



Independent Learning from Home Based on Self-Efficacy

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ABSTRACT

Student learning independence in biology subjects in high school while learning from home is of course very much needed to maintain and improve the quality of learning. One of several factors that influence is self-efficacy. This study aims to determine the correlation of self-efficacy with student learning independence in biology subjects in high school while learning from home and was carried out at SMA Negeri 21 Jakarta in January 2020/2021 academic year. The method used is descriptive quantitative with correlation studies. The sample used was 106 students of class XI MIPA who were selected through simple random sampling technique. Data was collected using a survey technique that used self-efficacy instruments and students' independent learning instruments in biology subjects in high school while learning from home. The results of the analysis show that there is a positive correlation between self-efficacy independent learning in biology subjects in high school while learning from home and both variables are included in the high-level criteria. Self-efficacy is very important because it will give students more strength internally to always feel confident in their abilities. This supports students to be able to follow the biology learning process and be able to complete assignments well. Finally, students can organize all actions to achieve the desired goals while studying from home and achieving the maximum quality of learning biology.

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INTRODUCTION

The Coronavirus disease 2019 (Covid 19) pandemic which is currently happening all over the world, including Indonesia, is of course very influential on all aspects of human life. The current situation certainly has an influence on the world of education in Indonesia (Sari, 2020). This requires everyone to quickly adapt to various forms of change in all activities carried out. This pandemic condition has created many new things and

new learning processes that are felt by teachers and students, as well as parents (Abidah *et al.*, 2020). This condition is the right time to utilize technology in the learning process (Handarini & Wulandari, 2020).

An educational policy during the COVID-19 pandemic is to always prioritize the health and safety of students, teachers and education staff, families, and the community. Based on the Circular of the Minister of Education and Culture Number 4 of 2020 that areas that are still in the yellow, orange, and red zones are

prohibited from conducting face-to-face learning processes in schools. Students are required to study from home (BDR) using existing technology and high learning independence. Based of research Firman and Rahayu (2020) learning in the network (online) can help the emergence of an independent learning in students. This can encourage students to be more active in the learning process.

Biology subjects are often seen as difficult to understand by high school students because there is quite a lot of material and is identical to rote learning. The characteristics of each material that contain complex concepts and problems and must be studied as a whole, causing biology subjects to be considered difficult for students (Çimer, 2012). The density of material and many objects in biology that students cannot observe directly or abstractly, and uses Latin terms, so learning independence is needed to understand it. (Azrai & Refirman, 2013; Rijal & Bachtiar, 2015; Sudarisman, 2015).

Factors that can affect the independence of learning in students that come from internal and also external. Internal factors such as self-efficacy, interest in learning, learning motivation, and others, while external factors are environmental factors (Basri, 1996). Based of research Ernawati (2019) self-efficacy is a component that plays a very important role in increasing student learning independence.

Self-efficacy is a sense of confidence in the abilities and strengths possessed, both in completing work in the learning process and controlling the results of the efforts that have been made. This can affect the success in achieving the best results (Köseoglu, 2015; Marneli *et al.*, 2020; Novariandhini & Latifah, 2012). Based of research Fitriana (2015) was self-efficacy has a direct significant effect on student learning independence.

Learning independence is a learning activity carried out by students without relying on other people such as friends or teachers in achieving a desired result in their learning objectives. (Faisal *et al.*, 2019; Nurlia *et al.*, 2017; Suhendri, 2015). This learning independence is based on a sense of

responsibility, confidence, initiative, and motivation (Nurhayati, 2018).

The current phenomenon is the education crisis, several generations are facing the threat of school closures that concern hundreds of millions of students and have been going on for months. This event is an emergency for global education. Situations like this can cause a decrease in the quality of student learning (UNESCO, 2020). This research was conducted in class XI MIPA which previously did full biology lessons with the supervision and direction of teachers at school, but due to the Covid 19 pandemic, it was transferred to BDR. The implementation of BDR requires students to be ready to adapt to changes in learning that are regulated by the school (Rasyid & Aswadi, 2020). BDR certainly has its own challenges because of the separate locations of teachers and students when carrying out the learning process (Firman & Rahayu, 2020). This study aims to determine the relationship between self-efficacy and student learning independence in biology subjects in high school during BDR. This is very important to study because self-efficacy gives students more strength internally to always feel confident in their abilities. This supports students to be able to follow the biology learning process and be able to complete assignments well. Finally, students are able to organize all actions to achieve the desired goals while studying from home and achieving the maximum quality of learning biology.

