The Relationship between Learning Independence and Learning Creativity of 8th Grade Students at SMP N 3 Depok Yogyakarta Academic Year of 2020/2021

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Abstract

This research focuses on two variables, namely learning independence and learning creativity. The purpose of this research was to determine the relationship between learning autonomy and learning creativity of class VIII students at SMP N 3 Depok in the 2020/2021 academic year. The research approach that's used is a quantitative approach with the type of correlation research. The research was conducted at SMP N 3 Depok with a class VIII population. The sampling technique used in this research was proportional cluster random sampling so that the sample consisted of 83 students. Data collection was carried out using a learning autonomy scale and a learning creativity scale through google forms. The test analysis technique uses the product-moment correlation technique. The level of significance used in the analysis of the results of hypothesis testing is determined at 5%. This study indicates that there is a positive and significant relationship between learning autonomy and the learning creativity of class VIII students at SMP N 3 Depok in the 2020/2021 academic year. The correlation coefficient is 0.852 and the significance value is 0.000 or 0.000 <0.005.

Keywords: *Learning Autonomy; Learning Creativity; Students*

Introduction

The development of science and technology in the last ten years has impacted society to experience and witness socio-cultural changes, particularly in the field of education. According to Dwi Siswoyo (2013: 80), every country or nation with the aims to maintain and develop its existence will try to provide more dynamic education system and immediate responses to ongoing changes and trends.

Currently, the world is in an adjustment period from the outbreak of the Corona Virus Disease (COVID-19). Human life is disrupted in all areas, including education. Learning at schools in various countries that were originally conducted face-to-face are now implemented online, either at elementary schools, secondary schools, or tertiary institutions. The government is currently enforcing the transition to online learning system that can be performed at the student's residence. However, the status quo is starting to return to normal. This situation will certainly have an impact on the physical and mental conditions of students. This subsequently affects students' participation in learning and overcoming learning problems.

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Observations made during Educational Practices in July-September 2020 at SMP N (Public High School) 3 Depok showed several problems regarding learning independence, namely students could not choose the learning materials they wanted to learn according to their needs, lack of awareness coming from the students about the responsibilities of the assignments given by the teacher shown by delaying the submission of assignments or even not doing it, the lack of self-confidence of students and self-regulation which can be seen from similar answers to the assignments of each students, and students' difficulties in overcoming their own learning problems.

Eti Nurhayati (2011: 149) stated that the attitude of independence in learning needs to be instilled in students; independence is an attitude and behavior formed as a result of the design of an independent learning process, not an attitude that suddenly presents without one. Strong motivation will encourage students to keep trying to acquire knowledge and skills. Likewise, a lucid learning design will motivate students to achieve the plans or goals that have been prepared. Careful planning is an effective stimulus to encourage students to continue learning in times of rapid developments and changes.

Living in an era of scientific development can very quickly bring both constructive and destructive impact. Rahmat Aziz (2014: 2) stated that creative adaptation is an important aspect as it is the factor that pushes the nation to develop itself in order to keep up with changes in all possibilities that may occur in the future, such as new theories, approaches and ways that are beneficial for life. Without creativity, life will be repetitive with the same patterns.

Based on the results of observations during Educational Practice at SMP N 3 Depok in July-September 2020, teaching and learning was performed online. Problems related to learning creativity were found in students, including their difficulty in comprehending the lesson, the lack of activity in conveying ideas related to the material they had obtained during learning, and their difficulty to solve problems encountered during studying.

Guidance and Counselling teachers have a role to provide services to develop the independence and creativity of students in learning. This is an effort to facilitate students in order to have the ability to choose various alternatives and make decisions, and are able to respond positively to the challenges and opportunities that exist in themselves and their environment.

Guidance and Counseling Services should seek to create conditions where students are able to guide, organize, direct and manage themselves in undergoing the learning process effectively according to their learning objectives. Guidance and counseling teachers can provide assistance in developing students' independence and creativity in learning by providing learning challenges, thinking, and new meaningful experiences.

