LEARNING INDEPENDENCE OF ISLAMIC BOARDING SCHOOL STUDENTS

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ABSTRAK

Penelitian bermaksud untuk mengidentifikasi profil kemandirian belajar peserta didik kelas sembilan di Muhammadiyah Boarding School Kebumen. Penelitian kuantitatif deskriptif digunakan dalam penelitian ini. Sejumlah 50 orang dijadikan sampel penelitian. Data dikumpulkan dengan Teknik angket kemandirian belajar. Analisis kuantitatif deskriptif digunakan untuk menganalisis data penelitian. Temuan penelitian menunjukkan bahwa profil kemandirian belajar peserta didik kelas sembilan di Muhammadiyah Boarding School Kebumen termasuk dalam kategori tinggi. Kemandirian belajar yang ditinjau dari jenis kelamin memperlihatkan hasil bahwa perempuan memiliki kemandirian belajar lebih baik daripada siswa laki-laki. Adapun kemandirian belajar yang ditinjau dari aspek yang mempengaruhinya diinformasikan bahwa aspek yang paling mempengaruhi kemandirian belajar yaitu kemampuan kognitif dan lingkungan peserta didik lebih dominan dibandingkan aspek motivasi dan perilaku.

Kata kunci *:* kemandirian belajar, peserta didik, pesantren

ABSTRACT

The research aims to identify the learning independence profile of eighth grade students at Muhammadiyah Boarding School Kebumen. Descriptive quantitative research was used in this research. A total of 50 people were used as research samples. Data was collected using the learning independence questionnaire technique. Descriptive quantitative analysis was used to analyze research data. Research findings show that the learning independence profile of eighth grade students at Muhammadiyah Boarding School Kebumen is in the high category. Learning independence in terms of gender shows that women have better learning independence than male students. As for learning independence, which is viewed from the aspects that influence it, it is informed that the aspects that most influence learning independence, namely the cognitive abilities and environment of students, are more dominant than the motivational and behavioral aspects.

Keywords: *Learning independence, students, Islamic boarding school*

INTRODUCTION

In the current era of globalization, the challenges of life in society, nation, and state are increasingly being felt. Maturity and readiness in facing global life is very important to be able to compete with other nations in the world. In this context, education has a very important role in providing students with preparation to face these challenges. Through meaningful learning, students' competencies can develop optimally, as well as being equipped to face the challenges of life and their lives in the future (Murwaningsih & Fauziah, 2022).

The success of the learning process is determined by effectiveness in achieving learning competencies, and choosing the right learning method can help students achieve the desired learning goals and create an empowering learning environment. According to Friendha (Yuanta, 2020), choosing the right learning method can create a pleasant learning atmosphere and allow students to develop creativity. Apart from that, the use of appropriate learning methods is also very important in achieving quality learning.

According to Rifqi (Festiawan, 2020), The use of learning methods can affect improving student learning outcomes. In the teaching and learning process, many factors influence the achievement of student learning outcomes, both from within and from the external environment. By using appropriate and appropriate methods, student learning outcomes can improve. This is also in line with Marselina's views (Wali et al., 2020), which states that the use of appropriate and appropriate learning methods in the learning process can improve students' understanding of concepts and student learning outcomes.

Learning strategies should be focused on strategies that encourage students to realize the potential that exists within them. In this way, students can develop themselves independently in the learning process. Students are expected to be active in learning activities, not only in the classroom but also outside the classroom independently. This independent attitude has great benefits in life now and in the future because with an independent attitude, students can face challenges and realize their desired goals. Therefore, teachers need to carry out learning that can increase student independence (Febriana et al., 2014). During the learning process, students are encouraged to explore and understand material

concepts independently. A high level of learning independence is expected to increase students' ability to process information both individually and in groups. Choosing an appropriate learning strategy is also one of the factors that can influence the level of student learning independence (Sukmawati et al., 2019).

According to Kadarsih, learning independence involves students' ability to set goals independently, direct the learning process, design learning strategies, select learning resources, make academic decisions, and carry out various activities to achieve their learning goals (Kadarsih, 2015). Students should not depend completely on the teacher in the learning process. To understand the subject matter, students need to have the ability to seek additional knowledge from various learning sources such as books, the internet, etc. Therefore, an independent attitude in the learning process is shown more by the individual's motivation to learn.

Based on observations made by researchers at MIBS Kebumen, there are several problems, including a low level of understanding, a lack of student interest in Fiqh lessons, a monotonous learning model, and students relying more on memorization than understanding the lesson material. The problem of learning independence at MIBS is not only related to individual learning, but more to students' ability to control learning goals, learning resources, learning programs, material studied, and learning methods, without strict supervision from teachers or school regulations.