METHOD

This research was conducted at SMA Negeri 21 Jakarta in the even semester of the 2020/2021 academic year. The method used is descriptive quantitative with correlational studies. The two variables studied were self-efficacy as variable X and student learning independence in biology subjects in high school during BDR as variable Y.

A. Population and Sample

The target population in this study were all students of SMA Negeri 21 Jakarta. The

affordable population is students of class XI MIPA which consists of 4 classes, namely 144 students. The population was taken using purposive sampling by considering the application of BDR to class XI students from March 2020 to January 2021 because Jakarta was still included in the red zone, then sampling was carried out using the Simple Random Sampling technique and to determine the number of samples used the Taro Yamane formula, obtained 106 students

B. Data Collection Technique

The data collection technique in this study was using instruments consisting of self-efficacy and independent learning instruments for students in biology subjects in high school during BDR. These two instruments will be given to respondents using a google form and measured using a Likert scale. This instrument is made based on the dimensions of self-efficacy according to Bandura (1997) and indicators of learning independence according to Hidayati dan Listyani (2010) which can be seen in tables 1 and 2.

Table 1. Dimensions of Self-Efficacy

Dimension	Indicators
Magnitude	Understanding difficult material. Overcome the difficulty level of the task it has.

RESULTS AND DISCUSSION

Research that has been conducted on class XI students of SMA Negeri 21 Jakarta shows that there are three criteria for student learning independence for high school biology subject in while learning from home, namely very high (16 students or 15%); high (55 students or 52%); and sufficient (35 students or 33%) which can be seen in Table 3.

	Achieve good learning outcomes.
Generality	Believe in your own abilities. Complete various tasks thoroughly. Easy to adapt in any situation and condition.
Strength	Committed to learning and assignments. Persevere in trying.

Table 2. Learning Independence Indicator

Indicators

Independence from others.
Have confidence.
Behave discipline.
Have a sense of responsibility.
Behave on your own initiative.
Exercise self control.

C. Data Analysis Technique

These two instruments were tested for validity using the Pearson Product Moment ($\alpha = 0.05$) and the Cronbach Alpha reliability test ($\alpha = 0.05$). The data analysis technique in this study is the prerequisite test of data analysis and hypothesis testing. The prerequisite tests for data analysis include the normality test using the Kolmogorov-Smirnov test ($\alpha = 0.05$) and the homogeneity test using the Bartlett test ($\alpha = 0.05$). Hypothesis testing includes simple linear regression test ($\alpha = 0.05$) and Pearson Product Moment correlation test ($\alpha = 0.05$).

Table 3. Interpretation Criteria for Student Learning Independence Scores for Biology Subject in High School While learning from Home

Score Percentage Range	Criteria	Amount	Percentage
81 – 100	Very High	16	15%
61 – 80	High	55	52%
41 – 60	Adequate	35	33%
21 – 40	Low	0	0
0 – 20	Very Low	0	0

The level of student learning independence for biology subject in high school while learning from home for each student is different which is divided into three criteria, namely 33% (35 students), 52% (55 students) high and 15% very high (35 students). The self-efficacy inherent in students will certainly encourage the emergence of high biology learning independence while learning from home. The difference in the level of student learning independence in biology subjects in high school while learning from home is due to the many factors that influence student learning independence, namely endogenous factors such as talent, self-efficacy, motivation, and interests, as well as exogenous factors such as family environment, school environment, etc (Basri, 1996).

The result of the percentage of achievement of each indicator of student learning independence in biology subjects in high school while learning from home shows that the highest is having a sense of responsibility (21.67%). This shows that students have a greater sense of responsibility even though they are only BDR, as well as the separate locations of teachers and students when carrying out the teaching and learning process of biology. This is also related to the fact that online learning is more student centered, so that it can create a sense of responsibility and student autonomy while learning (Kuo *et al.*, 2014). Therefore, with a sense of responsibility, students are better able to grow independence in learning biology while learning from home. Responsibility is the student's sense of obligation to complete the tasks given by the teacher. Students who have an attitude of responsibility means that students have the awareness to complete all their tasks (Yaumi, 2016).

