

Independent and Learning Outcome in Online Learning

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Abstract

This study aims to determine and analyze the effect of Independence on Learning Outcomes in online learning during the Covid 19 pandemic. This research applies explanatory survey method. The object of this research is the State Islamic Institute (IAIN Kerinci). The sample in this study was all 6th semester Islamic Education Management Students, totaling 65 people. The results of the study showed that there was a correlation between independent learning and learning outcomes during the COVID-19 pandemic with a moderate correlation. As for the level analysis for the variable of learning independence during the Covid 19 pandemic with the dimension of self-confidence being at a moderate level, the dimension of self-learning being at a moderate level, the dimension of mastering expertise in the field is at a moderate level, the dimension of respecting time is at a high level, and the dimension of respecting time is at a high level. responsibility is at the moderate level. Meanwhile, the level analysis for the learning outcome variables on the affective dimension is at a high level, the psychomotor dimension is at a moderate level and cognitive is also at a moderate level.

Keyword: *learning Independence, learning outcome, Online Learning*

1. Introduction

Education plays a critical role in determining the nation's future. This is because education has a significant impact on the quality of a country's human resources, which has ramifications for the country's ability to survive and compete on a global scale. Education is a deliberate and planned effort to create a learning environment and learning process that allows students to actively develop their potential for religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation. (Undang-Undang Republik Indonesia Number 20, Year 2003.) Given the importance of education, it is only natural that all stockholders with an interest in education pay special attention to it.

The Corona Virus has been sweeping the globe since 2019. Because of the virus's rapid spread, this pandemic has put all lines of life in jeopardy. Policymakers and educators face a difficult task in dealing with the pandemic. In March 2020, 167 countries implemented statewide educational institution closures, affecting over 82 percent of global students (Duarte & Riedl, 2021). To prevent the virus from spreading, education processors must change the learning model by avoiding face-to-face or online learning. This will prevent the virus from spreading but will not eliminate the learning's essence.

Indonesia is another country affected by the Covid-19 pandemic, and it has implemented a remote or online learning model to combat the virus's spread. Because it is not face to face, online learning was chosen because it is thought to be effective and does not detract from the essence of learning. As a result, it is expected that education will remain of high quality during the pandemic. However, the reality is not as expected; the World Bank estimates that the COVID-19 pandemic will reduce student learning outcomes in Indonesia by 0.9-1.2 years from 2020 to 2021. Even in economic terms, the drop in learning outcomes in 2020 is equivalent to 29% of Indonesia's gross

domestic product (GDP). (Iuthfan, 2021) which is a serious educational issue because it will affect the Indonesian nation's future

The independence of students' learning is one of the essences of education, and it will undoubtedly be directly tied to the learning outcomes to be accomplished. Independent learning is defined as students' active participation in managing their learning activities, which is founded on a sense of awareness and a focus on accountability. Given the limited interaction between professors and students, online learning's success necessitates independence from pupils.

In mid-2021, IAIN Kerinci in Jambi province is an educational unit under the supervision of the Ministry of Religion in Sungai Penuh City, which is one of the cities where many people have been impacted by the Corona Virus. IAIN Kerinci is also applying distant learning on the network to slow the virus's spread.

2. Literatur Rivewe

2.1 Online Learning

As an option, there is online learning. The learning model used has a number of characteristics that could be useful in the event of a pandemic. Online learning is defined as learning that takes place over the internet and includes features such as accessibility, connectivity, flexibility, and the capacity to create a variety of learning activities (Gusnissa et al., 2021). Mastery of technology is one of the most important aspects of implementing this method, thus teachers and students must both have the tools and know how to utilize them.

Furthermore, during the pandemic, distance learning is thought to be particularly effective since it allows professors to customize their own classrooms by making student worksheets, adding contextual challenges to solve, and answering questions about specific content. Digital classrooms allow students to learn whenever and wherever they want, without having to participate in face-to-face learning activities. (Brata et al., 2021). Of course, with the concept of online learning, students' independence in managing their learning is critical in order for learning to function smoothly and effectively.