This phenomenon shows that there is a discrepancy between what should be and the actual situation. The ideal condition is students should be creative in the learning process, such as asking the teacher if there is learning material they have not understood, not being afraid to express opinions, and being able to find solutions to learning problems encountered. Unfortunately, the actual situation is that students seldomly ask the teacher if there is learning material that they do not understand, feel afraid of expressing ideas or ideas, and have difficulty dealing with learning problems.

This study aims to determine the relationship between learning independence and learning creativity performed by 8th grade students at SMP N 3 Depok because in these students, more issues related to independent learning and learning creativity are exhibited.

Research Methodology

A. Type of the Research
This study was correlational quantitative research because this study measured the relation of two variables, namely the learning independence and learning creativity of the students.

B. Time and Place of the Research
This research was conducted at SMP N 3 Depok located at Sopalan, Krodan, Maguwoharjo, Depok, Sleman Regency, Special Region of Yogyakarta 55282. This research was performed for 8 months from November 2020 to June 2021.

C. Target/Subject of the Research
The population of this study was 105 8th grade students at SMP N 3 Depok. The number of samples taken was rounded up to 83 students. 8th grade students consist of 3 classes, each class was sampled where different number of students was taken as a sample according to the number of students in that class.

D. Data, Instrument, and Data Collection Technique
The data collection technique used in this study was questionnaire. The questionnaire applied was an attitude scale test that refers to the Likert scale parameters. The scale used to measure each variable was the Likert Scale model.

There are two kinds of statements with four alternative answers, namely favorable statements with a score of 4,3,2,1 and unfavorable statements with a score of 1,2,3,4. Positive statements (favorable) and negative statements (unfavorable) are divided into four alternative answers regarding the suitability of abilities possessed. This scale uses four predetermined answer choices.

Based on above description, the scoring of each alternative answer item on the scale of learning independence and learning creativity is as follows:

Table 1. Alternative Answer Score

Alternative Answer	Score for Statement	
	Favorable	Unfavorable
Very Compatible	4	1
Compatible	3	2
Less Compatible	2	3
Not Compatible	1	4

Data Analysis Technique

A. Linearity Test
In this study, a linearity test was conducted on the linearity of the relationship between learning independence and the learning creativity of 8th grade students of SMP N 3 Depok. The linearity test was performed with the help of SPSS version 25. If the significance value is <0.05, the relationship between the two variables is linear. On the contrary, if the significance value is >0.05, the relationship between the two variables is not linear.

B. Normality Test
The data normality test in this study used the Kolmogrov-Smirnov (K-S) statistical test with a significance level of 0.05. The normality test used SPSS version 25. If the significance value is > 0.05, the data in the study are normally distributed.

C. Hypothesis Testing Technique

The basis for decision making used the correlation coefficient (xy r) to test whether the hypothesis is accepted is to do a significance test. If the calculated correlation coefficient (xy r) is greater than or equal to the table correlation coefficient (xy r) at a significance level of 5%, the relationship is significant. The hypothesis is rejected if the calculated correlation coefficient (xy r) is smaller than the table correlation coefficient (xy r).

Result and Discussion

A. Result

This research was conducted at SMP N (Public High School) 3 Depok with the research subjects were 8th grade students for the academic year of 2020/2021, which consisted of 4 classes, namely class VIII A to class VIII D. The independent variable in this study was Learning Independence (X), whereas the dependent variable in the study was Learning Creativity (Y).

1. Learning Independence Variable

Data for the learning independence variable were collected through a scale with 34 questions and 83 students as respondents. Based on data processed using the Microsoft Office Excel 2019 program, the highest score is 123 and the lowest score is 72. The results of the analysis show an average (mean) of 95.11, a median of 96, a mode of 90 and a standard deviation of 11.14.

a. Frequency Distribution Table

The frequency distribution is presented in the following cumulative frequency distribution table:

Table 2. Table of Cumulative Frequency Distribution of Learning Independence Variable

No.	Interval Data	Frequency	Percentage
1.	72-79	7	8%
2.	80-87	15	18%
3.	88-95	19	23%
4.	96-103	22	27%
5.	104-11	15	18%
6.	112-119	3	4%
7.	120-127	2	2%
Total		83	100%

