



THE EFFECT OF LEARNING INDEPENDENCE ON CLASS XI ACCOUNTING STUDENTS' LEARNING OUTCOMES IN THE TRADING COMPANY ACCOUNTING SUBJECT AT SMK BINA PROFESI PEKANBARU

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ABSTRACT

This paper discusses the effect of independent learning on class XI accounting students' learning outcomes in the learning subject of trading company accounting at SMK Bina Profesi Pekanbaru. The research uses a type of quantitative descriptive research. The sample was 32 accounting students from class XI in the academic year 2022/2023. Data were collected through questionnaires and documentation, which were subsequently analyzed through simple linear regression data analysis techniques and the coefficient of determination. The results indicate that independent learning had a positive and significant effect on learning outcomes with an effect of 40.9% and the rest was influenced by other factors, which were not discussed in the research like students' motivation. Thus, it can be concluded that students' learning outcomes will increase if there is independent learning carried out by the students themselves. Hence, it is expected for teachers to improve student's learning outcomes by concerning more on increasing the independence of the students themselves.

Keywords: independent learning, students' learning outcomes, trading company accounting

PENGARUH KEMANDIRIAN BELAJAR TERHADAP HASIL BELAJAR SISWA KELAS XI AKUNTANSI PADA MATA PELAJARAN AKUNTANSI PERUSAHAAN DAGANG DI SMK BINA PROFESI PEKANBARU

ABSTRAK

Tulisan ini membahas pengaruh kemandirian belajar terhadap hasil belajar siswa kelas XI akuntansi pada mata pelajaran akuntansi perusahaan dagang di SMK Bina Profesi Pekanbaru. Penelitian menggunakan jenis penelitian deskriptif kuantitatif. Sampel penelitian adalah 32 siswa dari satu kelas XI akuntansi tahun ajaran 2022/2023. Data dikumpulkan menggunakan angket dan dokumentasi, yang kemudian dianalisis menggunakan teknik analisis data regresi linier sederhana dan koefisien determinasi. Hasil penelitian menunjukkan kemandirian belajar berpengaruh positif dan signifikan terhadap hasil belajar dengan pengaruh sebesar 40,9% dan sisanya dipengaruhi oleh faktor lain yang tidak dibahas dalam penelitian seperti motivasi belajar siswa. Dengan demikian maka dapat diambil kesimpulan bahwa hasil belajar siswa akan meningkat apabila terdapatnya kemandirian belajar oleh siswa itu sendiri. Maka dari itu, diharapkan kepada guru untuk meningkatkan hasil belajar siswa dengan cara lebih berfokus pada memberi perhatian terkait peningkatan kemandirian siswa itu sendiri.

Kata Kunci: kemandirian belajar, hasil belajar siswa, akuntansi perusahaan dagang

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INTRODUCTION

Education is a conscious effort to develop oneself, through education humans can obtain a lot of knowledge. According to Aini and Taman (2012) one of the goals of education is to prepare students who have academic and professional abilities so that they can develop their abilities and apply them in society. But currently there are

still many problems in the world of education that can hinder the expected achievement. Educational problems are the top priority to solve, one of which concerns the problem of learning outcomes. To overcome the problem of education, a good learning process is needed. Through a good learning process, students will

gain knowledge, skills, and provisions that can be seen from the learning outcomes.

Learning outcomes are something that can be seen or measured. Rauf, *et al* (2020) argue that learning outcomes show the true abilities of students who have experienced the process of transferring knowledge from someone who can be said to be mature or have knowledge. So with learning outcomes, one can know to what extent students can capture, understand, possess a particular subject matter. If a person's behavior does not change after learning, it means that the learning process has not yet occurred. Changes that occur can be in the form of positive or negative behavior changes depending on the learning objectives. Learning outcomes indicate the level of skills and competencies of each subject that are important to learners, thus allowing them to learn further in the context of personality formation. Learning outcomes can be measured or known by conducting an assessment that shows the extent to which it has been achieved, whether expressed in numbers, letters or statements. To assess a student's learning success at school, it is necessary to assess the student's academic assessment during the education period from the daily test score. According to Khadijah, *et al* (2020) children's intelligence in school is characterized by students' completeness in understanding and following the material that has been taught in the classroom which can be measured from test scores. The high learning outcomes of trading company subjects, especially at SMK Bina Profesi Pekanbaru, are an expectation for all parties, both from students, parents or the school.