The indicator of student learning independence for biology subjects in high school while learning from home with the lowest percentage of achievement is self-control, which is 11.16%. This indicator has the lowest percentage due to the inability of students to control or control their own behavior, in this case learning biology while learning from home. This self-control can be

interpreted as a feeling that a student is able to make decisions and take an effective action to produce the desired goal or intention (Intani & Ifdil, 2018). This is also in accordance with the statement of Fachrurrozi, Firman, & Ibrahim (2018) that students who have low self-control will find it difficult to direct and regulate their own behavior, so they tend to delay doing the tasks they have and divert them with activities that they think are more fun. Achieving a good learning process depends on the ability of students to control themselves during BDR. The ability of students to control themselves will produce positive behavior because they can regulate and direct their behavior towards the desired learning goals (Sari *et al.*, 2017).

Most students have the independence of learning biology subjects in high school while learning from home with a high criterion, namely 52%. The high independence of students' learning in biology subjects in high school while learning from home illustrates that students are aware of the obligations and needs of learning biology while learning from home. This is in accordance with Rijal and Bachtiar's statement (2015) that one of the characteristics of learning biology is the need for independent student learning as a means of support. Awareness of the obligations that students have to carry out all learning tasks is a form of responsibility in their learning activities (Nusantoro & Kurniawan, 2014). The ability of students to learn independently is a characteristic while learning from home. Through this positive attitude, students are expected to be better able to not depend on others, have a better sense of self, discipline, responsibility, initiative, and always exercise self-control. Therefore, students can optimize the biology learning process while learning from home.

Students' independence in learning biology subjects in high school while learning from home can be influenced by several other factors, but in this study students' independence in learning biology subjects in high school while learning from home has a strong relationship with self-efficacy. The level of student learning independence for biology subjects in high school while learning from home has different criteria because of their

different self-efficacy. Learning independence is one aspect that can have an impact on the good quality of learning (Yanti & Surya, 2017). The independence of students' learning in biology subjects in high school during BDR allows them to do all the tasks they have optimally and not depend on others.

The results showed that there were two self-efficacy criteria, namely very high, amounting to 21 students (20%), and high, amounting to 85 students (80%) as can be seen in Table 4.

Table 4. Self-Efficacy Score Interpretation Criteria

Score Percentage Range	Criteria	Amount	Percentage
81 – 100	Very High	21	20%
61 – 80	High	85	80%
41 – 60	Adequate	0	0
21 – 40	Low	0	0
0 – 20	Very Low	0	0

High self-efficacy that is owned is very instrumental in providing its own internal encouragement, as well as making students feel confident and diligent in completing all the tasks they have properly, and optimally following the biology learning process while learning from home. This is in accordance with the statement of Santrock (2009) that students who have high self-efficacy will have a greater desire to face a learning task and will try more diligently, so that the results are more leverage, and according to Bandura (1997) students with high self-efficacy will always assume that the existence of a failure is a result of the lack of hard work being done.

The results of the percentage of achievement of the highest self-efficacy dimension, namely generality of 40.24%, indicate that students feel confident in their abilities even though they are faced with a variety of situations and conditions (Bandura, 1997). The situations and conditions faced today will certainly train and increase the self-efficacy of students in completing various

tasks. This is related to the current condition, namely that the students of class XI MIPA SMA Negeri 21 Jakarta who are in the red zone have been learning from home for quite a while since March 2020 due to the Covid 19 pandemic. The implementation of BDR certainly requires students to be ready to adapt to all kinds of situations. school-regulated learning changes (Rasyid & Aswadi, 2020). The generality dimension is characterized by the attitude of students' responsibility towards the various tasks given, and being able to complete them diligently, work hard, and on time (Anggraini *et al.*, 2017).