2.2. learning Independence

Students' personality qualities are significant aspects that can influence the efficiency of online learning (Yu, 2021). Personality can have a significant impact on the success of online learning. One of these features is student learning independence, which will almost likely improve student learning results. Students' ability to apply self-control, self-observation, and personal evaluation of their cognitive processes is defined as independent learning (Arista & Kuswanto, 2018). This means that during the pandemic, each student must take the initiative to analyze their learning requirements, set goals, seek learning resources and materials, and evaluate learning outcomes without the assistance of others (teachers). Independence is also a learning activity that is fostered by their own will, choice, and responsibility without the assistance of others, as well as their ability to accept responsibility for their acts (Mukminan et al., 2013). As a result, the character of pupils has a significant impact on their ability to study independently. Students will become more self-reliant as a result of their strong desire to master the learning subject.

In terms of independence, each student has a varied level of freedom, and parental encouragement is necessary for kids who have a low level of learning independence.

Self-confidence, the ability to work alone, acquiring talents and skills appropriate to their employment, respect for time, and accountability are all traits of independent persons. (Atsoki Gea et al., 2002). A person's life will be successful if he or she has these five things. He will be successful no matter where he is positioned in employment or activities. In this aspect, a student who wants to succeed in life must be self-reliant. As a result, a student's sense of responsibility as a student necessitates an independent learning mindset

2.3 learning outcome

Learning outcomes are a type of feedback from the educational process that is intimately linked to the achievement of educational goals. All forms of predicted outcomes during and after the learning process are referred to as learning outcomes (Wahono et al., 2020). Learning achievement is, of course, a top priority in every lesson. Learning causes observable and quantifiable changes in a person's behavior, attitudes, knowledge, and abilities (Hamalik, 2007).

Of course, the quality of human resources developed as a result of the educational process will be determined by the changes that occur. As a result, the fall in learning outcomes not only undermines education's worldwide competitiveness, but also results in significant losses for Indonesia's future.

2.4 Research that is relevant

In primary school kids, there is a moderate association between mathematics learning results and learning freedom (Putri et al., 2021). The findings suggest that combining face-to-face and digital classrooms improves students' learning independence and their ability to accomplish learning outcomes (Brata et al., 2021) One of the most important aspects in influencing learning outcomes is independent learning. The investigation's findings Learning independence and learning outcomes are linked in a major way (Rijal & Bachtiar, 2015).

This study is unique in that it examines the degree of each dimension of learning outcomes and learning independence, allowing researchers to see which dimensions are low or high in this online learning environment. So that a picture of which aspects of learning outcomes and learning freedom have the greatest impact can be created.

3. Method

In this study, a quantitative method is combined with an explanatory survey method. Explanatory research not only describes the link between variables, but also explains the influence of the variables, according to researchers. Learning independence (x) is the independent variable in this study, whereas learning outcomes (y) is the dependent variable (Y).

The population of this study is all Islamic education management IAIN Kerinci students in semester 6, plus a sample of Islamic education management students in semester 6. Stratified random sampling was used to collect data.

The questionnaire, which is a key data collecting strategy proposed to Islamic Education management students IAIN Kerinci Semester 6, was utilized to collect data for this study.

The statistical analysis of correlation analysis was utilized in this study, and ordinal data was first converted to intervals to see the level of each dimension. Analyze the causal link between variables in the research paradigm from a practical standpoint.

4. Result and Discussion

The variables in this study consisted of two variables, namely the learning independence variable obtained by X and learning outcomes as a variable marked with the symbol Y. This research was conducted by analyzing the learning independence variable which was influenced by a large influence on improving learning outcomes.

All students who are in the Islamic Education Management Study Program IAIN Kerinci are the samples in this study. Furthermore, the respondents were asked questions in the questionnaire which were the elaboration of the indicators of the learning independence variable and the learning outcome variable.

The indicators for each research variable have closed questions, where the statement of five alternative answers can be chosen by the respondent. Each alternative is given a score from 5 to 1. In addition to the in-questionnaire, the indicators in this study are also included in the questions.

