

THE CONNECTION BETWEEN STUDENT LEARNING INDEPENDENCE, RESPONSIBILITY AND DISCIPLINE IN AN-NIZAM PRIVATE HIGH SCHOOL IN MEDAN

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Abstract

The purpose of this study was to determine the relationship between discipline and responsibility with student learning independence at An-Nizam Private High School Medan. This research is a quantitative study with a population of 140 students at An-Nizam Private High School Medan. Data collection techniques use three scales, including the scale of discipline, scale of responsibility, scale of learning independence. The results of the study show the first hypothesis that there is a positive correlation between discipline and student learning independence. The second hypothesis is known that there is a positive relationship between responsibility and learning independence seen and the third hypothesis there is a significant relationship between discipline and responsibility and learning independence. It is known from the coefficient Freg = 166.326 with $p < 0.05$, and the correlation coefficient $r = 0.880$ with $p < 0.05$ and $R^2 = 0.774$, it is concluded that discipline and responsibility simultaneously affect student learning independence, the contribution of both in raises student learning independence is equal to 77.4%. Based on the research results the hypothesis is accepted.

Keywords : Discipline; Learning Independence; Responsibility

INTRODUCTION

Character education values such as independence, discipline, and responsibility can be formed properly due to the child's self-awareness. The value of character education needs to be implemented in children from an early age because it can have a positive influence on children's lives in the future. Teachers have an obligation to grow, instill, and give positive values to students to develop the values contained in them at school (Assingkily & Rangkuti, 2020).

One of the goals and functions of education described is to create an independent nature, especially independence in learning. Learning independence is an important aspect of character education. Especially related to the attitude of independent learning. The government in Ministerial Regulation Number 41 of 2007 states that the attitude of independent learning is an attitude that is inherent in a person to learn to take the initiative independently to internalize knowledge without depending on or being directed directly by others.

The ability to learn independently, to design and complete worthwhile learning activities on one's own, and to accomplish one's goals and aspirations without depending on others is known as learning independence (Putra, 2018). However, most students still depend on other students and want to do something that affects the value simultaneously (Rika, 2017).

In accordance with the results of observations and observations at An-Nizam Private High School from December 15 2021 to January 25 2022, related to the problem of learning independence, it can be seen from several students at the school who were doing their assignments that had to be submitted right away. The task had been given two days before, but the students did it at school instead. According to the observations of the researchers, the students did the task by copying the possessions of their friends who had already finished. When students cheat, the task is not the result of their own thinking but the result of other people's thinking. While taking the exam in the same class, it appears that some students ask each other in front of or next to them or friends who have completed their exams. The absence of initiative or always dependency causes students to not have independence in learning.

A person is declared independent based on the opinion of Sabri (2006) if he has characteristics including: 1) students can think in innovative, critical and creative ways, 2) students are difficult to be influenced by other people, 3) students do not avoid or run away from problems, 4) students solve problems by thinking deeply, 5) if students encounter problems solved by themselves by not asking for help from parents or other people, 6) students do not feel inferior if they are different from others, 7) students responsible for the actions they take, and 8) students in the form of working in a disciplined and diligent manner.

The basic term "discipline" is discipline. Discipline is social behavior that is responsible for obeying the rules that have been imposed by others and oneself, namely in

the sphere of religion, state, community, school and family environment. Discipline in obeying the rules is based on self-awareness. Discipline in learning needs to be done because not only to maintain an effective learning atmosphere, but also to form a strong personality.

In accordance with the results of the author's observations and observations at An-Nizam Private High School on December 15 2021 to January 25 2022, related to Discipline problems in learning it appears that a number of students at the school come to school often late, often skip classes, always do Homework (PR) at school, often late to collect assignments. The researcher sees that this attitude shows that students are not disciplined, because they will be distracted while studying. Students with high learning discipline can learn effectively.

Discipline can grow and form if accustomed and instilled since childhood. The inculcation of discipline is carried out within the scope of the school and family. So that these two places certainly influence to form and produce a disciplined person. Planting discipline is also an education for students. Everyone has the same right to get an education.