Based on the training scores of class XI accounting students in the accounting subjects of trading companies at SMK Bina Profesi Pekanbaru, there are still 8 people with an average score of 67.34. Based on pre-research through direct observation at SMK Bina Profesi Pekanbaru at the time of the introduction to the school environment, it is suspected that there are still some learning problems in students, namely: students' responsibility for their assignments is still lacking, when doing assignments they rely on friends who are smarter or understand lessons faster. Some students still see their friends' work

when doing practice/evaluation questions, they lack confidence in doing their own questions.

The high and low learning outcomes are influenced by many factors, both factors from within the student and factors from outside the student. According to Egok (2016) there are 2 factors that affect learning outcomes, namely factors from within (internal factors) and factors from outside oneself (external factors). Factors from within students include: intelligence, critical thinking ability, motivation, health, and how to learn and learn independence. Meanwhile, external factors include the family environment, school environment, and community environment. This research only focuses on internal student factors, namely related to how students learn independently. Menurut Safitri and Pujiastuti (2020) One of the factors that affect learning outcomes is student learning independence.

The independence of learning that students have, encourages students to be able to act independently without relying on others. Learning independence can be a solution to the problem of low learning outcomes. According to Wahyuningsih (2020) learning independence is something that is needed to support learning success in daily learning activities both at home and at school This research aims to determine the influence of learning independence on student learning outcomes in trading company subjects at SMK Bina Profesi Pekanbaru , so that it can be an input and encouragement to students to learn independently in the learning process to achieve good learning outcomes. and become a material for teacher consideration in the learning process, especially in improving student learning outcomes by paying attention to student learning independence.

The results of previous studies stated that learning independence determines student learning outcomes. According to Aliyah, *et al* (2017) in their research concluded that learning independence has a significant influence on student science learning outcomes. In addition, according to Riyanti, *et al* (2021) in their research concluded that learning independence has a positive and significant effect on mathematics learning outcomes of grade IV SDN students

throughout Kabumen District for the 2020/2021 school year.

Based on this description, researchers are interested in conducting a study entitled "The Effect of Learning Independence on the Learning Outcomes of Class XI Accounting Students in the Accounting Subject of Trading Companies at SMK Bina Profesi Pekanbaru".

LITERATURE REVIEW

According to Aunurrahman (2019) "Learning is a process carried out by individuals to obtain a new change in behavior as a whole, as a result of the individual's own experience in interaction with his environment. According to Purwanto (2014), learning outcomes can be understood by looking at the two words that make them up, namely "Results" and "Learning". A result is defined as an acquisition obtained due to an activity carried out or a functional change in input due to a process. Meanwhile, learning is an effort made to get a change in behavior. The change in behavior is called learning outcomes. Meanwhile, according to Fahminur, *et al* (2017) learning outcomes show the true ability of students who have experienced the process of transferring knowledge from someone who can be said to be mature or have knowledge.

From the definition according to some experts, it can be concluded that learning outcomes are changes in student behavior that can be observed and measured in the form of knowledge and skills as a result of learning.

According to Karwono Dan Mularsih (2017) factors that affect learning outcomes include:

1. Individual Internal Factors

Factors from within the individual who learns are in the form of factors that process and process the environment so as to produce behavioral changes as a result of learning. Internal factors can be grouped into two, namely:

- a. Physiological factors include: normal and deformed physical state or strong and weak body.
- b. Psychological factors are conditions of different ways of responding to external impulses that have an impact on different learning outcomes. Internal factors in the form of psychological characteristics include:

intelligence, emotions, talents, motivation and attention.