The calculation of the self-confidence dimension is represented by 6 questions as a description of the indicators of self-confidence. The tabulated score ($\sum f_i \cdot x_i$) obtained from respondents' answers for the download dimension can be seen in the following table:

Table 1. Score of respondents' answers for the dimension of confidence

| Item | Fi | | | | | Xi | | | | | Fi x Xi | | | | Fi.Xi | |
|-------|--------|-------|-----------|------|-------|----|---|---|---|---|---------|----|-----|----|-------|-----|
| | Always | Often | Sometimes | Ever | Never | 5 | 4 | 3 | 2 | 1 | | | | | | |
| 1 | 8 | 4 | 32 | 6 | 5 | 5 | 4 | 3 | 2 | 1 | 80 | 16 | 96 | 12 | 5 | 209 |
| 2 | 5 | 10 | 35 | 10 | 0 | 5 | 4 | 3 | 2 | 1 | 25 | 40 | 105 | 20 | 0 | 190 |
| 3 | 9 | 8 | 38 | 10 | 0 | 5 | 4 | 3 | 2 | 1 | 45 | 32 | 114 | 20 | 0 | 211 |
| 4 | 10 | 6 | 34 | 10 | 5 | 5 | 4 | 3 | 2 | 1 | 50 | 24 | 102 | 20 | 5 | 201 |
| 5 | 7 | 7 | 38 | 10 | 3 | 5 | 4 | 3 | 2 | 1 | 70 | 28 | 114 | 20 | 3 | 235 |
| 6 | 6 | 4 | 40 | 6 | 9 | 5 | 4 | 3 | 2 | 1 | 30 | 16 | 120 | 12 | 9 | 187 |
| total | | | | | | | | | | | | | | | 1233 | |

From the table above, it can be seen that the total score of respondents' answers for the confidence dimension is 1233, then the results of the confidence dimension score will be compared with the range of values of the confidence dimension. The confidence dimension value range is obtained by grouping the results of multiplying the number of respondents multiplied by the number of questions and the weight of each value. The results of the multiplication are as follows:

$$65 \text{ respondents} \times 6 \text{ items} \times 5 = 1950$$

$$65 \text{ respondents} \times 6 \text{ items} \times 4 = 1560$$

$$65 \text{ respondents} \times 6 \text{ items} \times 3 = 1170$$

$$65 \text{ respondents} \times 6 \text{ items} \times 2 = 780$$

$$36 \text{ respondents} \times 4 \text{ items} \times 1 = 390$$

From the results of the table above, the minimum range for the dimension of confidence is 390 and the maximum range is 1950. So that the position of the confidence dimension can be described in the range below:

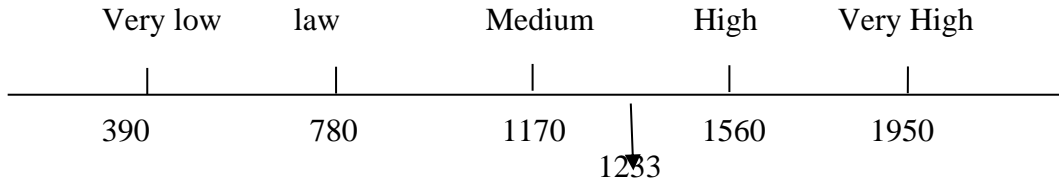


Figure 1. dimension of confidence

From the range of values above, it can be concluded that the level of student confidence in the implementation of distance learning is in the medium to high range.

Being able to learn on their own is the second dimension of independent learning. This dimension is represented by 5 questions which are indicators of being able to learn on their own. The tabulation of the score obtained from the self-study dimension is obtained as follows:

Table 2. Score of respondents' answers for the dimension of able to learn on their own

| Item | Fi | | | | | Xi | | | | | Fi x Xi | | | | Fi.Xi | |
|-------|--------|-------|-----------|------|-------|----|---|---|---|---|---------|----|-----|----|-------|-----|
| | Always | Often | Sometimes | Ever | Never | | | | | | | | | | | |
| 7 | 9 | 13 | 34 | 6 | 3 | 5 | 4 | 3 | 2 | 1 | 45 | 42 | 102 | 12 | 3 | 204 |
| 8 | 7 | 3 | 42 | 10 | 3 | 5 | 4 | 3 | 2 | 1 | 35 | 12 | 126 | 20 | 3 | 231 |
| 9 | 8 | 7 | 45 | 5 | 0 | 5 | 4 | 3 | 2 | 1 | 40 | 28 | 135 | 10 | 0 | 253 |
| 10 | 8 | 0 | 50 | 7 | 0 | 5 | 4 | 3 | 2 | 1 | 40 | 0 | 150 | 14 | 0 | 244 |
| 11 | 10 | 5 | 41 | 5 | 4 | 5 | 4 | 3 | 2 | 1 | 50 | 20 | 123 | 8 | 4 | 255 |
| Total | | | | | | | | | | | | | | | 1167 | |