Law number 20 of 2003 states that "national education functions to form and develop national character and civilization that has dignity in educating the life of the nation, then aims to develop the potential of students to become human beings who have piety and faith in God Almighty, noble, knowledgeable, healthy, independent, qualified, creative, responsible, and democratic. In accordance with the provisions of the law, it is clear that education has the function of cultivating norms and values and so that responsible human beings are formed.

According to Marijan (2012), responsibility is carrying out obligations and tasks effectively. This means that there is awareness that arises from the child in carrying out his obligations and duties without being forced or threatened. Something that is done sincerely certainly gives optimal results and is satisfied, and there is self-satisfaction if the results achieved are obtained as expected. Responsibility in learning is an obligation to carry out the tasks that have been given and must be done with optimal effort and dare to bear all the impacts.

A person who is responsible is someone who can fulfill his own needs and duties, and can be responsible for his environment. Therefore it must be honed continuously, thereby forming a responsible personality. Teenagers must practice and learn to form plans, make decisions, take actions based on their own decisions and be responsible for all things

done. Students who are responsible for their duties as students are students who are mature in making decisions correctly and correctly.

Based on the results of observations and observations of researchers at An-Nizam Private High School on December 15 2021 to January 25 2022 related to the problem of Responsibility it appears that some students at the school tend to choose games rather than study, cannot focus while studying, not committed, there are still some students who do not bring the equipment needed to complete the task, it is always not timely to collect assignments from the subject teacher.

Awareness of the existence of responsibility does not include a genetic attitude that is present in everyone from birth, but must be instilled by getting used to it. Efforts to familiarize awareness of being responsible for children from a young age require the roles of other people to direct them. In the family environment, namely the father or mother has an important role to form awareness of being responsible for children. They are figures that children will imitate.

Relevant research on students' independence in learning has been examined from a variety of scientific angles. Among these is a discussion of the effects of attitude variables, learning styles, and learning independence on students' academic outcomes (Rijal & Bachtiar, 2015), studying the effect of independence and the learning environment on student learning achievement (Aini & Taman, 2012), the relationship between learning style variables and learning independence on students' problem-solving abilities (Sundayana, 2016), the effect of independent learning on student learning outcomes (Bungsu, *et.al.*, 2019), study of the relationship between social interaction variables and student learning independence (Mulyaningsih, 2014), the impact of independent learning on students' reasoning abilities (Fajriyah, *et.al.*, 2019), the determination of learning independence in student achievement (Laksana & Hadijah, 2019), and student learning independence in the learning process in class and outside the classroom (Nurfadilah & Hakim, 2019).

It is clear from the literature analysis above that pertinent research has looked at numerous themes or issues that are related. However, there is a vacuum in the study as far as the variables employed are concerned, as no one has looked at the discipline and accountability factors as a study of student learning independence. This is a novel feature of the study, so to speak. Also, there hasn't been a special study on this issue in the An-Nizam Private High School in Medan's research history.

The figure of a responsible parent will set an example of the same awareness of the child's responsibilities. The sense of parental care in child development is something that needs to be implemented through providing time and space directly to guide children to be responsible. Parents not only give orders, but also must be able to be a model for children directly. It takes high awareness in order to be responsible properly, especially the responsibility as a learner. Currently, the younger generation is very vulnerable to external interactions that can damage morale. For this reason, the role of parents and teachers is certainly needed to build the personal character of responsible children. The goal of this study is to ascertain how, at An-Nizam Private High School in Medan, responsibility and punishment relate to student learning independence.

METHODS

Quantitative research is systematic scientific research on causality, phenomena, and parts of the relationship between variables. Sugiyono (2015) explains that a quantitative approach is research based on the philosophy of positivism in conducting research on certain samples or populations and taking random samples by collecting data using instruments, statistical data analysis. The variables of this study include Independent Variable (X1): Discipline, Independent Variable (X2): Responsibility, Dependent Variable (Y): Independent Learning.

