

**THE INFLUENCE OF PERCEPTION OF RESOURCES AND  
LEARNING INDEPENDENCE ON STUDENT ACHIEVEMENT**

Muhammad Yusuf, Syamsu Yusuf  
Universitas Negeri Jakarta, Universitas Pendidikan Indonesia

Email:  
muhammadyusufunj@gmail.com  
syamsu@upi.edu

**ABSTRACT**

The development of science and technology requires everyone to be able to use it well for advancement in the era of globalization. Covid-19 Pandemic conditions make students and teachers carry out teaching and learning activities from home. Independence in learning and the perception of learning resources that the teacher is not the only source of knowledge becomes very important to improve student achievement. Thus, difficulties in conducting learning activities that are integrated with technology that can be controlled. However, on the other hand, it remains related to the challenges in increasing student motivation, concentration, and independence on learning tasks; Also, it is also important to provide a way to manage students' perceptions of technology to be effective and efficient in their knowledge. Therefore, research related to the perception of learning resources and independence becomes an important and difficult problem in improving student achievement so that it can compensate for technological development. This research can discuss the source of learning and independence in learning and its effect on student achievement. With the existence of independent attitudes and perceptions of learning resources within students, learning objectives will succeed in achieving what is expected. This research was conducted at Class XI Private Vocational High School Students in the East Jakarta Region. The population used in this study were all students of class XI with a total of 450 students. Sampling used by a purposive sampling technique. The number of samples obtained was 80 respondents. Based on the results of the analysis, there is significance obtained by students from learning resources and learning independence on the learning achievements of social studies students.

**Keywords:**

COVID-19, Independence of Learning, Learning Achievement, Pedagogy, Perception of Learning Resources, Social Studies

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## INTRODUCTION

Science and technology nowadays continue to develop rapidly. This development requires everyone to be able to utilize science and technology well so that they are skilled in living life and can compete positively in the era of globalization.

Plus the condition of the Covid-19 Pandemic that makes students and teachers do teaching and learning activities from home. It requires independence in learning and perceptions of learning resources that teachers are not the only source of knowledge to be very important in improving student achievement. The reason cannot be guaranteed distance learning activities are more effective than face to face meetings. To realize this, it is necessary to improve the quality of education in every discipline, one of which is a social science.

Some academics have paid attention to technological advances in the past several decades. Researchers have tried to develop various learning resources or strategies to help students improve their learning achievement (Hsieh et al., 2011). As the Chu, Tse, and Chow (2011) have shown. An effective perception is needed to foster the main competencies of students; especially concerning learning resources as well as student independence that increases learning abilities.

Schmeck and Lockhart (1983) consider learning independence as a method applied in the learning

process to help students acquire, manage, and integrate knowledge, and solve problems independently. It can be seen that the perception of learning resources has various types of learning.

Mayer (1987) considers that learning strategies must be developed as students age. Nonetheless, researchers have pointed out several problems encountered when applying a learning approach in large classrooms, including difficulties in motivating student learning to learn independently, making students concentrate on learning tasks, helping students connect learning resources with their knowledge beforehand, and carry out learning activities efficiently. (Gülbahar & Tinmaz, 2006).

The advancement and popularity of computer and network technology have solved part of the problem. An integrated learning environment with technology is a real cooperative learning environment, constructivists have many advantages over traditional learning (Bottino & Robotti, 2007); thus the difficulties in carrying out learning activities that are integrated with technology can be resolved. However, it remains a challenge to increase student motivation, concentration, and independence on learning tasks; it is also important to provide ways to manage students' perceptions of technology to be effective and efficient in their knowledge.

Therefore, research related to the perception of learning resources and independence becomes an impo-

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tant and challenging issue in improving student achievement so that it can compensate for technological developments (Woods, 2010), especially amid the Covid-19 pandemic conditions. Experts have identified some effective teaching strategies to increase learning motivation and improve student learning achievement (Schank, 2008). This research can complement the perception of learning resources and independence in learning so that it can improve student achievement (Bran, 2010).