From the table above, we can see that the total score for the respondent's answer ($\sum f_i \cdot x_i$) is 1167. Furthermore, the total score for the self-taught dimension will be compared with the range of scores for the self-taught dimension to see the level of the self-taught dimension. The range for self-study is as follows:

$$65 \text{ respondents} \times 5 \text{ items} \times 5 = 1625$$

$$65 \text{ respondents} \times 5 \text{ items} \times 4 = 1300$$

$$65 \text{ respondents} \times 5 \text{ items} \times 3 = 975$$

$$65 \text{ respondents} \times 5 \text{ items} \times 2 = 650$$

$$65 \text{ respondents} \times 5 \text{ items} \times 1 = 325$$

From the table above, the minimum range for the dimensions of being able to learn independently is 325 and the maximum range is 1625.

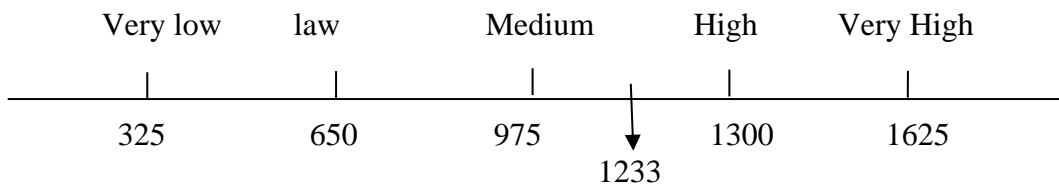


Figure 2. dimension of of able to learn on their ow

From the picture above, it can be seen that the learning independence of Islamic Education Management students for the dimension of being able to learn on their own in distance learning is between medium and high.

The third dimension of independent learning is mastering the skills in the field. This dimension is represented by 4 questions which are also a description of the indicators of the dimension of mastering expertise in their field. The scores for the 4 questions are as follow:

Table 3. Score of respondents' answers for the dimension of mastering the skills in the field

| Item | Fi | | | | | Xi | | | | | Fi x Xi | | | | | Fi.Xi |
|-------|--------|-------|---------------|------|-------|----|---|---|---|---|---------|----|-----|----|-----|-------|
| | Always | Often | Someti mes | Ever | Never | 5 | 4 | 3 | 2 | 1 | 75 | 40 | 93 | 8 | 5 | |
| 11 | 15 | 10 | 31 | 4 | 5 | 5 | 4 | 3 | 2 | 1 | 75 | 40 | 93 | 8 | 5 | 221 |
| 12 | 8 | 4 | 39 | 10 | 4 | 5 | 4 | 3 | 2 | 1 | 40 | 12 | 117 | 20 | 4 | 193 |
| 13 | 10 | 5 | 40 | 7 | 3 | 5 | 4 | 3 | 2 | 1 | 50 | 20 | 120 | 14 | 3 | 207 |
| 14 | 6 | 10 | 35 | 8 | 6 | 5 | 4 | 3 | 2 | 1 | 30 | 40 | 105 | 16 | 6 | 197 |
| Total | | | | | | | | | | | | | | | 818 | |

From the table above, we can see that the score results from the questionnaire for the dimension of mastering expertise in the field or $fi.xi = 818$, then to determine the level of the dimension of mastering expertise, it will be compared with the range of dimensions of mastering expertise in the field. The dimension range of mastering expertise in the field is as follows:

- 65 respondents x 4 items x 5 = 1300
- 65 respondents x 4 items x 4 = 1040
- 65 respondents x 4 items x 3 = 780
- 65 respondents x 4 items x 2 = 520
- 65 respondents x 4 items x 1 = 260

From the explanation above, it can be seen that the minimum range for the dimension of mastering skills is 260 and the maximum range is 1300. So the position of the dimensions of expertise is as follows

