

The Effects of Learning Readiness on Students' Self Regulated Learning in Economics Subjects at SMAN 1 Moro Karimun

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Abstract

The objective of this study was to evaluate the influence of students' readiness for learning on their self-regulated learning in the field of Economics at State Senior High School 1 Moro, Karimun Regency. The research employed a quantitative descriptive approach and focused on tenth and eleventh-grade students majoring in Social Science at State Senior High School 1 Moro, Karimun with total population of 135 students. The sample size, determined using the Slovin formula, comprised 101 students. Data were gathered through questionnaires and documentation, and the analysis utilized simple linear regression with SPSS program. The findings revealed that students' readiness for learning and self-regulated learning both achieved a good level, with percentages of 74.24% and 77.27%, respectively. The data analysis indicated a significant influence of students' learning readiness on their self-regulated learning, accounting for 61.3% of the variance. This suggests a positive correlation, where higher levels of students' learning readiness are linked to improved self-regulated learning, while lower readiness levels are associated with less effective self-regulated learning. The remaining 38.7% was attributed to factors not specifically addressed in this study.

Keywords: *Learning Readiness, Self-Regulated Learning*

Abstrak

Tujuan penelitian ini adalah untuk mengevaluasi pengaruh kesiapan belajar siswa terhadap self-regulated learning bidang Ekonomi di SMA Negeri 1 Moro Kabupaten Karimun. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dan terfokus pada siswa kelas sepuluh dan sebelas jurusan Ilmu Pengetahuan Sosial di SMA Negeri 1 Moro, Karimun dengan jumlah populasi 135 siswa. Besar sampel yang ditentukan dengan menggunakan rumus Slovin adalah 101 siswa. Data dikumpulkan melalui kuesioner dan dokumentasi, dan analisisnya menggunakan regresi linier sederhana dengan program SPSS. Hasil penelitian menunjukkan bahwa kesiapan belajar dan self-regulated learning siswa sama-sama mencapai tingkat yang baik dengan persentase masing-masing sebesar 74,24% dan 77,27%. Analisis data menunjukkan adanya pengaruh yang signifikan antara kesiapan belajar siswa terhadap kemandirian belajar, dengan varians sebesar 61,3%. Hal ini menunjukkan adanya korelasi positif, dimana tingkat kesiapan belajar siswa yang lebih tinggi dikaitkan dengan peningkatan pembelajaran mandiri, sedangkan tingkat kesiapan yang lebih rendah dikaitkan dengan pembelajaran mandiri yang kurang efektif. Sisanya sebesar 38,7% disebabkan oleh faktor-faktor yang tidak dibahas secara spesifik dalam penelitian ini.

Kata Kunci: *Kesiapan Belajar, Self-Regulated Learning*

INTRODUCTION

Readiness to learn is a unitary effort to complete the abilities one has in taking action or responding to what will or will happen he is facing in studying.¹ As per Slameto's perspective, readiness refers to the general state of an individual that prepares them to react or respond in a specific manner to a given situation. According to Nasution, preparedness for learning represents the conditions that come before the actual learning activity. The absence of this readiness or willingness would hinder the learning process from taking place.

Based on a preliminary study that the author conducted at Moro 1 State High School, Karimun Regency, the author found that there were still many students who were not yet independent in learning. Students who are still dependent on teachers for learning are characterized by students being less active during the teaching and learning process. From these observations the author found several symptoms that cause a lack of student learning independence in economics subjects, namely:

- 1) There are still students who do not do economics subject assignments
- 2) There are still students cheating on economics exams.
- 3) There are still students who do not pay attention when the teacher explains economics subjects
- 4) There are still students who do not respond to questions given by the teacher in economics subjects
- 5) There are still students who lack the willingness to study independently in economics subjects.

RESEARCH METHODS

Types and Research Approaches

This research falls under the category of quantitative descriptive study. Quantitative descriptive research involves the analysis of data through the description or illustration of the collected data. The chosen approach is quantitative, which is a research method grounded in the positivist philosophy. It is employed to investigate specific populations or samples, utilizing research instruments for data collection.² This study involves two variables: the independent variable and the dependent variable (also known as the dependent variable).

Time and Place of Research

This study was conducted at SMAN 1 Moro, situated on Raja Haji Street, Moro District, Karimun Regency, Riau Islands Province. The research took place during the even semester of the 2022/2023 academic year, specifically in April-May 2022.

Research Subjects and Objects

The subjects in this research were students in class X IPS and The object of this research is the influence of learning readiness on student learning independence in economics subjects at SMA Negeri 1 Moro, Karimun Regency.