2. External Factors

External factors are factors that are outside or commonly referred to as the environment. Environments can be grouped into other forms:

- a. The physical environment consists of: geographical, schoolhouse, playground market, and so on.
- b. The psychic environment includes: aspirations of hopes, ideals, and problems encountered.
- c. Personal environments include: peers, parents, teachers, community leaders and so on.
- d. Nonpersonal environments include: houses, appliances, trees, mountains, and so on.
- e. The institutional angle and its influence on the process of the results of the study, the environment consists of: the family environment, the school environment, and the community environment.

Fahminur, *et al* (2017) also argue that good learning is influenced by various components, especially how students' activities as learning subjects. In learning, it is influenced by various aspects, some of these influences come from within the student, and some come from outside the student himself. All of these factors will affect success in learning. Menurut Safitri and Pujiastuti (2020) One of the factors that affect learning outcomes is student learning independence.

Based on the opinions of several experts, it can be concluded that there are two factors that affect student learning outcomes, namely external factors and internal factors, one of the internal factors of learning outcomes is learning independence.

Learning independence

Wahyuningsih (2020) learning independence is something that is needed to support learning success in daily learning activities both at home and at school. Students' learning independence is very necessary so that they have the responsibility to organize and discipline themselves, in addition to developing their learning abilities. As for other opinions, it states that learning independence is an attitude or

trait possessed by students to be able to meet their own learning needs without relying on others. Learning independence has a big influence on learning outcomes, if student learning independence increases, student learning outcomes will also increase Suhaila, *et al* (2018). According to Nuridawani, *et al.* (2015) stated that learning independence is an efficient and effective step in maximizing students' abilities without having to rely on teachers, so that the teaching and learning process is more optimal. If the higher the student's learning independence, the higher the learning success achieved by the student.

Another opinion, Learning independence can be interpreted as the nature and ability that students have to carry out active learning activities, which are driven by the motive to master something competence that has been possessed. Determination of competencies as learning goals, how to achieve them well, determination of learning time, places of learning, ways of learning, learning resources, and evaluation of learning outcomes carried out by students (Aini and Taman, 2012).

From some of the theories and opinions of the experts above, it can be concluded that learning independence is the nature of students in learning activities consciously without relying on others as an effort to encourage learning success and can be applied in solving problems in everyday life.

According to Sugianto, *et al* (2020) the factors that affect learning independence include the following: 1) Internal factors are factors that affect students' learning independence from within, including: (1) Discipline, will make students more and more interested in managing time. Students understand the character they already have. (2) Confident, students will be more courageous in facing problems. Students can face the problem at hand. (3) Encouragement, students will be stronger for memory in the brain. Students can have broad insights. (4) Responsibility, students will have the ability to solve problems. Students can be responsible for the problems they face. 2) External factors are factors that affect students' learning independence from the outside. includes: (1) Customs, students must be familiar with the customs in their respective regions.

Students can understand the material that has been delivered before. (2) The surrounding community, students can provide a forum for change for the community for the better. Students have above-average abilities. (3) Natural conditions, students must take care of the nature around them so that they can be perfectly maintained. Students can reap the rewards they already have for these natural resources. According to Djaali (2017) states that internal factors that affect learning independence include: 1) Self-concept. Students are accustomed to learning when they already understand the material obtained by the teacher. 2) Motivation. Students will always develop pre-existing interests. 3) Attitude. Students reflect positive behavior when in the community. While external factors that affect learning independence include: 1) The surrounding environment. It is this factor that affects students in school. 2) Community factors. Factors that can provide a positive attitude by students. 3) school faculators. Determining factors for students to provide better change and 4) Family factors. The most decisive and most important factor is that students have a boost when going to school. According to mulyadi, *et al* (2020) factors that greatly affect a person's independent attitude are grouped into two, namely factors from within, namely physiological factors that include talents, interests, independent attitudes, motivation, intelligence, and others. Meanwhile, outside factors include family, school, and community.

