



Case Study of Students' Independent Learning in Online Science Learning at Nur Ikhsan Ndori Private MTs

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Keywords

Independent learning, Online Science Learning

Abstract

This study aimed to describe students' learning independence in online science learning in grade IX of Nur Ikhsan Ndori Private MTs. This was a descriptive research. The subjects were grade IX students of MTs Nur Ikhsan Ndori. The object was a description of students' learning independence in online science learning. The data collection technique used a questionnaire. The results showed that students' learning independence in online science learning was categorized as good according to the percentage of each indicator. The percentage of confidence indicator was 66% in the good category. The percentage of active indicator in learning was 54% in the moderate category. Finally, the indicator for discipline in learning was sufficient. The learning had a percentage of 54% in the sufficient category, the responsibility indicator had a percentage of 57% in the good category, and the initiative indicator had a percentage of 59% in the good category. The average percentage gain of the five indicators was 58%. This showed that the learning independence of students at MTs Nur Ikhsan Ndori was categorized as good.

INTRODUCTION

Education is a process designed to change a person's mindset towards a better person, and used for younger person to adapt to their environment. Education is also an inseparable part of human life. The Law No. 20 of 2003, Chapter 1 Article 1 reads "education is a planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, noble character, and skills, needed by himself, society, and the country (Republic of Indonesia, 2003). Therefore, the educational process can produce good quality human resources.

In the world of education, the ability of each student is assessed not only from the cognitive aspect, but the character or attitude of a student is also equally important. Character education is something that every individual must have, which serves to distinguish the nature of each person. One of the most important characteristics and the basis for achieving educational goals is independence. Independence is an attitude that arises a person to start or do something. According to Purnomo (2017), independence is a character of a person acquired during his/her development and

that person will continue to learn to be independent in dealing with various situations so that, in the end, he/she can think and act with consideration for himself/herself and others. In this case, the independence that is demanded and required to be mastered by every student is independence in learning where students have the responsibility to regulate and discipline themselves. According to Kaleka & Elly (2018), the character of responsibility includes completing all tasks given by the teacher, while discipline includes working according to time and maintaining comfort during learning activities. According to Mulyadi & Syahid (2020), independent learning is defined as the nature or ability of students to carry out active learning activities that are driven by motives to master certain competencies so that they can solve problems. According to Farida (2012), independent learning is a learning activity that takes the place of one's own volition, self-choice, and responsibility in learning. A student is independent in learning if the student can face the learning difficulties and reduce the habit of depending on other students who are considered capable. It can be concluded that independent

learning is an effort from students to understand the content of the lesson, look for references, and solve problems in their own ways.

Online Learning uses technology. Online Learning is an educational system that utilizes networks (Internet, Local Area Networks, Wide Area Networks) as a method of delivery, interaction, facilities, and is supported by other learning services (Mustofa et al., 2019). In Online Learning, all teaching materials, students' worksheet/discussions, assignments, exercises, and exams are carried out online without having to meet face-to-face between teachers and students to prevent the transmission of the COVID 19. Moreover, it is a learning activity that brings together teachers and students through a network to convey materials and guidance (Rakhmawati, 2020). Via Online, students can learn anytime and anywhere. If students need additional information related to the material being studied, students can access the internet network more easily. Teachers and students can conduct discussions via the internet so that they can broaden their insight. Also, it focuses on students' independent learning. Independence in learning is very important in determining the success in online science learning. Here, students are required to study independently, look for references, and carry out evaluations both on competency tests, assignments, daily tests, and end-of-semester exams. Based on the results of interviews with teachers at the Nur Ikhsan Ndori Private MTs, the online science subjects use WhatsApp to provide materials, assignments, and daily tests, so that students learn independently and students can consult with the teacher via chat when they meet difficulties in learning.

The study aims to describe students' independent Online Learning at the Nur Ikhsan Dori Private MTs using a learning management system according to the school readiness such as whatsapp or google form, as well as an offline learning system in the natural science subjects. Previous research shows that there is a significant influence on student learning activities after the Google Classroom learning system is implemented (Nirfayanti & Nurbaeti, 2019). In line with a study conducted by Waryanto (2006), the advantage of the Online Learning model is that it can be used to convey learning without being limited by space and time, can use various sources that are already available on the internet, and teaching materials are relatively easy to update. Besides that, it further increases the independence of students in carrying out the learning process. The results of a study conducted by Susilawati & Sari (2019) also show that Online Learning media, namely Facebook, can be used as a learning medium that can improve students' learning outcomes.

Learning can happen if there are learning activities. Learning activities can be interpreted as emotional activities that are shown to seek information either independently or in groups, directly or indirectly, which are processed so that there are changes in attitudes, values, and knowledge (Nurdin, 2013). Learning activities can also be interpreted as a learning process within a certain time interval to solve various problems (Suyanto & Jihad, 2013). According to the definition above, it can be concluded that student learning activity is an effort carried out by students independently or in groups that involves thinking or emotional activity that can lead to better changes in attitudes, values, and knowledge. Good learning activities have an impact on good learning achievement as well.

RESEARCH METHOD

The research used descriptive qualitative method. Descriptive research is a study that guides researchers to explore or photograph social situations that will be studied broadly, in depth, and thoroughly. According to Bogdan and Taylor cited by Meleong (2007), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Qualitative research focused on social phenomena. It was based on the belief that knowledge results from social settings.