Based on Table 2, the highest frequency is in interval class number 4 which has a range of 96-103 with a total of 22 students.
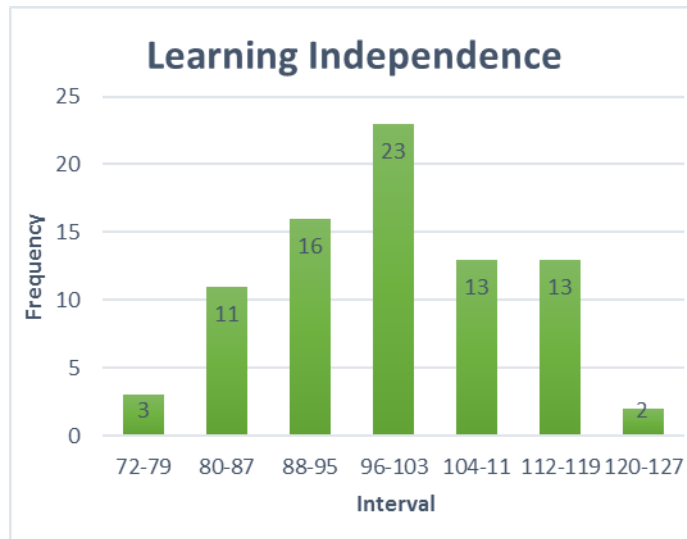
b. Histogram

Figure 1. Frequency Distribution Histogram of Learning Indepence Variable

c. Score Trend Table

Table of trends in the score of the learning independence variable is used to determine the range of scores and the number of respondents categorized into high, moderate or low categories. Based on the calculation of the mean (M) of 95.11 and the standard deviation (SD) of 11.14, categorizing learning independence data can be conducted according to Saifudin Azwar (2010: 109) as follows.

Table 3. Table of Learning Independence Categorization Norm

No.	Score Range	Score Category	Scale
1.	x > (Mi + 1,0 * SDi)	High	x > 106
2.	(Mi −1,0 * SDi) ≤ x ≤ (Mi + 1,0 * SDi)	Moderate	89 ≤ x < 106
3.	x < (Mi - 1,0 * SDi)	Low	x < 89

Based on the formulation and the categorization norm, therefore the score trend table of learning independence variable is as follows.

Table 4. Table of Learning Independence Variable Score Trend

No.	Score Range	Category	Figure	Percentage
1.	> 106	High	13	16%
2.	89 – 106	Moderate	48	58%
3.	< 89	Low	22	27%

Based on the data description of the learning independence variable above, it can be presented in the following pie chart.

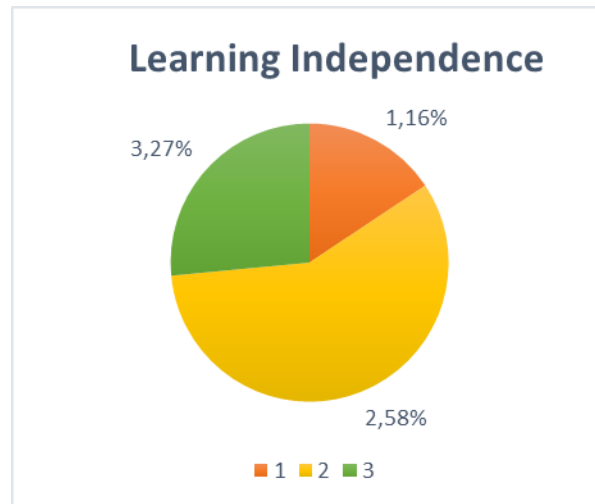**Learning Independence**

1,16%

3,27%

2,58%

■ 1 ■ 2 ■ 3

Figure 2. Pie Chart of Learning Independence Categorization Score

Based on the pie chart and table, it can be seen that Learning Independence of 83 students is distributed into 13 students (16%) have a high trend, 48 students (58%) have a moderate trend, and 22 students (27%) have a low trend. The score of the learning independence variable for 8th grade students of SMP N 3 Depok for the academic year of 2020/2021 is therefore concluded to be in the moderate category.