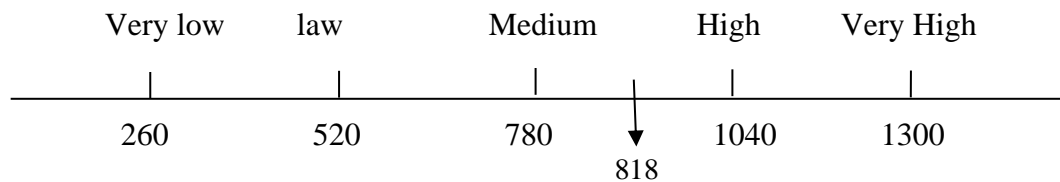


Figure 3. dimension of mastering the skills in the field

So from the picture above it can be seen that mastering the expertise in their field of Islamic education management students at IAIN Kerinci in distance learning is at a moderate to high level.

The next dimension is the dimension of respecting time. In measuring this dimension, respondents were given 5 questions which are also indicators of the time respect dimension. The tabulation of the score results from the questionnaire respondents' answers is as follows:

Table 4. Score of respondents' answers for the dimension of of respecting time

| Item | Fi | | | | | Xi | | | | | Fi x Xi | | | | | Fi.Xi |
|--------|--------|-------|---------------|------|-----------|----|---|---|---|---|---------|-----|----|---|------|-------|
| | Always | Often | Someti mes | Ever | Neve r | 5 | 4 | 3 | 2 | 1 | 75 | 40 | 42 | 1 | 5 | |
| 15 | 15 | 35 | 14 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 75 | 140 | 42 | 1 | 5 | 263 |
| 16 | 17 | 28 | 19 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 85 | 112 | 57 | 1 | 4 | 259 |
| 17 | 20 | 33 | 10 | 2 | 0 | 5 | 4 | 3 | 2 | 1 | 100 | 132 | 30 | 2 | 3 | 267 |
| 18 | 20 | 34 | 11 | 0 | 0 | 5 | 4 | 3 | 2 | 1 | 100 | 136 | 33 | 0 | 6 | 275 |
| Amount | | | | | | | | | | | | | | | 1064 | |

From the table above, it can be seen that the total score of respondents' answers for the dimension of respecting time is 1064, then we will compare it to the range of respecting time to see the level of the dimension of respecting time. The range for the time-valuing dimension is as follows:

- 65 respondents x 4 items x 5 = 1300
- 65 respondents x 4 items x 4 = 1040
- 65 respondents x 4 items x 3 = 780
- 65 respondents x 4 items x 2 = 520
- 65 respondents x 4 items x 1 = 260

From the above calculation, we can determine that the minimum range (R_min) of the time-valuing dimension is 260 and the maximum range (R_max) is 1300. So we can determine the location of the time-valuing dimension as follows

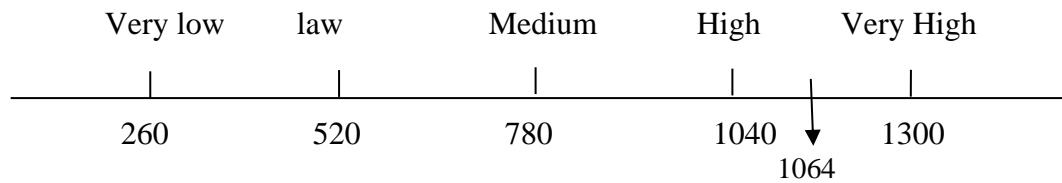


Figure 4. dimension of Respecting Time

From the picture above, it can be concluded that the respect for the time of higher education management students is high.

The last dimension on the independent learning variable is responsibility. This dimension is represented by 4 questions which are the elaboration of the responsible indicator. The results of the total score of the dimension questionnaire are as follows:

Table 5. Score of respondents' answers for the dimension of of responsibility

| Item | Fi | | | | | | Xi | | | | | | Fi x Xi | | | Fi.Xi |
|--------|--------|-------|-----------|------|------|---|----|---|---|---|----|----|---------|----|---|-------|
| | Always | Often | Sometimes | Ever | Neve | r | 4 | 3 | 2 | 1 | 50 | 60 | 81 | 18 | 4 | 213 |
| 20 | 10 | 15 | 27 | 9 | 4 | 5 | 4 | 3 | 2 | 1 | 50 | 60 | 81 | 18 | 4 | 213 |
| 21 | 12 | 17 | 27 | 3 | 6 | 5 | 4 | 3 | 2 | 1 | 60 | 68 | 81 | 6 | 6 | 221 |
| 22 | 15 | 11 | 29 | 7 | 3 | 5 | 4 | 3 | 2 | 1 | 75 | 44 | 87 | 14 | 3 | 223 |
| 23 | 15 | 12 | 30 | 3 | 5 | 5 | 4 | 3 | 2 | 1 | 75 | 48 | 90 | 6 | 5 | 224 |
| Amount | | | | | | | | | | | | | | | | 881 |

From the table above, it can be seen that the total score of the responsibility dimension questionnaire is 881. Furthermore, in determining the range for the responsibility dimension, it is carried out in the same way, namely multiplying the number of respondents by the number of questions and the weight of each answer. So that we get the following results:

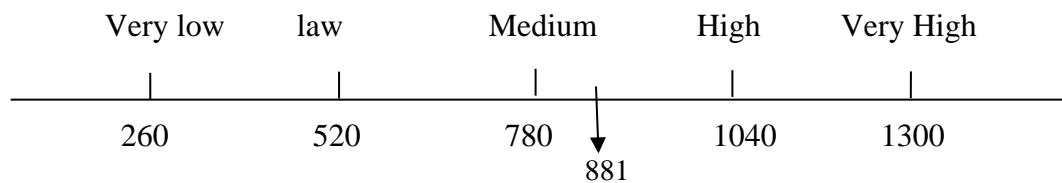


Figure 5. dimension of Respecting Responsibility

From the picture above, it can be measured that the responsibility in distance learning for Islamic Education Management Students is at a moderate to high level.

Variable Learning outcomes consist of three dimensions consisting of affective, cognitive and psychomotor. The Affective dimension will be represented by 5 questions which are the elaboration of indicators from the Affective dimension. The tabulation score obtained from the Affective dimension is as follows:

Table 6. Score of respondents' answers for the dimension of Affective

| Item | Fi | | | | | Xi | | | | | Fi x Xi | | | | Fi.Xi | |
|--------|-------|-------|----------|------|-------|----|---|---|---|---|---------|-----|----|---|-------|-----|
| | Alway | Often | Sometime | Ever | Never | | | | | | | | | | | |
| 7 | 24 | 26 | 14 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 120 | 104 | 42 | 2 | 0 | 204 |
| 8 | 27 | 26 | 12 | 0 | 0 | 5 | 4 | 3 | 2 | 1 | 135 | 104 | 36 | 0 | 0 | 231 |
| 9 | 18 | 17 | 29 | 1 | 0 | 5 | 4 | 3 | 2 | 1 | 90 | 68 | 87 | 2 | 0 | 253 |
| 10 | 18 | 27 | 20 | 0 | 0 | 5 | 4 | 3 | 2 | 1 | 90 | 108 | 60 | 0 | 0 | 244 |
| 11 | 20 | 19 | 26 | 0 | 0 | 5 | 4 | 3 | 2 | 1 | 100 | 76 | 78 | 0 | 0 | 255 |
| Amount | | | | | | | | | | | | | | | 1302 | |

From the table above, it can be seen that the score obtained from the Affective dimension questionnaire is 1302. To see the ranking of the Affective dimension, we first determine the Range of the Affective dimension.

$$65 \text{ respondents} \times 5 \text{ items} \times 5 = 1625$$

$$65 \text{ respondents} \times 5 \text{ items} \times 4 = 1300$$

$$65 \text{ respondents} \times 5 \text{ items} \times 3 = 975$$

$$65 \text{ respondents} \times 5 \text{ items} \times 2 = 650$$

$$65 \text{ respondents} \times 5 \text{ items} \times 1 = 325$$

From the above calculation, we can see that the lowest range for the Affective dimension is 325 and the highest range is 1625. So it can be described as follows

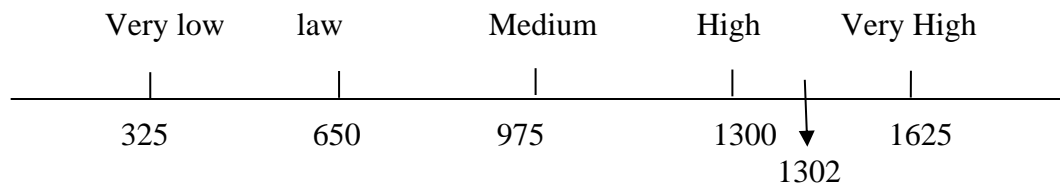


Figure 6. dimension of of affective

From the picture above, it can be seen that the affective dimension of the variable learning outcomes of Islamic Education Management students in distance learning is in the High Range.

