

## **The Relationship Between Self-Control and Learning Independence During the Covid-19 Pandemic**

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### **ABSTRACT**

Independent learning is a form of desire and a sense of being able to learn on one's own accord, whether in the presence or absence of other people, to decide learning goals in terms of knowledge, skills, and attitudes in solving problems. Individuals who have good learning independence will have good self-control so that they can control their actions both consciously and unconsciously. This study aims to determine the relationship between self-control and learning independence during the Covid-19 pandemic in SMA Negeri 4 Pekanbaru students. This study involved 123 students of SMA Negeri 4 Pekanbaru who were selected using a stratified random sampling technique. The measuring tool used in this study is the self-control scale, which consists of 16 items compiled by Sari (2022). And the learning independence scale totals 11 items compiled by Sari (2022). Data analysis used the Spearman Rho correlation analysis technique, the results of the analysis test obtained a coefficient of  $r = 0.053$ . This explains that there is an insignificant positive relationship between self-control variables and learning independence in SMA Negeri 4 Pekanbaru students.

**Keywords:** Self Control; Independent Learning; Students

### **INTRODUCTION**

The ability to learn based on responsibility, self-confidence, initiative, and things that motivate themselves either in the presence or absence of other people's encouragement related to mastering a competence that contains aspects of knowledge, skills, and attitudes used in finding a way out of a problem is the meaning of Nurhayati's learning independence (2011). Mujiman (2011) interprets the attitude and intelligence by a student in active learning triggered by the reason of the student himself in mastering an ability is learning independence. The impulse form of active learning is based on the intention and reason to be competent in a field to face a problem with the knowledge possessed and the ability to determine learning time, learning area, learning tempo, how to rhythm and how to learn, and evaluate learning carried out by the individual himself. The

following are the results of data obtained by researchers when making online observations, there were 30 participants of Pekanbaru State High School students who were randomly selected, the media used for data collection was a google form. After data collection is complete, the following results are obtained:

No	Emerging Behavior	Percentage
1	Not serious about participating in online learning	83,3%
2	Not listening to the material seriously	80%
3	Avoiding online learning	76,7%
4	Skipping classes during online learning	76,7%
5	Not doing assignments	73,3%
6	Copy a friend's task	90%
7	Searching when doing tests/exams	63,3%
8	Manipulating answers with the help of the internet	73,3%
9	Not preparing when going to online classes	83,3%
10	Behave poorly when participating in online learning	66,7%
11	Feeling online classes don't need to be taken	80%
12	Feeling lazy to explore the material	76,7%
13	Not making good use of learning resources	60%
14	Not taking notes during online learning	76,7%
15	Easy to give up during online learning	70%
16	Don't have complete book references	73,3%
17	Difficulties during online learning adaptation	80%
18	Not repeating the material obtained	90%

The results of a random survey of public high school students in Pekanbaru show that the online learning method is still ineffective so that many behaviors arise that lead to negative consequences. This is evidenced by the emergence of non-serious behavior following learning as much as 83.3%, not listening to material seriously as much as 80%, avoiding online learning as much as 76.7%, skipping classes when online learning as much as 76.7%, not doing assignments as much as 73.3%, copying friends' assignments as much as 90%, searching during tests/exams as much as 63.3%, manipulating answers with the help of the internet as much as 73.3%, not preparing when going to online classes as many as 83.3%, behaving poorly during learning as much as 66.7%, feeling that online classes do not need to be followed as much as 80%, feeling lazy to explore the material as much as 76.7%, not utilizing learning resources as much as 60%, not taking notes during learning as much as 76.7%, easy to .

The problems obtained from the survey above are also found in the field of research. Researchers realized that in the place where the research was carried out, students also had problems with their learning independence, such as not being serious when participating in learning to collecting homework which was always ineffective.

## LITERATURE REVIEW

Factors of Learning Independence Djaali's (2017) opinion regarding internal factors in influencing learning independence consists of self concept, motivation, attitude, interest and students habits. Self-concept refers to a person's self-view of matters related to one's knowledge and feelings towards one's attitude, which will be formed later a perfect self-concept, so that the individual is restless and does not understand about himself is called self-concept. An individual's view of his person is formed from events that have been experienced and obtained from interactions between individuals and their environment. Motivation, when the physical and psychological drive of individuals to do things that are useful in meeting the needs of achieving goals, then motivation occurs. In accordance with Suryabrata's (2013) explanation of the condition in individuals that make a person encouraged in activities and achieve certain goals is a form of learning independence.

Attitude is defined in various forms of things, where there are differences between one another. A good learning attitude can result in a more frequent routine, in contrast to when the learning attitude is not good. The role of attitude does not only affect an individual's point of view and how one sees circumstances. A good learning attitude is also related to liking and encouragement. Therefore, when other factors are the same, individuals who have a good learning attitude will be more diligent so as to produce satisfactory results compared to individuals who have a poor learning attitude. Interest as a sense of liking and attraction to something or activity naturally without coercion. Basically, interest means accepting a relationship that occurs by the individual self to things that exist outside himself. When the relationship is getting closer, the interest that exists will be even greater. One form of expressing interest is to express and show an individual's interest in something more than others, and can be realized by engaging in an activity including learning activities. Learning habits primarily regulate individual attitudes in the individual himself every time he is studying, because habits show a strong drive. Generally, a person's actions occur on a force of habit to learn, which makes something happy to be done continuously. Therefore, reinforcing or strengthening habits will result in action.