REASERCH METHOD

This research uses quantitative method. Quantitative methods are studies that describe the quantitative data obtained concerning the state of the subject or phenomenon of a pupulation. This quantitative descriptive method is also used to test certain theories by examining the relationships between existing el variabs. The opulation pin this study is all students of grade 11 Accounting SMK Bina Profesi Pekanbaru. Based on data from the school, it is known that the total number of students who take trading company subjects is 32 people. According to Suharsimi (2014) said that if the subject is less than 100, then the entire population becomes a research sample, but if the population is larger than 100 people, then 10-15%

or 20-25% of the total population can be taken. Based on this study because the total population is not greater than 100 students, the researcher took all the existing population numbers, namely 32 students. Data collection techniques are using questionnaires and documentation. Questionnaires are used to see the level of independence (X) of student learning through primary data or data taken directly or indirectly given to respondents without intermediaries so that the data used is in the form of raw data. Documentation is used to obtain data stored in material in the form of documentation, namely in the form of secondary data which is population data on the names of class XI Accounting students of SMK Bina Profesi Pekanbaru and student learning outcomes obtained from the average daily test scores of accounting subjects of trading companies. This

study uses analisis regresi linier sederhana data analysis technique, namely to determine the influence of free variables on bound variables. In addition it uses Uji t. The t-test basically shows whether all independent variables have a partial influence on the dependent variables.

RESULTS AND DISCUSSION

To look for the influence of learning independence on student learning outcomes using a simple linear regression analysis. Simple linear regression analysis is based on a functional or causal relationship between one independent variable and one dependent variable. Based on the results of calculations using SPSS version 22 it is known that simple linear regression can be seen from table 1 below:

Table 1. Coefficient Regression Simple independence Learn Against Learning Outcomes

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	16,831	14,832		1,135	0,265
	Independent Learning	0,945	0,207	0,640	4,561	0,000

From the results of statistical calculations above, the significance value of the influence of learning independence is obtained, which is $0.000 < 5\%$. Based on these data, it is known that the significance value is below 5% (0.05). This can be interpreted to mean that the variable of independence of learning (free) affects the variable of learning outcomes (bound).

Here's a simple linear regression equation in this study as follows:

$$Y = 16.831 + 0.945 X$$

The equation above can be interpreted as follows:

- 1) The value of the constant (a) of 16.831 in the equation $Y = 16.931 + 0.945 X$ indicates that if the value of the learning independence variable (X) is assumed to be zero (0), then the learning outcome variable (Y) is 42.209.
- 2) The Regression coefficient value (X) of learning independence was 0.945. Shows that if the value of the variable (X) of learning independence increases by one (1) unit, then

the value of the variable (Y) of learning outcomes will increase by 0.945 and vice versa. Positive value efficiency means that there is a positive relationship between learning independence and student learning outcomes, the better a person's learning independence, the better the learning outcomes.

Through a simple regression analysis, the hypothesis test is carried out as follows:

a. Partial Test (T Test)

The T test in this study was conducted to test whether variable independent (learning independence) had a partial effect on the dependent variable (learning outcomes) of acceptance requirements or rejection of the hypothesis, namely if the sig value. < 0.05 sig. < 0.05 or $t_{count} > t_{table}$, then it can be concluded that H_0 is rejected, while H_a is accepted. If the value of sig. > 0.05 or $t_{count} < t_{of\ the\ table}$, then it can be concluded that H_0 is accepted, while H_a is

rejected. The test results can be seen in table below :

Table 2. t Test Results

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16,831	14,832		1,135	0,265
	Independent Learning	0,945	0,207	0,640	4,561	0,000

Source: SPSS Processed Data 22, 2022

Based on table 2 it is known that learning independence has a t_{count} of 4,561 and a significance of 0,000. While the t_{table} is 2,042. Which means that $t_{count} > t_{table}$, which is $4,561 > 2,402$. While $sig. 0.000 < 0.05$. then it can be concluded that learning independence has a partial positive effect on student learning outcomes in class XI Accounting in the subject of trading company accounting at SMK Bina Profesi Pekanbaru.

b. Test R^2 (Coefficient of Determination)