Furthermore, the second dimension of the learning outcome variable is Cognitive where the cognitive dimension is represented by 6 questions which are the elaboration of the indicators. From the questionnaire filled in by the respondents, the score tabulation is obtained as follows:

Table 7. Score of respondents' answers for the dimension of Cognitive

| Item | Fi | | | | | Xi | | | | | Fi x Xi | | | | | Fi.Xi |
|--------|--------|-------|-----------|------|-------|----|---|---|---|---|---------|----|-----|----|------|-------|
| | Always | Often | Sometimes | Ever | Never | 5 | 4 | 3 | 2 | 1 | 40 | 36 | 96 | 14 | 7 | |
| 1 | 8 | 9 | 32 | 9 | 7 | 5 | 4 | 3 | 2 | 1 | 40 | 36 | 96 | 14 | 7 | 193 |
| 2 | 6 | 11 | 35 | 11 | 2 | 5 | 4 | 3 | 2 | 1 | 30 | 44 | 105 | 22 | 2 | 203 |
| 3 | 8 | 9 | 36 | 12 | 0 | 5 | 4 | 3 | 2 | 1 | 40 | 36 | 108 | 24 | 0 | 208 |
| 4 | 9 | 10 | 34 | 8 | 4 | 5 | 4 | 3 | 2 | 1 | 45 | 40 | 102 | 16 | 4 | 207 |
| 5 | 9 | 7 | 40 | 8 | 1 | 5 | 4 | 3 | 2 | 1 | 45 | 28 | 120 | 16 | 1 | 210 |
| 6 | 7 | 5 | 41 | 5 | 7 | 5 | 4 | 3 | 2 | 1 | 35 | 20 | 123 | 10 | 7 | 195 |
| Amount | | | | | | | | | | | | | | | 1216 | |

From the table above, it can be seen that the tabulation results of the dimension score are 1216. Furthermore, to see the position of learning outcomes, the range of learning outcomes is determined in advance. The range is obtained from the results of multiplying the number of respondents, the number of questions and the weight score of the questions so that it is obtained as follows:

- 65 respondents x 6 items x 5 = 1950
- 65 respondents x 6 items x 4 = 1560
- 65 respondents x 6 items x 3 = 1170
- 65 respondents x 6 items x 2 = 780
- 36 respondents x 4 items x 1 = 390

From the above it can be seen that the lowest range of cognitive dimensions is 390 and the highest range is 1950. So we can describe the dimensions in the range as follows

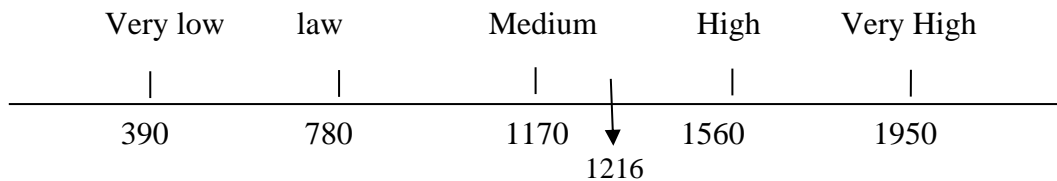


Figure 7. dimension of Cognitive

From the picture above, it can be seen that the Cognitive Mastery of Islamic Education Management Students when distance learning is being carried out is in the Medium to High Range.