The dimension of self-efficacy with the lowest percentage is strength of 26.18%. This dimension relates to a person's strength of self-efficacy when dealing with problems or obstacles and certain demands such as tasks, etc. (Bandura, 1997). This low dimension is due to the new thing that is felt by students, namely learning from home requires students to always be independent in learning or doing assignments, so that the self-efficacy possessed by students affects the strength and perseverance of students in their endeavour. Learning from home certainly has its own challenges because the location of the teacher and students are separated when carrying out the teaching and learning process, so teachers cannot directly monitor the learning activities of their students during the learning process, and there is no guarantee that these students really pay attention or learn (Firman & Rahayu, 2020). The strength dimension relates to the level of strength of the beliefs they have and is characterized by an optimistic attitude and students' enthusiasm to continue learning in achieving their learning goals (Anggraini *et al.*, 2017).

Statistical Hypothesis Test

The test results of the simple linear regression model yielded a significance value $(p) < \alpha$ which is $0.000 < 0.05$, which means that it rejects H_0 at $\alpha = 0.05$, and it can be concluded that the linear regression model is simple and significant. The calculation of the simple linear regression model produces the equation model $\hat{Y} = 0.802X - 10.286$. The results of the linearity test show that the

significance value (p) $> \alpha$ is $0.254 > 0.05$, so H_0 is accepted at α 0.05, and it can be concluded that there is a linear relationship between the self-efficacy variable and student learning independence for biology subjects at SMA during learning from home which is depicted through the following graph:

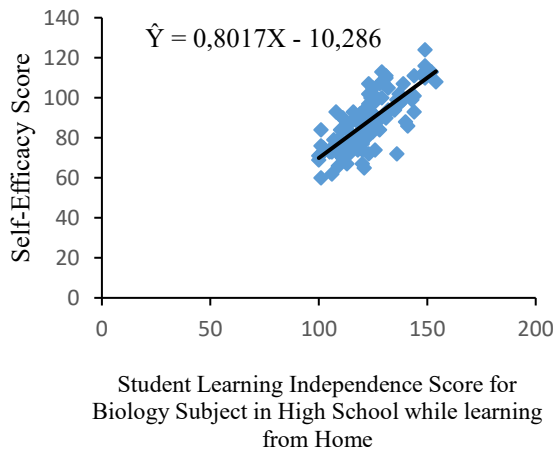


Figure 2. Simple Linear Regression Model The Relationship of Self-Efficacy with Students' Independent Learning of Biology Subject in High School While Learning from Home

The correlation coefficient test resulted in a correlation coefficient of self-efficacy with student learning independence for biology subjects in high school during the BDR (r_{xy}) of 0.759, which was included in the criteria for a strong relationship. The results of hypothesis testing indicate that there is a positive relationship between self-efficacy and student learning independence for biology subjects in high school while learning from home, which means that the higher the student's self-efficacy level, the higher their learning independence for biology subjects in high school while learning from home. This is in accordance with the results of study by Fitriana (2015) that self-efficacy has a direct significant effect on student learning independence, so that high self-efficacy will lead to student learning independence for biology subjects in high school while learning from home. The higher the self-efficacy, the stronger the enthusiasm of students to complete all their learning tasks (Hendriana, 2014).

Calculation of the coefficient of determination produces $(r_{xy})^2$ of 0.576. These results indicate that self-efficacy contributes to student learning independence in biology subjects in high school while learning from home by 57.6%, while the remaining 42.4% is related to other factors. Basri (1996) stated that the factors that influence student learning independence are not only self-efficacy, but also other internal and external factors. Internal factors include interest in learning, learning motivation, and others, while external factor is the environment.

The high coefficient of determination is obtained because students have a high level of self-efficacy. The high self-efficacy that students have plays a role in the emergence of a high level of student learning independence for biology subjects in high school while learning from home. This is in accordance with the results of Ernawati's study (2019) that self-efficacy is a component that plays a very important role in increasing student learning independence. Self-efficacy is also one of the factors supporting the success of the learning process from home during the Covid-19 pandemic (Sari, 2020).

CONCLUSION

The results showed that there was a positive relationship of self-efficacy with student learning independence in biological subjects in high school during BDR. Self-efficacy correlation coefficient with student learning independence in biology subjects in high school during BDR (R_{XY}) is 0.759 which is included in the level of relationship in strong criteria. Value (R_{XY})² is 0.576 which indicates that self-efficacy contributes to student learning independence in biological subjects in high school during BDR by 57.6%, while 42.4% are related to other factors.

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