Looking at some of the problems above, it will most likely have an impact on reducing the learning independence of the younger generation. This lack of learning independence can affect the child's personality. In the long term, children's responsible attitudes can fade or even disappear. Another impact of a lack of learning independence is the inability to achieve learning goals and lack of student knowledge due to a lack of understanding. Therefore, it is important to develop independent learning to form a quality generation.

One way to overcome the challenges of student learning independence is to apply a Mind Mapping-based learning model. Mind Mapping is a writing technique that uses colors and visual elements, which can be done individually or in groups. In Mind Mapping, there is a central idea or image that becomes the

center. Then, the main ideas are explored and linked back to the central idea (Buzan, 2015).

According to Hyerle and David (2012), *Mind Mapping or thought map is a visual representation of thought patterns*. This concept is based on simple but unique and interconnected images, which can communicatively convey complex ideas, emotions, analytical arguments, discoveries, and works of art only. Implementing independent learning in students has a positive impact on their intellectual development, helps them become emotionally independent, and allows them to be themselves (Tiarawati et al., 2016).

Based on several previous studies, it was found that the application of the mind map learning method can result in an optimal and better increase in academic abilities or student learning outcomes compared to conventional learning. To achieve high-quality learning outcomes, a quality learning process and the ability to apply learning methods that suit classroom needs are needed. Therefore, it is important to conduct research that investigates the effect of the mind map learning method on student learning outcomes to find out whether there is a relationship between the two.

This research uses a quantitative approach and an experimental research type with a Nonequivalent (Pretest and Posttest) Control Group Design. The quasi-experimental design model was chosen because this research was conducted on class IX students at MIBS Kebumen consisting of 50 students, who were then divided into two groups, namely the experimental group and the control group. Before receiving treatment, both groups underwent an initial test as a pretest. The sampling model used in this research is purposive sampling. Then, the experimental group was given treatment in the form of group guidance using the Mind Mapping model, while the control group received group guidance using the conventional model. After the treatment was given, both groups were tested using a test as a posttest.

DISCUSSION

The sample size for this research consisted of 50 students from class IX at MIBS Kebumen. To test the effect of using Mind Mapping on student learning

independence, the independent variable is Mind Mapping, while the dependent variable is learning independence. The following is a table that presents statistical description data.

Table 1. Description of research data for variables X and Y

Descriptive Statistics					
	N	*Minimum*	*Maximum*	*Mean*	*Std. Deviation*
Pretest Eksperimen	25	72	106	92.40	10.046
Posttest Eksperimen	25	84	116	102.12	9.329
Pretest Kontrol	25	74	108	94.16	9.835
Posttest Kontrol	25	76	110	95.84	9.660
Valid N *(listwise)*	25				

The table above presents descriptive statistics for the pretest and posttest in the experimental group and control group, each consisting of 25 students. The experimental group had a higher mean score on both pretest and posttest than the control group. Minimum and maximum scores in both groups and tests varied (between 72 and 116). The standard deviation shows that the test scores within each group and test have a moderate spread (between 9.329 and 9.835). Using the information contained in Table 1 above, the following researcher presents a table of learning independence categories for class IX students at MIBS Kebumen.

Table 2. Distribution of experimental class posttest learning independence

Category	Scale	Frequency	Percentage (%)
Very high	$X > 97,5$	17	68
High	$90,5 < X \leq 97,5$	5	20
Medium	$59,5 < X \leq 90,5$	3	12
Low	$52,5 < X \leq 59,5$	0	0
Very Low	$X \leq 52,5$	0	0
Total		25	100

Based on the data in table 2, it can be seen that the number of students who have a very low level of learning independence is 0 students, while there are 0 students with a low level of learning independence. There are 3 students with a moderate level of learning independence, 5 students with a high level of learning independence, and 17 students with a very high level of learning independence.

Based on the average student learning independence, it can be concluded that the learning independence category for the Experiment class is in the very high category with a percentage of 68%. Below, the researcher also presents a table of learning independence categories in the control class.

Table 3. Distribution of control class posttest learning independence

Category	Scale	Frequency	Percentage (%)
Very high	$X > 97,5$	11	44
High	$90,5 < X \leq 97,5$	8	32
Medium	$59,5 < X \leq 90,5$	6	24
Low	$52,5 < X \leq 59,5$	0	0
Very Low	$X \leq 52,5$	0	0
Total		25	100