Furthermore, the last dimension of learning outcomes is the Psychomotor Dimension, this dimension is represented by 6 questions which are the elaboration of indicators from this dimension. The results of the tabulation of the questionnaire scores from this dimension are as follows:

Table 8. Score of respondents' answers for the dimension of Psychomotor

| Item | Fi | | | | | Xi | | | | | Fi x Xi | | | | | Fi.Xi |
|--------|--------|-------|-----------|------|-------|----|---|---|---|---|---------|----|-----|----|------|-------|
| | Always | Often | Sometimes | Ever | Never | 5 | 4 | 3 | 2 | 1 | 35 | 42 | 90 | 18 | 6 | |
| 1 | 7 | 13 | 30 | 9 | 6 | 5 | 4 | 3 | 2 | 1 | 35 | 42 | 90 | 18 | 6 | 191 |
| 2 | 9 | 16 | 36 | 4 | 0 | 5 | 4 | 3 | 2 | 1 | 45 | 54 | 108 | 8 | 0 | 215 |
| 3 | 9 | 9 | 35 | 12 | 0 | 5 | 4 | 3 | 2 | 1 | 45 | 36 | 105 | 24 | 0 | 210 |
| 4 | 8 | 10 | 34 | 8 | 5 | 5 | 4 | 3 | 2 | 1 | 40 | 40 | 102 | 16 | 5 | 203 |
| 5 | 6 | 10 | 42 | 6 | 1 | 5 | 4 | 3 | 2 | 1 | 30 | 40 | 126 | 12 | 1 | 209 |
| 6 | 8 | 7 | 42 | 8 | 0 | 5 | 4 | 3 | 2 | 1 | 40 | 28 | 126 | 16 | 0 | 210 |
| Amount | | | | | | | | | | | | | | | 1238 | |

From the table above, it can be seen that the tabulation of the acquisition score obtained from the psychomotor dimension questionnaire is 1238. The range obtained for the psychomotor dimension is as follows

65 respondents x 6 items x 5 = 1950

65 respondents x 6 items x 4 = 1560

65 respondents x 6 items x 3 = 1170

65 respondents x 6 items x 2 = 780

36 respondents x 4 items x 1 = 390

From the results above, we can see that the lowest range for the psychomotor dimension is 390 and the highest is 1950, so that when we describe the results of the psychomotor dimension as follows

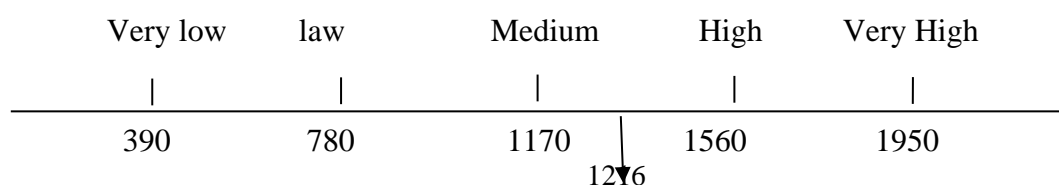


Figure 8. dimension of psychomotor

From the picture above, we can see that the learning outcomes of IAIN Kerinci students for the psychomotor dimension at the time of distance learning are at a moderate to high level.

To see whether there is a relationship between the variables of learning independence and learning outcomes, a correlation test is carried out. The test results are as follows

| Correlations | | | |
|-----------------------|---------------------|-----------------------|------------------|
| | | Learning independence | Learning outcome |
| Learning independence | Pearson Correlation | 1 | .625** |
| | Sig. (2-tailed) | | .000 |
| | N | 65 | 65 |
| Learning outcome | Pearson Correlation | .625** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 65 | 65 |

** . Correlation is significant at the 0.01 level (2-tailed).

From the results of the correlation calculation above, it can be seen that the significance is <0.05 and the Pearson Correlation is 0.625, so it can be concluded that learning independence and learning outcomes in distance learning are moderately correlated.

5. Conclusion

It can be concluded that there is a correlation between independent learning and learning outcomes during the COVID-19 pandemic with a moderate correlation. As for the level analysis for the variable of learning independence during the Covid 19 pandemic with the dimension of self-confidence being at a moderate level, the dimension of self-learning being at a moderate level, the dimension of mastering expertise in the field is at a moderate level, the dimension of respecting time is at a high level, and the dimension of respecting time is at a high level. responsibility is at the moderate level. Meanwhile, the level analysis for

the learning outcome variables on the affective dimension is at a high level, the psychomotor dimension is at a moderate level and cognitive is also at a moderate level.

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