Population and Sample

A population is a broad domain comprising entities or subjects with specific quantities and characteristics that researchers define for study, leading to the derivation of conclusions.³ The population in this study were all students majoring in Social Sciences at SMA Negeri 1 Moro, Karimun Regency, totaling 193 students, but considering the preparation of class XII IPS students in facing final exam preparations, the research only took four classes, namely class X

¹ Vovi Sinta B, Pengaruh Kesiapan Belajar Terhadap Hasil Belajar Mata Ekonomi Kelas X di SMA Bina Jaya Palembang, *Jurnal Ilmiah Pendidikan dan Ekonomi*, Volume1, No. 1, 2017. Hal 13.

² Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2020), Hal 16.

³ *Ibid* Hal 126.

IPS 1, XI IPS 1 and XI IPS 2, 2022/2023 academic year, totaling 135 students.

The sample represents a portion of the population with its corresponding numbers and characteristics. In this research, a random sampling method was utilized, specifically employing simple random sampling. A simple random sample is a sample where in the sampling procedure each member of the population has an equal and independent opportunity to be selected as a member of the population.⁴ Samples will be taken randomly from the four classes that have been used as the population so that each selected lottery number must be returned again so that each sample has the same chance. To determine the sample size for each class, this research uses the Slovin formula.

Based on the calculations above, from a total population of 135 students sampled, 101 students were taken using proportional random sampling using the proportional allocation formula.

Data collection technique

1. Questionnaire

A questionnaire is a data collection technique that is carried out by asking several questions or written statement to the respondent to answer.⁵

In this study, a questionnaire was used to collect data about students' learning readiness and learning independence in economics subjects. The questionnaire in this study used a Likert scale. To make it easier for respondents to give scores, the author provides the following limiting criteria.⁶

2. Documentation

⁴ Edy Purwanto, *Metodologi Penelitian Kuantitatif*, (Yogyakarta: Pustaka Pelajar, 2016) Hal 105

⁵ *Ibid* Hal 199

⁶ Riduwan, *Skala Pengukuran Variabel- Variabel Penelitian*, (Bandung : Alfabeta,2002), Hal 14

Documentation aims to acquire information directly from the research site, encompassing pertinent books, regulations, activity reports, photographs, documentary films, and data relevant to the research.⁷

Test research instruments

1. Validity Test

Validity is a measure that shows the level of reliability or validity of a measuring instrument. If an instrument is said to be valid, it means that the measuring instrument used to obtain the data is valid, so valid means that the instrument can be used to measure what it should measure.⁸ In this research, the formula used is the Pearson Product Moment formula. It is known that all calculated r values are greater than table r (0.361), which means that the measuring instrument is used is valid, so no statements are discarded.

2. Reliability Test

Reliability shows an understanding that the instrument is reliable enough to be used as a data collection tool because the instrument is good. Instruments that are trustworthy and reliable will produce reliable data too. If the data really matches reality, then no matter how many times it is taken it will still be the same. Reliability refers to the reliability of something.⁹ A measuring instrument is declared reliable if the Cronbach's Alpha value is > 0.6 . The Cronbach's Alpha values obtained for each variable were 0.778 and 0.830. This value is greater than 0.6, which means that the measuring instrument used is reliable or trustworthy.

Data Analysis Techniques Quantitative

⁷ Riduwan, *Ibid*, Hal 31

⁸ Riduwan, *Op Cit*. Hal 97

⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta,2013), Hal 221.

Data Analysis. Data analysis used to determine the effect of learning readiness (variable X) on student learning independence (variable Y) is by finding the percentage of each alternative answer using the percentage formula:

$$P = \frac{f}{N} \times 100\%$$

Description :

f : The frequency the percentage is being searched for

N : Number of Cases (Number of Frequencies / number of individuals).¹⁰

P : Percentage Number.

The data that has been presented as a percentage is then recapitulated and given the following criteria:

- 81% - 100% = Very Strong (categorized very high)
- 61% - 80% = Strong (categorized as high)
- 41% - 60% = Fair (categorized as moderate)
- 40% = Weak (categorized as low)
- 0% - 20% = Very Weak (categorized as very low).¹¹

Normality test

The normality test aims to see whether the sample data is normally distributed or not. The statistics used in this test is the Kolmogorov-Smirnov test. The Kolmogorov-Smirnov test assesses the distinction between data under examination for normality and data conforming to the standard normal distribution. If the significance is below 0.05, it means there is a significant difference, and if the significance is above 0.05, there is no significant difference. 18 In this research, the author was assisted by the SPSS 21.0 program.

Linearity Test

¹⁰ Anas Sudijono, 2018. *Pengantar Statistik Pendidikan*, (Depok: Rajawali Pers, 2018), Hal 43

¹¹ Riduwan, *Op Cit Hal 15*

The hypotheses tested are as follows:

Ha: The distribution of the data studied follows a linear form

Ho: The distribution of the data studied does not follow a linear form. With the following basis for taking:

If probability > 0.05 Ha is accepted and Ho is rejected.