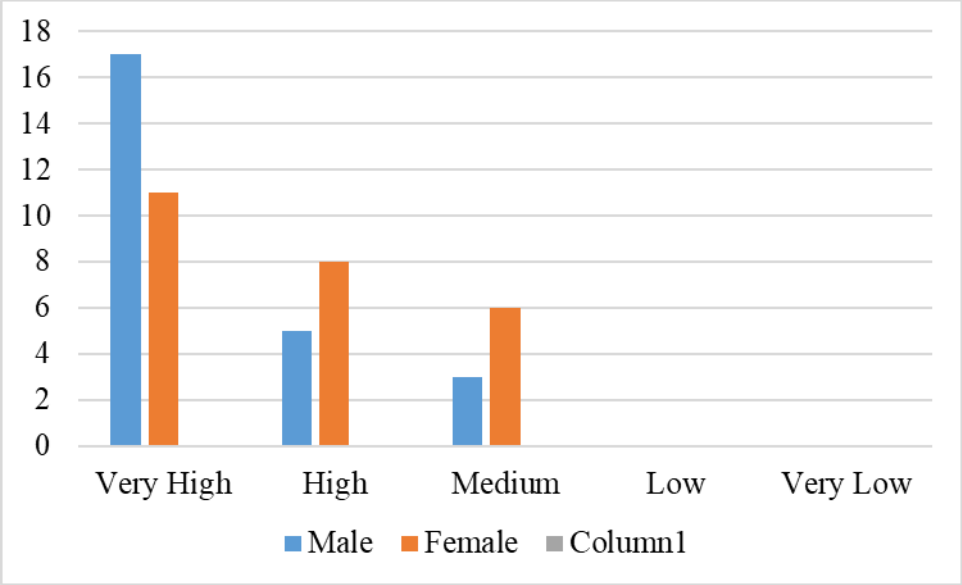
Based on the data in table 3, it can be seen that the number of students who have a very low level of learning independence is 0 students, while there are 0 students with a low level of learning independence. There are 6 students with a moderate level of learning independence, 8 students with a high level of learning independence, and 11 students with a very high level of learning independence. Based on the average student learning independence, it can be concluded that the Control class learning independence category is in the very high category with a percentage of 44%.

After comparing the two tables above, it can be concluded that the learning independence category in the experimental class is much higher than the control class. This can be seen from the percentage obtained, where the percentage of independent learning in the experimental class was 68%, while in the control class it was only 44%. Researchers analyzed data based on student gender in terms of learning independence. The following is data on student learning independence presented based on gender.

Table 4. Learning independence based on gender

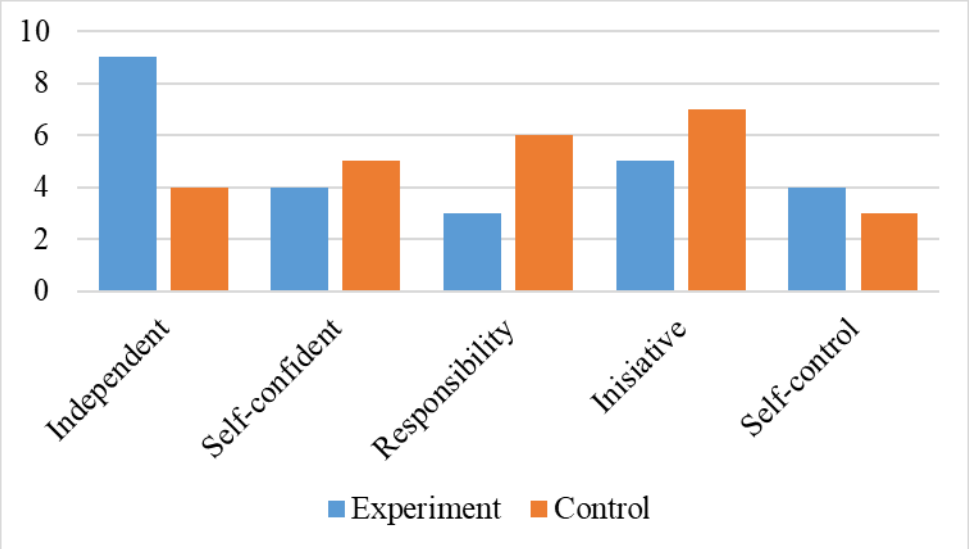
Gender	Independence Category				
	Very High	High	Medium	Low	Very Low
Male	11	8	6	0	0
Female	17	5	3	0	0
Total	28	13	9	0	0

The total research sample was 50 people, with 25 male students and 25 female students. For male students, there are 0 people with learning independence in the very low category, 0 people in the low learning independence category, 6 people in the moderate learning independence category, 8 people in the high learning independence category, and 11 people in the very high category. tall. Meanwhile, for female students, there are 0 people with learning independence in the very low category, 0 people in the low learning independence category, 3 people in the moderate learning independence category, 5 people in the high learning independence category, and 17 people in the self-reliance category. study very high. To compare the learning independence between male and female students, the researcher presents Graph 1 which contains data on the learning independence of male and female students.