Ghufron & Rini (2012) explain that self-control as the ability to compile, guide, regulate and direct forms of behavior that can lead to positive consequences, where in this case the positive consequences caused are the emergence of interest in learning in school students. This is of course one of the important factors to encourage and improve the learning behavior of students. Low learning independence in most students such as not focusing on participating in online learning is certainly not the only factor behind not achieving maximum learning, other factors from within students of course also affect this problem, call it self-control. Recognition of a decent growing experience during web-based learning depends on how students can handle themselves during the developing

experience, students who can handle themselves during the educational experience will demonstrate positive ways to behave on the grounds that they can create, guide, demonstrate as well as direct the types of behaviors that can lead to positive outcomes. Individual self-control should be consistently improved, given the fact that high wisdom will bring many positive benefits to himself.

According to Talib (2010) people who control themselves will decide and take ways that force to behave to create something interesting and distance themselves from unwanted results. From these statements and some research results in the field on online learning, it can be said that students who do not take online learning seriously have a low level of self-control, while students who have high self-control can follow online learning well and efficiently.

### **Types Of Self-Control**

Ghufron & Rini (2012) explain that the three kinds of qualities of self-control, namely excessive control, lack of control, and precise control. namely: Over control or excessive control if it occurs in the individual, will result in many obstacles from the stimulus received, Under control or lack of self-control as a person's tendency to do a push without thinking long first, Appropriate control is individual wisdom in controlling himself from existing impulses.

### **Aspects of Self-Control**

Aspects such as the following:

- a. Ability to control behavior
- b. Ability to control stimulus
- c. Ability to anticipate an event or occurrence
- d. Ability to interpret events or occurrences
- e. Ability to make decisions.

## **METHODS**

This quantitative method uses a Likert scale in the form of a summated ratings scale so that it can contain favorable and unfavorable statements. The numbers for the self-control scale start from always (SL) with a score of 4, often (SR) with a score of 3, never (P) with a score of 2, and never (TP) with a score of 1, and learning independence starts from strongly agree (SS) with a score of 4, then agree (S) with a score of 3, then disagree (TS) with a score of 2, the last is strongly disagree (STS) with a score of 1. The research subjects in this study were students from SMA Negeri 4 Pekanbaru having a population of 1233 students who were students from SMA Negeri 4 Pekanbaru. . The sample required from this study amounted to 10% of the total population, so that the sample of this study was 123 people. The sampling technique used is stratified random sampling, which is the process of sampling through the division of the population into strata.

## RESULTS AND DISCUSSION

Based on the results of research to analyze using SPSS 20.0 For Windows, the answer was obtained that there was a relationship between self-control and learning independence of students of SMA Negeri 4 Pekanbaru, data collection using 16 items of self-control and 11 items of learning independence distributed to 123 students. Judging from the scale value in processing alpha cronbachs, self-control of 0.635 and learning independence of 0.795 after being run.

The categorization carried out to sort out different groups in stages with aspects measured using the categorization formula on the self-control scale in the table above showed that as many as 123 subjects, randomly selected per class, with 47 men and 76 women. In this study had a very low self-control score as much as 100 percent categorization on the learning independence scale. The data obtained explained that the majority of research subjects had a moderate level of learning independence as much as 8% and were in the very low category as much as 99.2%. Then to see the course of the data normally, a normality test was carried out in this study.

From the output of demographic data, it can be seen that the majority of the subjects of this study are women totaling 76 female students and then the remaining subjects are male totaling 47 students. Researchers took subjects from tenth to twelfth grade in a random way. The age demographic data above shows that students aged 15 years as many as 37 respondents, and aged 16 years as many as 47 respondents, 33 respondents for the age of 17 years and at the age of 18 years as many as 6 respondents. Hypothetical data can be found that the mean value on the self-control scale is 80 with a standard deviation of 13.33, while the average value obtained for the learning independence scale is 55 with a standard deviation of 9.17. It can be seen that empirical data obtained using SPSS with the average value of the control scale is 45.15 and standard deviation is 5.529. While the average score on the learning independence scale is 31.56 and the standard deviation is 3.567.

Categorization on the self-control scale described the majority of subjects in this study as having very low self-control as much as 100 percent. Categorization on the learning independence scale describes the majority of subjects in this study as having moderate learning independence as much as 0.8 percent and the very low category with a score of 99.2 percent. The linearity test performed shows a linear relationship between the two variables. The normality test that has been done by researchers is useful to see if the data is normally distributed, there is no significant difference between the number of subjects used in terms of the value of  $p > 0.05$  which indicates the normality of the data and  $p < 0.05$  indicates abnormality of the data. This study used the Spearman Rho correlation hypothesis, the results of the analysis test obtained a coefficient of  $r = 0.053$ .

These results explain that there is a positive insignificant relationship between self-control and learning independence in students of SMA Negeri 4 Pekanbaru. The weaknesses of research realized by researchers that can have an impact are described from the entire research, namely: 1). The media used by students is only in the form of online-based forms, so some students find it a little difficult to fill out the questionnaire due to network constraints and the level of seriousness when filling out questionnaires that are considered less than optimal. 2). The items used by the researcher may not be so many that students do not have a wide range of answers.

## CONCLUSION

Researchers concluded from the analysis that has been carried out in this study that there is a relationship between self-control and learning independence during the COVID-19 pandemic in students of SMA Negeri 4 Pekanbaru. This relationship shows that the lower the self-control that exists in students, the lower the learning independence possessed by the students. Based on the existing description, it can be concluded that the researcher's hypothesis regarding the relationship between self-control and learning independence during the COVID-19 pandemic in Pekanbaru State High School students is accepted.

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