Research variables are classified into types and positions, namely the dependent variable and independent variable. This study consists of two variables: (1) Dependent Variable, is the result or is influenced by the variable that precedes it. The dependent variable in this study is Student Learning Independence expressed in Y. (2) The independent variable is a variable that influences or precedes the dependent variable. The independent variables of this study are Discipline expressed by the X1 variable and Responsibility expressed by the X2 variable.

The study was carried out for three months, from November 2022 to January 2023. The sample in this study was An-Nizam Medan Islamic Private High School, totaling 100 people using the Isaac and Michael tables. This research data collection method using a questionnaire. questionnaire that is collecting data through the use of a list of questions that are directly given to respondents. The list of questions was made according to the research variables to be observed. Sugiyono (2018) stated that a questionnaire is a data collection

technique that is carried out by providing a set of written statements or questions to respondents to answer.

The Learning Independence Questionnaire (Y), the Discipline Questionnaire (X1), and the Responsibility Questionnaire (X2) were prepared according to the Likert Scale including four choices, namely scores for items that have positive answers (favorable), as follows: Score 4 = Very Appropriate (SS) , Score 3 = Appropriate (S), Score 2 = Not Appropriate (TS), Score 1 = Very Unsuitable (STS). Scores for items that have negative (unfavorable) answers are as follows: Score 1 = Very Appropriate (SS), Score 2 = Appropriate (S), Score 3 = Not Appropriate (TS), Score 4 = Very Not Appropriate (STS). The instrument used to measure Learning Independence as a Y variable is a measuring tool that is compiled on the basis of the Dwi Lestari Learning Independence aspect (2016) which consists of 4 aspects of Learning Independence namely (1) Seriousness, (2) Taking initiative, (3) Having a sense of trust self, and (4) able to solve problems.

RESULTS

This study uses multiple regression analysis techniques. Multiple regression analysis technique to analyze the relationship of two or more independent variables and one dependent variable. In this study, what you want to see is the relationship between discipline and responsibility with independent learning. Before analyzing the data collected through multiple regression techniques, it begins with assumption tests such as normality tests and linearity tests.

Normality test

From the results of the assumption test for the normality of the independent variable data distribution (discipline and responsibility) and the dependent variable (learning independence) it is known that the data distribution is normally distributed, this is known from the Kolmogorov-Smirnov normality test coefficient for the independent variable discipline 0.042 with $p = 0.053$, responsibility answer 0.086 with $p = 0.101$ and the dependent variable is 0.122 with $p = 0.139$. Determination of the criteria if $p \geq 0.05$ the data distribution is declared normal, but if $p < 0.05$ the distribution is declared not normal. The results of the calculation of the normality test are shown in the table below.

Table 1. Summary of Normality Test Results

Variable	Kolmogorov-Smirnov	P (Significance)	Information
Discipline	0,042	0,053	Normal
Responsibility	0,086	0,101	Normal
Independent Learning	0,122	0,139	Normal

Linearity Test

The results of the linearity test between the discipline variable and the student learning independence variable show that there is a linear correlation. This is based on the linearity coefficient $F = 73.427$ with $p < 0.05$. From the results of the linearity test between the variables of responsibility and student learning independence it is known that there is a linear correlation between the variables of responsibility and student learning independence. It is known from the linearity coefficient $F = 64.684$ with $p < 0.05$, the results of the calculation of the linearity test are shown in the following table.

Table 2. Summary of Linearity Test Results

Correlational	F	P	Information
X1 – Y	73,427	0,000	Linier
X2 – Y	64,684	0,000	Linier

Information:

X1 = Discipline

X2 = Responsibility

Y = Independent Learning

F = Linearity Coefficient

p = Significance of Linearity

Hypothesis Test Results

In detail, the hypothesis test is explained as follows:

First Hypothesis: Relationship between Discipline and Learning Independence

The first hypothesis of this study is that there is a significant relationship between discipline and student learning independence. It is known from the correlation coefficient r_{xy} showing 0.614 with $p < 0.05$, so the conclusion is that the better the student's discipline,

the better the student's learning independence. Based on this, the conclusion is that the research hypothesis that there is a significant relationship between discipline and student learning independence is acceptable.