Graph 1. Learning independence based on gender

From graph 1 it can be seen that the learning independence of female students is better than the learning independence of male students. The average category of learning independence for female and male students is the same, namely in the very high category. The difference lies in frequency, where female students have a higher frequency in the category of better learning independence. Then the researcher Next, the researcher was interested in observing differences in learning independence based on indicators of learning independence. The following is a graph of indicators of learning independence in the experimental class and control class.



Graph 2. Learning independence based on learning independence indicators

Graph 2 provides an explanation of the level of learning independence based on learning independence indicators. Indicators of learning independence consist of not depending on others, self-confidence, responsibility, initiative and self-control.

In the experimental class, the dominant indicators of learning independence are not depending on other people and taking initiative. When you see indicators of not depending on other people, it means that students can rely on themselves

and learn independently without relying on encouragement from other people. Meanwhile, the initiative indicator means that students have the motivation to solve their own problems and have creative ideas when studying.

Meanwhile, in the control class, the dominant indicators were self-confidence and responsibility. When looking at self-confidence indicators, it means that students have strong self-confidence and are not easily influenced by peers, and are active in the learning process. Meanwhile, in the responsibility indicator, students can carry out tasks well and are able to make decisions.

This research aims to determine the effect of using the Mind Mapping model on the learning independence of class IX students at MIBS Kebumen. Based on the research results, it was found that the learning independence of class IX students at MIBS Kebumen reached 97.5, which is in the very high independence category. The difference between the two classes lies in the frequency, where the experimental class has 17 students with very high independence, while the control class has 11 students with the same category. However, in the profile of learning independence based on gender, it was found that female students had better learning independence than male students. In addition, in terms of indicators of learning independence, it was found that the experimental class was more dominated by indicators of not depending on others and initiative, while the control class was more dominated by indicators of self-confidence and responsibility.

The results of this study are similar to the results of research conducted by Sukmawati et al. (2019) which shows that student learning independence tends to be high. The differences between these two studies are caused by differences in the student populations involved in the two studies. Study from Sukmawati et al. (2019) involving students from vocational school level who have a better level of self-control and emotional maturity than junior high school students. This allows vocational school students to demonstrate independent learning behavior as well as better motivation and cognition than junior high school students. In addition, in this study, it was found that learning independence had a significant relationship with the moderator variable, namely gender. This finding is in line with the results of previous research by Agustina et al. (2019), states that there is a significant

relationship between age and gender and students' learning styles. These findings are also strengthened by Budi's research (Astuti, 2019) which concluded that there were significant differences between age and gender and independent learning styles.

The use of the Mind Mapping learning model has a positive effect in increasing students' activeness in searching for and understanding the material being studied. This has an impact on students' better absorption of understanding and ultimately has a positive effect on their learning outcomes. This model adopts an approach where the subject matter is not delivered directly to students, but rather students are given the opportunity to explore in the learning process. In this process, students act as learning subjects, not just as passive listeners. Sutrisno (2023) explained that Mind Mapping can encourage students to be more courageous, creative and free in their work. This model provides freedom for students to express themselves.

Based on the existing hypothesis, it can be concluded that there is a positive influence from the use of the Mind Mapping model on student learning independence in class IX at MIBS Kebumen. Sulisawati & Putra (2020) explained that the application of Mind Mapping learning can develop students' creativity through making mind maps about the subject matter that has been discussed. Apart from that, according to Rinjani (2019), The implementation of the learning model using the Mind Mapping model has proven to be effective in improving students' self-regulated learning. Research conducted by Kustian (2021) also stated that the use of various innovative learning models, including Mind Mapping, can improve students' creative thinking abilities compared to conventional models. The results of this research prove that the average student learning outcomes after using the Mind Mapping learning model are higher than the conventional model. Therefore, it can be concluded that the application of the Mind Mapping learning model has a positive influence on student learning outcomes.

CONCLUSION

In this research, an analysis has been carried out on the effect of using the Mind Mapping model on student learning independence at MIBS Kebumen in the 2023/2024 academic year. The results of the analysis show that there is a significant influence from the use of Mind Mapping in increasing student learning independence. This is proven by the significance value of 0.024 which is smaller than the confidence level of 0.05 (Sig. 0.024 < 0.05).

There is a comparison between the level of learning independence of students in the control class and the experimental class. In the control class, there was a comparison with the level of student learning independence which achieved a posttest score of 95.84. On the other hand, in the experimental class, there is a comparison with the level of student learning independence which reached a posttest score of 102.12. These results indicate that the Mind Mapping model has a positive impact in facilitating student learning independence. By using this technique, students can organize and connect concepts visually, which can help them understand the subject matter better and improve their ability to learn independently.

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