	13,14	15,16	4
2	Behavioural Independence	Students have confidence so that they can make decisions	17,18,19,21	20,22	6
		Learners have a sense of responsibility	23,24,25	26,27	5
3	Value Independence	Learners can distinguish between right and wrong	29,30	31	3
		Students can distinguish between important and unimportant things	32,33	34	3

This validity test is carried out to account for the accuracy and accuracy of the question items in the research instrument distributed to respondents. The instrument used as a measuring tool in this study is a questionnaire containing as many as 34 questions for the variable of learning independence. Referring to the existing theory that the question item is said to be valid if the coefficient is at least 0.30, while if the question item has a coefficient below 0.30, it is considered invalid (Sugiyono 2018).

Based on the table above, it can be seen that from the number of 34 items that are declared valid, there are 31 items because these items are greater than or equal to 0.300. Valid items are items number 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, and 34. In contrast, there are 3 invalid items, namely items 4, 14, and 33. Invalid items are not used in research and subsequent data calculations. Furthermore, reliability will be tested and obtain the following results:

Table 2. Learning Independence Reliability Test

Cronbach's Alpha	N of Items
,901	34

Based on the reliability test results in Table 3 above, the results for the learning independence variable were 0.901. This result shows that this research instrument is categorized as reliable or has a very reliable level of reliability.

Furthermore, this learning independence questionnaire was distributed through *Google Form* to research respondents. Using regression tests, the data analysis to determine the effect

of learning independence on learning achievement. Previously, prerequisite tests were carried out so that regression tests could be continued, namely normality tests and linearity tests. Based on data processing, it was found that the significance value of learning independence on Arabic learning achievement was 0.006. Thus the data obtained a significance value of less than 0.05, so it was concluded that the data were not normally distributed, and the results of the linearity test between learning independence and Arabic learning achievement carried out obtained a significant result of 0.602, so it can be understood that the data used in this study has Linear relationships.

RESULTS AND DISCUSSION

Arabic is a language that a Muslim must master. So that in education, Arabic gets attention from elementary school (elementary school) to the tertiary level. However, in its implementation, several problems cause student achievement in Arabic language learning not achieving learning objectives.

Based on the results of the analysis, students' Arabic learning achievements are described in Table 3:

Table.3 Descriptive Statistical data

Learning outcomes	N	Minimum	Maximum	Mean	Std. Deviation
	59	30	100	77.71	15.738

The data above shows the learning achievement of 59 students, with the lowest score being 30 and the maximum score being 100. The average of the students' Arabic scores was 77.71, with a standard deviation of 15.738. The average score of students has met the KKM, with a KKM score of 75. There are 17 students whose scores are below KKM. One of the factors that cause the achievement of learning goals is from within the students themselves, namely the independence of student learning. Learning independence is a learning activity that is driven by one's own will, own choice and responsibility without the help of others and can account for their actions (Sanjaya, 2021). Based on the study's results, the analysis of the relationship between student learning independence and learning achievement showed a significant linear relationship with a significance level of 0.602.

After there is a linear relationship between learning independence and learning achievement, the effect of learning independence with learning independence can be known,

which is tested by simple regression test analysis. Based on the hypothesis test with a simple linear regression approach gives the following analysis results.

Table 4. Meaningfulness Test of Learning Independence Regression on Arabic Learning Achievement

ANOVA[a]						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	225.488	1	225.488	.909	.344[b]
	Residual	14140.613	57	248.081		
	Total	14366.102	58			

a. Dependent Variable: Prestasi Belajar

b. Predictors: (Constant), Kemandirian belajar

Based on the analysis results, it showed a significance value of 0.344 > 0.05, so Ha's decision could be rejected. So it can be concluded that learning independence has no significant influence on students' Arabic learning achievement at SDIT Al-Khairaat Yogyakarta.