The coefficient of determination is used to measure how much variation in an independent variable is able to contribute to a dependent variable in percentage units. The percentage indicates how much an independent variable can explain a dependent variable. The greater the coefficient of determination, the better the independent variable in describing the dependents. Consider table coefficient of determination below:

Tabel 3. R2 Test Results (Coefficient of Determination)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,640 ^a	0,409	0,390	7,23014

Based on the calculation results with the help of SPSS 22, an R Square value of 0.409 or 40.9% was obtained. This means that the percentage of influence exerted by the independent variable (learning independence) on the dependent variable (learning outcomes) is 40.9%. While the remaining 59.1% was influenced by other variables that were not discussed in this study such as: student learning motivation.

Discussion

The Effect of Learning Independence on The Learning Outcomes of Class XI Accounting Students in the Accounting Subjects of Trading Companies at SMK Bina Profesi Pekanbaru

This research was conducted to determine the significant influence of learning independence on the learning outcomes of class XI Accounting

students in the accounting subjects of trading companies at smk bina profesi pekanbaru. So to determine the effect of learning independence on student learning outcomes, a hypothesis test using the t test obtained a calculated t value of 4,561 and its significance of 0.000. Meanwhile, $sig. 0.000 < 0.05$. then it can be concluded that learning independence has a partial positive effect on the learning outcomes of class XI Accounting students in the accounting subjects of trading companies at SMK Bina Profesi Pekanbaru. From the calculation results with the help of SPSS 22, an R Square value of 0.409 or 40.9% was obtained. This means that the percentage of influence exerted by the independent variable (learning independence) on the dependent variable (learning outcomes) is 40.9%. While the remaining 59.1% were influenced by other variables that were not discussed in this study such as: external factors of students. The results of

this study are in accordance with the results of research conducted by Aliyah, *et al* (2017) which show that there is an influence of learning independence on student learning outcomes. This result is also in accordance with research conducted by Riyanti, *et al* (2021) showing that learning independence affects student learning outcomes. Next is in line with research conducted by Faizah and Subroto (2021) In their research concluded that learning independence affects learning outcomes. The same thing was also revealed by Bungsu, *et al* (2019) there is a significant positive influence of learning independence on mathematics learning outcomes, this can be interpreted as student learning independence will improve their mathematics learning outcomes.

The results obtained show that students' learning independence has an important role as a factor that affects student learning outcomes. This is supported by the theory proposed by Safitri and Pujiastuti (2020) One of the factors that affect learning outcomes is student learning independence. So that student independence will have a major effect on student learning outcomes. If the higher the student's learning independence, the higher the learning outcomes will be. Nurfadilah and Hakim (2019) stated that independence emphasizes learning activities that are full of responsibility for success in learning. There needs to be an emphasis on learning activities by informing students that responsibility for learning success is important so that the increase in learning independence continues to occur and students get good learning outcomes. Therefore, the existence of learning independence will be able to provide encouragement for students to carry out learning activities by obtaining maximum learning outcomes.

CONCLUSIONS AND RECOMMENDATION

Based on the results of the research and discussion previously described, it can be concluded that there is a significant positive effect of learning independence on accounting learning outcomes for class XI students in the trade company accounting subject at SMK Bina Profesi Pekanbaru. This shows that the higher the student's learning independence, the higher the

learning success achieved, and vice versa. With the contribution of the influence given by independent learning on student learning outcomes of 40.9%. While the remaining 59.1% is influenced by other variables not discussed in this study such as: student motivation.

1. Researchers recommend to students that with this research students should always maintain and improve learning independence in learning so that better learning results can be achieved. By increasing awareness that having high learning independence will have a good effect on student learning outcomes.
2. Teachers should be able to further improve the implementation of learning that is able to produce optimal student learning independence. Teachers are required to be able to create pleasant learning conditions and use various learning methods to increase student learning independence.
3. For future researchers, the results of this study can be used as information material in developing further research. And for future researchers to be able to develop regarding the factors that influence learning outcomes from indicators of student learning independence.

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