Education plays an important role to ensure the survival of a country and nation because it is a vehicle to improve and develop the quality of human resources. Education is a system designed for humans with specific goals and is a conscious human effort to develop abilities and personalities. Quality education will be born by humans. The realization of quality society is the responsibility of education, especially in preparing students to become subjects who increasingly play a role in showing their strong, creative, independent, and professional advantages to their respective fields. Therefore it is not surprising that the education sector receives attention, treatment, and priority from the government, education managers, the community, and families.

Education can be interpreted as assistance from an adult (educator) to people who are not yet mature to reach maturity. Assistance provided by educators in the form of tutoring

so that it can support student development. Formal education, the provision of assistance, and tutoring are realized in the teaching and learning process in schools. The teaching and learning process when there is an interaction between the teacher and students and between students and students. In this interaction, the teacher plays a function as a teacher, while students act as learners or individuals who learn.

The integration of both functions refers to the learning objectives. One indicator of achieving learning objectives can be seen by looking at the level of achievement achieved by students. Learning achievement is a reflection of learning outcomes achieved after following the teaching and learning process. By paying attention to learning achievement, it can be seen as the ability and quality of students. High and low learning achievement will contribute to achieving the future success of students.

A good learning achievement will make it easier to reach the goal, both in continuing studies and entering the desired workforce, therefore every student needs to try to achieve the maximum possible achievement. Student learning success is influenced by how many factors, in outline, can be divided into 2 types, namely factors from within students (internal) and from outside students (external). Factors from within students include intelligence, talent, independence, self-motivation, self-discipline, and independence.

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While factors from outside students themselves can be in the form of the natural environment, social conditions, economy, school environment, teachers, curriculum, and so on. So in this case the low student achievement can be caused by various factors mentioned above. From these factors, factors within students are important factors in determining learning success, because in the learning process the main target is the student as the subject of learning. External factors that can affect social studies learning achievement are the use of learning resources at school, this includes printed, non printed learning resources, learning facilities, or the environment at school. In addition to gaining experience and for good practice, good learning resources are needed.

The learning process in students will occur both because there are directly taught by a teacher or instructor and some are not taught directly. Students who are not taught directly, students must actively interact with the media or other learning resources. The teacher or instructor is just one of so many learning resources that can allow learning.

The critical success factor in the learning process is students as principals in learning activities. Without awareness, will, and student involvement, the teaching and learning process will not succeed. Thus in the teaching and learning process, students are required to have an independent attitude,

meaning students need to have awareness, willingness, and motivation from within students and not solely the pressure of the teacher or other parties.

With the existence of an independent attitude in students, learning goals will be successfully achieved as expected. So someone's independence in learning will determine the direction of learning and one's learning achievement. Independence will make a student able to study on their own without being told by outsiders in the conditions of the exam or no exam. This includes developing concepts to be applied in real life.

With independence, the students are expected to be able to utilize school and home time using all learning resources both printed learning sources such as books or other learning resources such as films, libraries, Compac Discs, Internet Learning, school environment, and so on. This independence emphasizes learning activities that are full of responsibility so that they can achieve high learning achievement.

One of the subjects given at Vocational High School is social studies subjects. Social studies subjects are given as general teaching programs in grades X, XI, and XII. General teaching programs are intended to equip students as prospective citizens who understand events and understand social relations problems in daily life, while special teaching programs are aimed at equipping students with knowledge about their so-

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cial environment.

Social Science subjects depart from tangible facts or symptoms so that students are expected to have independence in the use of learning resources related to Social Science lessons so that they can be used to add insight or knowledge. Social Science learning achievement is a measure of student success in learning Social Sciences can be said that learning achievement is the final result achieved by students after doing the Social Science learning process.

Based on the description above, researchers researched to find out the problems related to learning resources, learning independence, and learning achievement.

## METHOD

This research was conducted to Class XI Students of Private Vocational High Schools in the East Jakarta Region. The population used in this study were all students of class XI with a total of 450 students. The sampling method used was the purposive sampling technique. The amount of sample obtained 80 respondents.

