RELATIONSHIP BETWEEN READINESS FOR INDEPENDENT LEARNING WITH STUDENT LEARNING ACHIEVEMENT IN HIGH-DISTANCE EDUCATION

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ABSTRACT

As a student in distance education, Universitas Terbuka (UT) students should have independent learning skills, master Information, Communication and Technology (ICT) and be able to manage their own learning because the learning system in distance education emphasizes students to study independently. This article describes the results of research that aims to find whether or not there is a relationship between independent learning readiness that is owned by students with learning achievement as indicated by semester achievement indexes. The study was conducted in the UT Mataram in March-December 2018 with a correlation survey method with instruments in the form of questionnaires. The population is new students in odd semester (2018.) as many as 724. Samples are elementary school teacher education students and education for early childhood education teachers as much as 241. All samples are respondents. The results showed that 78.5% of new students at UPBJJ UT had good self-learning readiness. Meanwhile the coefficient of correlation between the relationship between independent learning readiness and learning achievement is equal to 0.099 at a significance (2-tailed) of 0.165> greater than 0.05 indicating a very weak relationship which means that correlation is not correlated (no relationship) is significant. Recommendations that can be given are new students in addition to being given a debriefing about independent learning, also need to be trained on how to distance learning and skills in reading or studying teaching materials as a medium in the distance learning system.

Keywords: Readiness for independent learning, student learning achievement, higher education, distance learning systems

INTRODUCTION

Distance education is an educational program that applies a distance learning system, namely the separation of distance between students and instructors or lecturers. Meanwhile the independent learning process is a learning process that is carried out on its own initiative and does not mean

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that students must learn on their own, but learn with their own desires and wishes. In learning independent learning, students can learn individually or in groups. In this distance learning system, students do not meet face to face with the instructor. Communication between students and instructors is carried out through various sources, both print and non-print according to the demands of the times. This means that attitudes such as independence, discipline, responsibility, tenacity, curiosity, and reading habits are needed in this system. This system also provides flexibility for everyone to manage their own learning patterns according to their needs, both in learning materials, time management systems, and learning systems (Ratnawati, Tina, 2008. Sherry (1996 at ut.ac.id) states that long-distance higher education (LDE) students who succeed in learning depend on two factors, namely 1) relevance between one medium and another containing meaningful messages, and 2) the ability to make the material that presented through the media can be meaningful.

LDE students are not easy to make learning activities. LDE students must have the desire to study. They must have the motivation that they must succeed, so that they desire arises to be curious. Want to know UT if they study at UT, want to know how to study at UT. On the UT website, there is a guide for students about "Mandiri Learning Strategies in UT", which contains instructions on how students should do independent learning at UT. In the guide it is said that: "UT provides teaching materials that are specifically made to be able to be studied independently. In addition to using teaching materials provided by UT, students can also take the initiative to use the library, follow tutorials both face-to-face and through the Internet (online tutorials/ OL), radio and television, and use other learning resources such as computer-assisted teaching materials and audio / video programs. If you experience learning difficulties, students can request information or help with local UT's regional".

Further explained also in the guide: "Independent learning in many ways is determined by the ability to learn efficiently. Learning ability depends on the speed of reading and the ability to understand the contents of the reading. To be able to learn independently efficiently, UT students are required to have self-discipline, initiative, and strong learning motivation. Students are also required to be able to manage their time efficiently, so they can study regularly based on a self-

determined study schedule. Therefore, in order to be able to successfully study at UT, prospective students must be prepared to study independently"

In the guide it is clearly stated that independent learning demands of LDE students, the willingness to read and understand the contents of the reading. How to read and understand reading in a person depends on his learning style. While the discipline of managing time, to study, on schedule and efficient, is very dependent on the student's learning habits themselves. In addition to style and learning habits, the important thing needs to be taken into account in carrying out independent learning activities is to utilize the learning experience. The first factor that has been raised by Sherry, which determines the success of independent learning is the relevance of one media with other media containing messages. That is, to understand the relevance of the material discussed by several media that presents subject matter, learning experiences that have been possessed from the results of previous learning to obtain new learning experiences. In this study, LDE student independent learning activities were indicated by the presence of learning styles, study habits, and utilization of learning experiences. The intention indicators which are also indicators of Mandiri Learning include:

1. Persistence: long, continuous, and does not stop.
2. Consistence: steady, disciplined, and not lazy
3. Systematically: planned and oriented to competence
4. Goal Orientedness: focus on achieving goals
5. Innovative: looking for new solutions
6. Follow-up clarity: follow-up activities are always clear.
7. Learning for Live: done throughout life