Table 5. Regression Test of Learning Independence to Arabic Learning Achievement

Coefficients[a]						
	Unstandardized Coefficients	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	Std. Error	Beta		
1	(Constant)	45,631	33,712		1,354	,181
	Learning independence	,345	,362	,125	,953	,344

a. Dependent Variable: prestasi belajar

Based on Table 5, a simple linear regression equation has been obtained as follows:

Y = 45,631 + 0,345X.

- A constant of 45.631 means that the consistent value of the participation variable is 45.631. The regression coefficient shows the intersection point on the Y axis when X is zero; if learning independence = 0, then learning achievement is -45.631
- The regression coefficient X is 0.345, meaning that for every 1% addition of the value of learning independence, the value of learning achievement increases by 0.345.

This equation shows that the independence of student learning also determines the good or bad achievement of students learning Arabic. The results of simple regression analysis show that the regression direction coefficient of the learning independence variable is 0.181 > 0.05, so it can be said that the learning independence variable has no significant effect on the Arabic

learning achievement of class VI students at SDIT Al-Khairaat Yogyakarta.

Furthermore, in the final stage of data analysis, a determination test is carried out to determine the percentage level of influence between learning independence and learning outcomes (Subana, Rahadi, and Sudrajat 2015). The results of the determination test obtained the following results:

Table 6. Learning Independence Determination Test on Arabic Learning Achievement

Model Summary	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.125[a]	.016	-.002	15,751

a. Predictors: (Constant), Kemandirian Belajar

Based on the results of the determination test above, it can be seen that the adjusted R Square value as a result of the determination test between learning independence variables can determine the Arabic learning achievement of class VI students at SDIT Al-Khairaat Yogyakarta with a value of 0.016 or 1.6%. This result indicates that the achievement of learning Arabic is not only influenced by the independent learning factor of students, whereas other factors influence 98.4%. The results of the hypothesis analysis are not in line with the research of Hidayat & Sutirna (2020), independent learning affects learning achievement.

The absence of independent learning on learning achievement can be due to other factors having a greater influence on learning achievement, including the influence of education, superior learning and emotional intelligence (Yuzarion, 2017). Learning achievement that a person has achieved is the result of interaction as a factor that influences both from within (internal factors) and from outside (external factors) of the individual. Internal factors include physical, psychological, and fatigue factors. Meanwhile, external factors that affect learning achievement include the family environment, school environment, and community environment (Syafi'i et al., 2018).

In addition, the factor that plays the most important role in influencing students' learning achievement at school is the teacher/educator (Salsabila & Puspitasari, 2020). Teachers should create a conducive learning atmosphere and avoid anything that will interfere with student learning, encourage students to understand the correct methods and procedures in completing a task, help students manage time, foster self-confidence in students when they can do the assignments given, encourage students to control emotions and not easily panicking when completing assignments or facing difficulties, as well as showing the progress students have

achieved (Rijal & Bachtiar, 2015). In addition, teachers must develop their professional and pedagogical competence as educators (Sudrajat et al., 2020; Susilo et al., 2021). Due to increased student achievement, students also need teacher support in creating an innovative and creative learning atmosphere (Sakti et al., 2019) by utilizing learning media (Pratiwi & Meilani, 2018), designing learning using appropriate and supportive learning methods and models (Anggrella et al., 2023), so that learning is not boring. Students can organize themselves to develop their independent learning.

CONCLUSION

Independent learning has no significant effect on student achievement. Independent learning only has an effect of 1.6% on learning achievement, while the other 98.4% is influenced by other factors such as physical, psychological and environmental conditions. Students who have to learn independence will prepare the material that has been taught and repeat the material presented before, either by reading or discussing it with friends. However, the factor that plays a role in student learning achievement at school is the teacher/educator. Therefore, educators are expected to be able to encourage or develop student learning independence through various innovative and creative ways such as learning methods, appropriate learning models, and learning media that can support the process of learning Arabic because boring learning will affect student motivation to learn which has an impact on learning achievement.

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