The research method uses descriptive and explanatory. Collecting data is done through questionnaires. The statements in the questionnaire were measured using a Likert scale. The data that has been obtained is analyzed to obtain information and conclusions can be drawn appropriately and correctly. Thus it is necessary to analyze data following the objectives of the re-

search that has been formulated, as well as to test the hypotheses that have been set. In testing data quality is testing the validity of the instrument. Continue to test the level of data reliability using the Cronbach Alpha indicator. In this study, the data collected were analyzed using the SPSS application. The data collected is then analyzed.

## RESULTS AND DISCUSSION

Social studies achievement data obtained from the respondent's test scores as a sample of 80 students. The lowest value obtained was 63, the highest score was 92, the average score was 77.53, the median was 82, the mode was 80 and the standard deviation was 8.867.

Student perception data on learning resources obtained from questionnaires answered by 80 students produced the lowest score of 62, the highest score of 92, an average score of 74.32, a median of 76, a mode of 75, and a standard deviation of 6.768.

Learning independence data obtained from questionnaires answered by 80 respondents produced the lowest score of 60, the highest score of 96, the average score of 78.32, the median of 78, the mode of 78 and the standard deviation of 9,302

Based on the table above it can be seen that the regression equation for this research model is as follows:

$$LA = 8,442 + 0,282 \text{ PLR} + 0,372 \text{ IL} + e$$

LA = Learning Achievement

PLR = Perception of Learning Resources

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IL = Independence Of Learning  
 e = Error

Where the results of the regression above can be explained as follows:

Constant which has a value of 8.442 in the reexamination results show that the learning achievement variable is worth 8.442 when the other independent variables are of constant value.

Regression coefficients for each variable:

- 1) The variable of perceptions of learning resources is 0.282. This shows that each addition of one variable perception of learning resources will increase learning achievement by 0.282.
- 2) The regression coefficient for the learning independence variable shows the number 0.372. So that it can be interpreted for each additional learning independence as much as one will increase learning achievement by 0.372.

T-test or partial test is performed to determine the effect of independent variables on the dependent variable. Decision making for the t-test is done by comparing the results of the statistical tests with the t table and by looking at the significance of each variable. The table value used is 1.664, where the results are obtained from a degree of freedom 95 on alpha for a two-sided test of 0.05. Determination of the degree of freedom 95 is from the number of samples that is 100 minus the number of variables that is 5. If

the statistical test results are greater than 1.664 or smaller than -1.664 with a significance below 0.05 then the variable is declared influential. Where based on the results of the coefficient on the SPSS output that can be seen in the table shows the following results.

Table 1. T-Test  
**Coefficients**

Model	T	Sig.
1 (Constant)	3.490	.001
PLR	2.881	.005
IL	2.932	.004

Dependent Variable: LA

Source: SPSS, 2020

The first hypothesis in this study regarding the effect of perceptions of learning resources on learning achievement. Variable perception of learning resources (X1) obtained the results of the statistical test T of 2.881 greater than the value of table 1.664. With a significance of 0.005 smaller than 0.05. Based on this it is known that the variable perception of learning resources affects the learning achievement variable.

The second hypothesis in this study regarding the effect of learning independence on learning achievement. The learning independence variable (X2) gets the results of the statistical t-test of 2.932 greater than the table value of 1.664. With a significance level of 0.004 smaller than 0.05. This shows that the learning independence variable has a significant effect on learning achievement.

The coefficient of determination shows how much the ability of the

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research model in describing the influence between variables that exist in the study. The determination coefficient test results in the SPSS program are shown in the output model summary in the following table.

**Table 2. Determination Coefficient Result Table**  
 Model Summary

Model	R	R Square	Adjusted R Square
1	.667 <sup>a</sup>	.445	.420

- a. Predictors: (Constant) Perception Learning. Resources Independence of Learning
- b. Dependent Variable: Learning Achievement

Source: SPSS, 2020

Based on the results of the coefficient of determination it is known that the Adjusted R Square gets a result of 0.445. Where this shows the independent variable can explain the variable of learning achievement of 44.5%. While the remaining 55.5% is explained by other variables not included in this study.