Determination of competencies as learning objectives, and how to achieve them both the determination of study time, place of learning, learning resources and evaluation of student learning achievement are carried out by independent learning. In addition to the main components in the concept of independent learning, there are several other characteristics that make independent learning, including:

1. Pyramid the purpose, the higher the quality of learning activities, the more competencies will be obtained.

2. Learning resources for teachers, tutors, friends, etc. and Learning Media include: learning packages that contain self-instructional material, textbooks, and advanced information technology.
3. Independent learning can be done wherever the place allows learning activities to take place and can be carried out at any time
4. The learner has the right learning method for himself (auditive, visual, kinesthetic, or mixed type)
5. Independent learning can also be run in a formal, non-formal education system, or mixed learning forms.

Limitations of independent learning
1. Active learning activities are learning activities that have characteristics of learner activity, persistence, direction and creativity to achieve goals.
2. Motives or intentions to master a competency are the driving forces of intense, persistent, directed and creative learning activities.
3. Competence is knowledge or skills that can be used to solve problems.
4. With the knowledge that is already possessed, the learner processes information obtained from learning resources so that it becomes new knowledge or skills that are needed.
5. Learning objectives to evaluate learning outcomes, set ofthe learners themselves so that they fully become controllers of learning activities.

METHOD

This study uses the correlational survey research method with a questionnaire as a data collection tool. Sampling is done by random sampling technique. The population is all new students of all study programs at UT Mataram in the odd semester (2018.1) of 724 people. The sample is 30% of the population, namely new students in UT Mataram odd semester (2018.1) with 241 students. All samples were given questionnaires and made respondents. The returned questionnaires were 212 copies and after further sorting only 200 copies could be extracted and processed for analysis. Research time is March - December 2018. The collected data is then analyzed by bivariate analysis to see the relationship between the independent variables, namely the readiness for independent learning towards the dependent variable, the achievement of learning

outcomes. The statistical test used is Chi-square. The degree of trust used is 95% (α = 0.05). If the P-value is smaller than α (p 0.05), it means that there is a significant (significant) relationship between the two variables studied. If the p-value is greater than α (p> 0.05), it means that there is no significant relationship between the two variables studied.

DISCUSSION

Self-learning skills

The results of data analysis on the readiness of UT's student self-study during the registration period 2018.1 in UT Mataram can be seen that the level of student independent learning readiness is as follows:

Table 1. Overview of Independent Learning Readiness

Category	Score	F	Percentage
Very low	< 80	2	1
Low	81 -100	38	18
Good Enough	101-120	102	51
Good	121-140	55	27,5
Very Good	>141	3	1.5

The data shows students' learning readiness in following the learning process at the Universitas Terbuka. If seen from the highest number of percentages, students are in the range of scores of 101-120 by 50% or around 102 students from 200 respondents. These results mean that students' self-learning readiness is in a fairly good category. This conceptually new students have a fairly good readiness in preparing themselves for learning and cannot be said to be good or very good. This can also be interpreted that students who register in the 2018.1 period at UT Mataram still need an understanding of the distance learning system, especially in terms of readiness for independent learning, so that they can focus more on managing time in independent learning. Knowles, Holton, & Swanson (2015) argue that independent learning is a process that shows that someone takes the initiative, either with or without the help of others, in identifying the needs of his learning needs, as well as formulating learning goals, identifying learning resources,choosing and implementing appropriate learning strategies, and evaluating their own learning outcomes. Then from that opinion, it can explain the results of this research analysis, especially in the

independent learning readiness variable, namely students who register in the 2018.1 period at UT Mataram still need to continue to practice on themselves in managing their own learning activities.

The readiness of independent student learning was recorded at the beginning when they just registered as new students. So that it can be said that basically these students already have good intentions to study independently. Conceptually they know what and how to learn independently.

Student Learning Achievement

Learning achievement is a sentence consisting of words of achievement and learning. Achievements According to the General Dictionary of Indonesian Language are the results that have been achieved (from what has been done, done, etc.) (1991: 787). This learning achievement is one measure of the success of a person in the activities of the teaching and learning process that he follows in schools or educational institutions. Every educational institution is learning achievements with certain minimum limits that must be achieved by students to be successful.

Tulus Tu'u (2004) formulates learning achievements as follows: 1) Student learning achievement is the learning outcomes achieved by students when following and doing assignments and learning activities in school. 2) The student's learning achievements are mainly assessed by cognitive aspects because they are concerned with students' abilities in knowledge or memory, understanding, application, analysis, system and evaluation. 3) Student learning achievement is proven and shown through the value of the results of the evaluation conducted by the teacher on the students' assignments and the tests or exams they have taken.