2. Learning Creativity Variable

Data for learning creativity variables were obtained through a scale with 31 questions and the number of respondents was 83 students. Based on data processed using the Microsoft Office Excel 2019 program, the highest score is 115 and the lowest score is 62. The results of the analysis show an average (mean) of 78.92, median of 77, mode of 73 and standard deviation of 10.34.

a. Frequency Distribution Table

The frequency distribution is presented in the following cumulative frequency distribution table:

Table 5. Table of Cumulative Frequency Distribution of Learning Creativity Variable

No.	Interval Data	Frequency	Percentage
1.	60-67	11	13%
2.	68-75	24	29%
3.	76-83	23	28%
4.	84-91	15	18%
5.	92-99	8	10%
6.	100-107	1	1%
7.	108-115	1	1%
Total		83	100%

Based on the table above, the highest frequency is in interval class number 2 which has a range of 68-75 with a total of 24 students.

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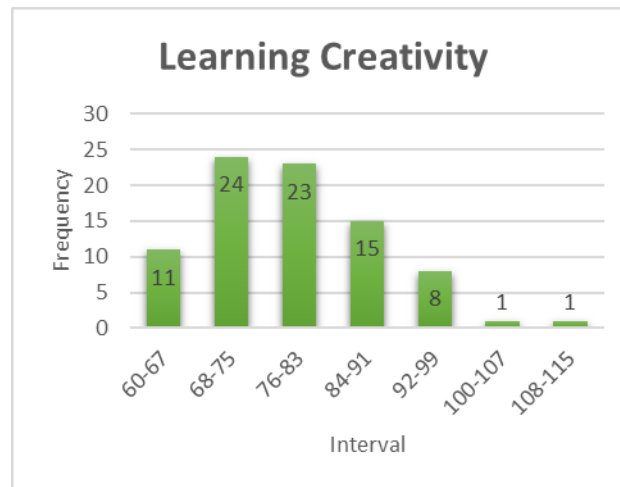
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b. Histogram

Figure 3. Frequency Distribution Histogram of Learning Creativity Variable

c. Score Trend Table

Table of score trend in learning creativity variable is used to determine the range of scores and the number of respondents categorized into high, medium or low categories. Based on the calculation of the mean (M) of 78.92 and the standard deviation (SD) of 10.34, categorizing learning creativity data can be conducted according to Saifudin Azwar (2010: 109) as follows.

Table 6. Table of Norms for Categorizing Learning Creativity

No.	Score Range	Score Category	Scale
1.	x ≥ (Mi + 1,0 * SDi)	High	x ≥ 98,33
2.	(Mi −1,0 * SDi) ≤ x ≤ (Mi + 1,0 * SDi)	Moderate	76,67 ≤ x < 98,33
3.	x < (Mi - 1,0 * SDi)	Low	x < 76,67

Based on the calculations and the categorization norm above, the score trend table for the learning creativity variable is as follows.

Table 7. Table of Learning Creativity Variable Score Trend

No.	Score Range	Category	Figure	Percentage
1.	≥ 98,33	High	5	6 %
2.	76,67 - 98,33	Moderate	43	52 %
3.	< 76,67	Low	35	42 %

Based on the data description of the learning independence variable above, it can be presented in the following pie chart.
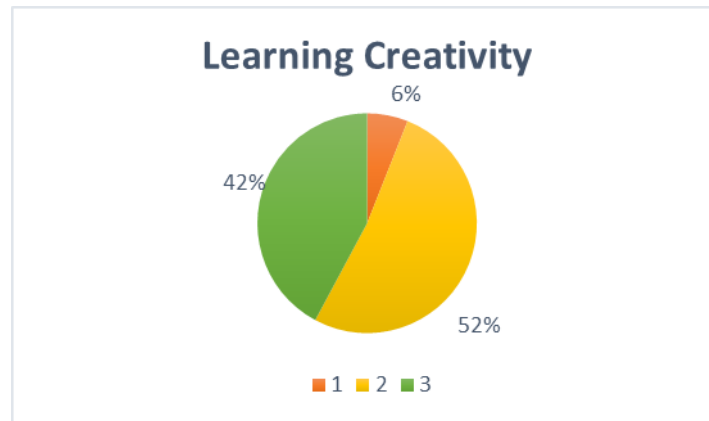
Figure 4. Pie Chart of Learning Creativity Categorization Score

Based on the pie chart and table above it can be seen that the Learning Creativity of 83 students is distributed into 5 students (6%) have a high trend, 43 students (52%) have a moderate trend, and 35 students (42%) have a low trend. The score of the learning creativity variable for 8th grade students of SMP N 3 Depok for the academic year of 2020/2021 is therefore concluded to be in the moderate category.