Through the results of research on the influence of perceptions of learning resources and learning independence it is known that from the respondent as many as 80 vocational students in East Jakarta get the following results.

**The effect of students' perceptions on learning resources (X1) on social studies achievement (Y)**

The results of the study above conclude that students' perceptions of learning resources have had a positive influence on the improvement of social studies learning achievements of students in private vocational schools in East Jakarta. This implies that students' perceptions of student learning resources have a significant influence on the improvement of students' social studies learning achievement in private vocational schools in East Jakarta.

Perception means an analysis of how to integrate our application to things around individuals with existing impressions or concepts, and then recognize the object. Learning does not have to be attended by the teacher. In learning, students can use learning resources available at school, whether in the form of books, magazines, libraries, laboratories, and other activities that can be a source of learning and an event. Students must actively seek and interact with learning resources.

Learning resources are any materials that can be used to help teachers and students achieve their goals. Learning resources are important because they can help expedite the Teaching and Learning Process. The teacher is not the only source of learning even though the task, role, and function of the teacher in the teaching and learning process is very important.

According to Mulyasa (2003: 49) in the diversity of the nature and usefulness of learning resources can be formulated as follow:

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1) Is opening the way and developing insight into the teaching and learning process taken, 2) Is a technical guide and operational steps to explore in a way thorough scientific mastery thoroughly, 3) Provide illustrations and examples relating to aspects of the field being studied, 4) Providing guidance and illustrating the relation of scientific fields being studied with various other scientific fields, 5) Informing some discoveries that have been made by other people who are related to certain scientific fields, 6) Showing various problems that arise and are a consequence logical in a scientific field that requires the ability to solve from those who devote themselves in that field.

### **Effect of Learning Independence (X2) on Social Studies Achievement (Y)**

From the results of existing research and theory, it can be concluded that the independence of learning has a positive influence on improving social studies learning achievements of students in private vocational schools in the area of East Jakarta. That is, there is a high degree of independence that has had a positive influence on improving social studies learning achievement of private vocational students in the East Jakarta region.

The critical success factor in the learning process is students as principals in learning activities. Without awareness, will, and student involvement, the teaching and

learning process will not succeed. Thus in the teaching and learning process, students are required to have an independent attitude, meaning students need to have awareness, willingness, and motivation from within students and not solely the pressure of the teacher or other parties.

Various factors can determine learning achievement, one of those factors is independence which is a need and reaches a certain goal. Meanwhile, according to Tuada et. al (2020) Independence, which is defined as self-standing, is the ability to stand on one's own feet with courage and responsibility for all human behavior in carrying out obligations to fulfill his own needs. Likewise, according to Effendi (2019) Mandiri is a state of being able to stand alone without being dependent on others. Independence will encourage students to achieve and be creative. Students who have an independent attitude will be more daring to decide things about themselves free from the influence of others, able to take the initiative and develop creativity, and stimulate better achievement. With an independent attitude in students, learning goals will be successfully achieved as expected. So someone's independence in learning will determine the direction of learning and presentation of one's learning. Independence will make a student able to study on their own without being told by outsiders in the conditions of the exam or not the exam. This includes developing concepts to be applied in real life.

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## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the analysis results, information was obtained that:

1. There is a significant influence on students' perceptions of learning resources on the learning achievements of IPS students. This is evidenced by the acquisition of  $t$ -count = 2.881 and Sig. 0.005 < 0.05. These results are following previous studies, students must actively seek and interact with learning resources. Learning resources are any materials that can be used to help teachers and students achieve their goals.
2. There is a significant influence of learning independence on social studies learning achievement. This is evidenced by the acquisition of  $t$  value = 2.932 and Sig. 0.004 < 0.05. These results are following previous studies, Independence will encourage students to achieve and be creative.

### Suggestion

Students' perceptions of learning resources have a significant influence on student achievement in social studies. To optimize student learning achievement in social stud-

ies, it must be done by increasing the quality of students' perceptions of learning resources and student independence by involving the active role of teachers, parents, principals, and surrounding environments.

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