According to Winkel through Sunarto (1996: 162) said that "learning achievement is a proof of the success of learning or the ability of a student to carry out learning activities in accordance with the weight achieved". According to Abu Ahmadi and 11 Widodo Supriyono (1990: 130) learning achievement is the result of interaction between various factors that influence it both from within (internal factors) and from outside (external factors) individuals. Learning achievement in the lecture system is characterized by giving grades. The study results assessment

system in Higher Education for each subject is stated in the letters A, B, C, D and E which weigh 4, 3, 2, 1 and 0. UT student learning outcomes is measured through the Final Semester Examination (UAS), undertaking assignments and participating in TTM or Tuton activities, Practices or Practicums, Program Final Assignments, and Scientific Work. Test scores for all subjects and the Grade Point Average (GPA) that students have obtained, are included in the Student Academic Progress Sheet or Temporary Value Transcript. If a course has been taken more than once, then the value contained in Student Academic Progress Sheet is the highest value. The following is presented the learning outcomes of UT students who were sampled in this study.

Table 2 Overview of Learning Achievements

Category	Score	F	Percentage
Very good	3.51 – 4.00	11	5.5
Good	3.01 – 3.50	122	56
Enough	2.51 – 3.00	63	31,50
Low	2.01 – 2.50	6	3
Very Low	<2.00	8	3.5

Table 2 illustrates the condition of student learning outcomes (the respondents) who registered in the 2018.1 period at UT Mataram. These results indicate that most of the cumulative achievement index (GPA) range obtained by dominant students is in the range of values between 3.01–3.50 by 56% or as many as 122 students or it can be said that they get the good academic achievement. Furthermore, students who get the cumulative grade point index between 2.51 - 3.00 are 63 students or around 31.50%. From the results of learning achievements of students who are in UT Mataram specifically who registered in the 2018.1 period can be said to be good.

Relationship Between Self-Study Readiness and Student Learning Achievement

The relationship between independent learning readiness and learning achievement achieved by students is illustrated in the following table 3.

Table 3 Results of Correlation Analysis between Readiness of Independent Learning and Student Learning Achievement in UT Mataram.

		Learning Readinness	GPA Respondent
Learning Readinness	Pearson Correlation	1	.099
	Sig. (2-tailed)		.165
	Sum of Squares and Cross-products	37496.480	115.495
	Covariance	188.425	.580
	N	200	200
GPA Respondent	Pearson Correlation	.099	1
	Sig. (2-tailed)	.165	
	Sum of Squares and Cross-products	115.495	36.593
	Covariance	.580	.184
	N	200	200

Table 3 Shows the value of correlation coefficient or the strength value of the relationship of 0.099, meaning the level of strength of the relationship (correlation) between the relationship of readiness to independent learning with the achievement of learning is equal to 0.099 or very weak, while the significance value or significantly. (2-tailed) of 0.165> greater than 0.05, which means that the correlation is interrelated, meaning that there is no significant (meaningful) relationship between the variables of independent learning readiness and achievement of learning outcomes.

These results indicate that the UT Mataram student's learning readiness has no relationship with the learning outcomes obtained. This is truly out of the question, because one of the requirements for learning in the distance education system is having independent learning skills. Therefore the researcher tried to follow it up by analyzing it more deeply. After further analysis through deepening interviews with several students, the causes of this were obtained. The results of the analysis are as follows.

1. Questionnaires are submitted to students when they first register at UT, so they have conceptually felt ready to learn independently.
2. After participating in the learning process for one semester, it turns out that students do not carry out the self-learning process correctly, such as: not having time to study learning

materials that are provided seriously, not doing the tasks provided in online tutorials in a timely manner, not intentionally providing time to study the course material.

3. Brands are too busy with work so they do not have time to carry out independent learning processes, such as forming small groups or asking other people who are more skilled.

4. Basically, most UT students do not have the hobby of reading and they also do not have effective reading skills.

The meaning is that learning readiness delivered by students through the questionnaire provided is not reflected in the learning process carried out by students.

CONCLUSION

The relationship between readiness to learn independently and student learning outcomes at UT-UPBJJ Mataram, shows the value of correlation coefficient or strength value of the relationship of 0.099, meaning the level of relationship strength (correlation) between the relationship of independent learning readiness and achievement of 0.099 or very weak, while at significance value or sig. (2-tailed) of 0.165> greater than 0.05, which means that the correlation is interrelated, meaning that there is no significant (meaningful) relationship between the variables of independent learning readiness and achievement of learning outcomes.

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