The qualitative approach aimed to obtain complete information about students' independent learning in Online Learning, which included 5 indicators, namely: confidence, active learning, discipline in learning, responsibility, and initiative. This research was conducted at Nur Ikhsan Ndori Private MTs, in Ndori Village, Ndori District, Ende Regency, East Nusa Tenggara Province. This research was conducted in August – October 2021. The subjects were all students of class IX at Nur Ikhsan Ndori Private MTs, with a total of 20 students. The object was a description of students' independent learning in Online Learning.

The data analysis technique used was descriptive statistical analysis. Here, the data was in the form of scores and then converted to obtain a percentage. According to Sugiyono (2019), in descriptive statistics, data presentations can be done through tables, mean, median, mode, maximum score, and minimum score, which can be presented in the form of tables or diagrams. The following formula was used to calculate the percentage of an answer from students, i.e.:

$$P = \frac{\sum \text{obtained score}}{\sum \text{maximum score}} 100\%. \quad (1)$$

Table 1. Criteria for the percentage of students' independent learning (Purwoko, 2017).

Presentation(%)	Category
76 – 100	Very good
56 – 76	Good
41 – 55	Moderate
21 – 40	Poor
0 – 20	Very Poor

RESULTS AND DISCUSSION

The research results obtained from filling out the questionnaires are used to determine grade IX students' independent online learning. The results

are presented in Table 2. Moreover, students' independent learning is presented in graphical form in Figure 1.

Table 2. Students' independent science learning of class IX students.

No	Indicators of Independent Learning	Percentage (%)	Category
1	Confidence	66	Good
2	Active in learning	54	Moderate
3	Discipline in learning	54	Moderate
4	Responsibility	57	Good
5	Initiative	59	Good
Average		58	Good

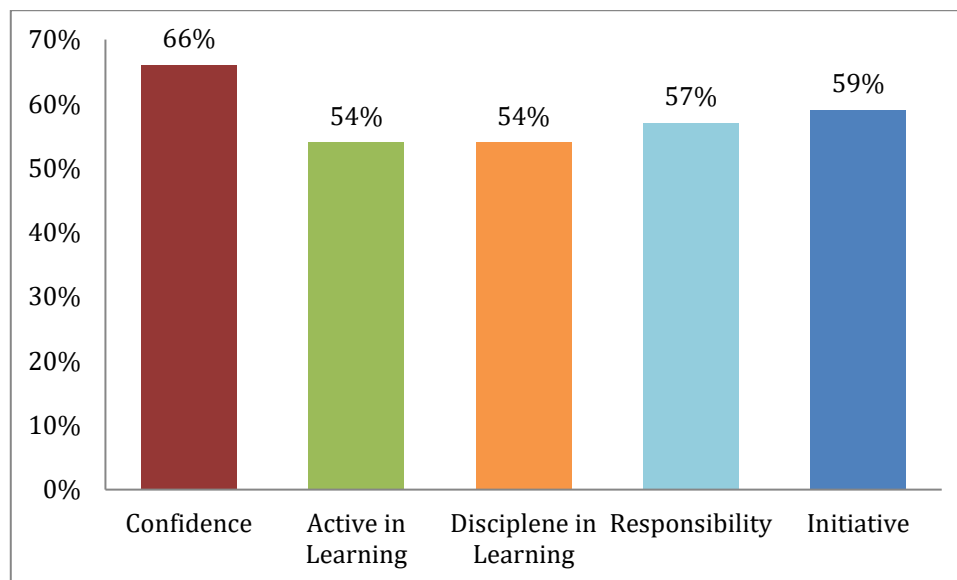


Figure 1. Percentage of independent learning indicators.

Based on the results of the descriptive data analysis, students' independent learning in Online Learning at Nur Ikhsan Ndori Private MTs for 3 indicators, i.e.: confidence, responsibility, and initiative are in a good category, and 2 indicators, namely active and discipline in learning, are in the moderate category. The confidence indicator obtains the highest score of 66%. On the other

hand, the lowest score of 54% is obtained for active and discipline in learning indicators.

The low enthusiasm and discipline of students in learning can be caused by the lack of internet access and also the weak signal strength due to the location of the school, which is close to the hills. In addition, online learning requires internet credit, which can be very expensive. The stability of the

internet access plays an important role to make the Online Learning process run well. Another thing is the lack of students' skills in using information and communication technology. In line with several previous studies, there are many students who do not have an Android smartphone, constrained in providing internet credit, and the school does not have good internet access (Dinda et al., 2021; Darmalaksana et al., 2020; Deno et al., 2020; Kaleka et al., 2020).

The average students' independent learning in Online Learning is in the good category, but individually, some students still have independent learning, which is in the poor category. This is influenced by several factors, such as internal factors that come from the students themselves. After all, some students have positive and negative attitudes. According to Tasaik & Tuasikal (2018), the factors that influence independent learning can be distinguished from two directions, internal and external factors. Internal factors include age and gender maturity factors, while external factors include the family, the education system in schools, and the life system in the community. According to Ali & Ansori (2012), the factors influence students' independent learning are genes or parental heredity, parenting patterns, the education system in schools, and the life system in society.

CONCLUSION

Based on data analysis and discussion, the 5 indicators of independent learning show an average score of 58%. These results show that students' independent learning in Online Learning at Nur Ikhsan Ndori Private MTs is in the good category.

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