Discussion

The results of the study show that there is a positive relationship between independent learning and the learning creativity of 8th grade students at SMP N 3 Depok for the academic year of 2020/2021. It is shown that students who have high learning independence will lead to high learning creativity as well. A complete discussion of the results of the research data analysis is as follows.

1. Learning Independence of 8th Grade Students at SMP N 3 Depok Academic Year of 2020/2021
    Based on the results of the research on 83 students, it is known that 13 students have a high level of learning independence, 48 students have a moderate level of learning independence, and 22 students have a low level of learning independence. Therefore, it can be concluded from the results of the study that the majority of 8th grade students at SMP N 3 Depok have moderate level of learning independence.

    This is in accordance with the research conducted by Dita Hesti Wulandari (2019: 48). Learning independence for students will provide ease for them to determine the future goals and what methods are good to use to achieve them in accordance with the creativity they have.

2. Learning Creativity of 8th Grade Students at SMP N 3 Depok Academic Year of 2020/2021
    Based on the results of the research on 83 students, it is known that 5 students have a high level of learning creativity, 43 students have a moderate level of learning creativity, and 35 students have a low level of learning creativity. Therefore, it can be concluded from the results of the study that the majority of 8th grade students at SMP N 3 Depok have moderate level of learning creativity.

3. The Relationship between Independent Learning and Learning Creativity of 8th Grade Students at SMP N 3 Depok Yogyakarta Academic Year of 2020/2021
    Based on the results of the analysis with product moment correlation, it shows that there is a positive and significant relationship between learning independence and the learning creativity of 8th grade students at SMP N 3 Depok for the academic year of 2020/202. This is shown by the value of r count greater than r table (0.852 > 0.2159) and a significance value of 0.000, which means less than 0.05 (0.000 <0.05). Therefore, this study succeeds in proving the hypothesis which states that "There is a

positive and significant relationship between learning independence and the learning creativity of 8th grad students at SMP N 3 Depok for the academic year of 2020/2021".

Learning independence allows students to acknowledge difficulties or obstacles they may face, thus enabling students to evaluate their own learning. Learning independence is very important for students, especially as the curriculum escalates, students are required to be able to study with or without a teacher. Independent learning does not mean relying on own-self without the help of others, but it means not relying on the teacher's teaching.

Learning creativity will make it easier for students to produce ideas that can help them in the learning process, such as making unique abbreviations to make it easier to learn and memorize material; thus, the material is easy to remember and understand. The learning creativity of students will lead them to grow into independent students through innovation. Students who have the ability and confidence in solving the problems they face will become independent.

Learning independence for students will make them to determine the future goals and what methods are good to use to achieve them. Therefore, the role of learning creativity is needed by students; through learning creativity, students can execute and express their ideas, they will have more confidence in their abilities, and they will become more independent in learning and studying. Finally, it can be concluded that the level of learning independence of 8th grade students at SMP N 3 Depok is moderate and in accordance with the level of learning creativity of moderate students; thus, the level of learning independence of students has a positive and significant relationship towards the learning creativity of students.

Conclusion

Based on the data obtained from the foregoing results of the analysis and discussion, the following conclusions can be drawn:

1. The level of learning independence of 8th grade students at SMP N 3 Depok academic year 2020/2021 is in the medium category. This is based on the value of the relative frequency distribution that shows the students with moderate level of independent learning achieved a figure of 58% of the total sample.
2. The level of learning creativity of 8th grade students at SMP N 3 Depok academic year 2020/2021 is in the medium category. This is based on the value of the relative frequency distribution that shows the students with moderate level of learning creativity achieved a figure of 52% of the total sample.
3. The results of the hypothesis test show that h0 is rejected and ha is accepted, namely there is a significant positive relationship between learning independence and learning creativity of 8th grade students at SMP N 3 Depok with $p < 0.05$; meaning that the higher the learning independence of students, the higher the level of creativity in learning, and vice versa.

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