If probability < 0.05 Ha is rejected and Ho is accepted.

Simple Linear Regression Analysis

The data that has been given categories is then entered into a simple linear regression formula using the least squares method to determine whether there is an influence of Learning Readiness (variable X) on student learning independence (variable Y) with the following equation:

$$\hat{Y} = a + bX$$

Information :

Y : Subject in the predicted dependent variable.

a : Constant price (when X = 0). b : Regression coefficient.

X: Value of the independent variable

RESEARCH RESULTS AND DISCUSSION

Student learning readiness can be interpreted as the student's condition which makes him ready to provide responses/answers in the learning process. If students have mature readiness, then students will find it easier to deepen the subject matter and concentrate in the learning process. Self-preparation for taking lessons is something that students need to pay attention to, because with thorough preparation students feel stable in learning, making it easier for students to concentrate on studying. Meanwhile, independence in learning is defined as learning activities that take place more driven by the student's own will, own choice and responsibility. From the research conducted, it is

known that the level of readiness and independence in students' learning in economics subjects at SMA Negeri 1 Moro Karimun Regency is classified as good, as shown by the student response scores for each variable of 74.24% and 77.27% which are in the range of 61% - 80%.

Based on the test results, it was found that the t count (12.517) was greater than the t table (1.984) or the significance (0.000) was smaller than 0.05, which means that learning readiness had a significant effect on student learning independence in economics subjects at SMA Negeri 1 Moro, Karimun Regency. The higher the student's learning readiness, the better the student's learning independence will be and vice versa. These results also explain that independence is a value that refers to active behavior and an internal will to achieve in their learning. independence is closely related to readiness to learn, which learning readiness is an expectation of students' ability to regulate learning independence. So it is only natural that someone with mature self-readiness will be encouraged to stimulate themselves to further encourage themselves to be more independent.¹²

The results of this research are in line with research by Saragih (2022) with the result that readiness to learn is a very important factor in shaping a person's character, where mature readiness will spur a person to become an independent character. Independence is a value that refers to active behavior (skills) and an individual's inner will to achieve in their learning. Where independence is closely related to learning readiness, where learning readiness is an expectation of students' ability to manage independent learning. So it is only natural that someone with mature self-readiness will be

encouraged to stimulate themselves to further encourage themselves to be more independent.

The process of forming independence occurs from environmental factors, habits and a person's internal conditions. In this case, habit or human behavior factors are the most dominant factors, especially with the limited face-to-face learning policy (there is a combination of learners where some learning is carried out face-to-face and some online). Students are required to have good learning readiness so that students can develop their potential in the learning process. This learning readiness can be applied in various ways in the learning process, for example preparing learning materials and equipment, reading and preparing materials and so on. This learning readiness can be applied in various ways in the learning process, for example preparing learning materials and equipment, reading and preparing materials and so on. So that by developing self-readiness in learning, it will increase students' ability to understand the material that students will study and in the long term it will become a character that is better known as learning independence.¹³

CONCLUSIONS AND SUGGESTIONS

Conclusions

From the results of research conducted in the previous chapter, it can be concluded that learning readiness has a significant effect on student learning independence in economics subjects at SMA Negeri 1 Moro, Karimun Regency. The level of student learning readiness is classified as good with a percentage of 74.24%, while student learning independence is classified as good with a percentage of 77.27%. The higher the level of student learning readiness, the better the student's learning independence and vice versa, the lower the student's learning readiness level, the lower the student's learning independence. It is known that the magnitude of the influence of learning

¹² Fernando Saragih, Pengaruh Kesiapan Belajar terhadap Kemandirian Belajar pada Masa Pandemi Covid 19 (Studi Kasus Penerapan Kebijakan Pembelajaran Tatap Muka Terbatas), *Jurnal Pendidikan Tambusai* Volume 6 Nomor 1 Tahun 2022, hal 7996- 7997.

¹³ hal 7996- 7997.

readiness on learning independence in economics subjects at SMA Negeri 1 Moro, Karimun.

Suggestions

From the research results and conclusions above, the researcher provides the following suggestions:

1. Students should continue to increase their learning readiness, because students' high learning readiness will increase their independence in learning. Students also need to pay attention that what is meant by learning readiness is not only related to mental readiness, but also physical or health readiness.
2. Schools are expected to pay attention to students who are still lacking in terms of learning readiness and motivate students to improve desire to learn. Apart from that, the condition of the school environment, such as cleanliness in each class, also needs to be considered, because it will have an impact on students' health and then affect their readiness to learn.
3. For further researchers to be able to research the factors that can influence students' learning readiness by using different analytical methods and tools. By knowing things that can influence students' learning readiness, it is hoped that it can increase students' learning independence.

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