Second Hypothesis: Relationship between Responsibility and Independent Learning

The second hypothesis of this study is that there is a significant relationship between responsibility and student learning independence. It is known from the correlation coefficient r_{xy} showing 0.617 with $p < 0.05$, so the conclusion is that the better the student's responsibility, the better the student's learning independence. Based on this, the conclusion is that the research hypothesis that there is a significant relationship between responsibility and student learning independence during a pandemic is acceptable.

Third Hypothesis: Relationship between Discipline and Responsibility with Independent Learning

The third hypothesis of this study is that there is a significant relationship between discipline and responsibility and student learning independence. It is known from the coefficient $F_{reg} = 166.326$ with $p < 0.05$, and the correlation coefficient $r = 0.880$ with $p < 0.05$ and $R^2 = 0.774$, thus it can be concluded that discipline and responsibility simultaneously affect student learning independence, the contribution of both in bringing out student learning independence is 77.4%.

Multiple Regression Analysis Test Results

In accordance with the results of the analysis using the multiple regression analysis method, it is known that there is a significant relationship between discipline and student learning independence based on the correlation coefficient $r_{xy} = 0.614$ with $p = < 0.05$, thus there is a significant relationship between discipline and student learning independence. So the conclusion is that the better the discipline, the better the independence of student learning. Then it can be explained that discipline makes an effective contribution of 37.70% to student learning independence.

Next, it is known that there is a positive relationship between responsibility and student learning independence based on the correlation coefficient value $r_{xy} = 0.617$ with p

<0.05 , so the conclusion is that the higher the student's responsibility, the higher the student's learning independence with an effective contribution of responsibility of 38.07 % of student learning independence.

Based on the results of the analysis using the multiple linear regression analysis method, it is known that there is a significant relationship between discipline and responsibility based on the value of the coefficient Freg = 166.236 with $p < 0.05$, and the correlation coefficient $r = 0.880$ with $p < 0.05$ and $R^2 = 0.774$, which means meaning that discipline and responsibility simultaneously influence learning independence, the contribution of both in bringing about student learning independence is 77.4%. The following is a summary of the results of multiple regression analysis calculations.

Table 3. Summary of Multiple Regression Analysis Results

Variable	Koefisien (r_{xy})	Koefisien Determinant (r^2)	BE%	P	Information
X ₁ -Y	0,614	0,377	37,7	0,000	Sig
X ₂ -Y	0,617	0,381	38,1	0,000	Sig
X ₁ -X ₂ -Y	0,880	0,774	77,4	0,000	Sig

Keterangan :

X₁ = Discipline

X₂ = Responsibility

Y = Independent Learning

r_{xy} = The coefficient of the relationship between X₁, X₂ and Y

r^2 = The coefficient of determination X₁, X₂ with Y

P = Significance

BE% = Effective contribution weight X₁, X₂ against Y in percent

Results of Calculation of Hypothetical Mean and Empirical Mean

Hypothetical Mean

In the disciplinary variable, 59 valid items are shown with a Likert scale based on four answer choices, so the hypothetical mean is as follows $[(59 \times 1) + (59 \times 4)] : 2 = 147.5$. The responsibility variable has 48 valid items based on the Likert scale of four answer choices, so the hypothetical mean is as follows $(48 \times 1) + (48 \times 4) : 2 = 120$. The student

learning independence variable has 48 valid items based on the Likert scale four answer choices, so the hypothetical mean shows $(48 \times 1) + (48 \times 4) : 2 = 120$.

Empirical Mean

According to the data analysis, based on the descriptive analysis of multiple linear regression tests, it is known that the empirical mean of the disciplinary variable is 179.58 and the standard deviation is 29.719. For the responsibility variable, the empirical mean is 147.92 and the standard deviation is 22.169. The variable of student learning independence has an empirical mean of 148.66 and a standard deviation of 19.657.

Criteria

To determine the condition of the categories of discipline, responsibility and student learning independence, it is necessary to compare the empirical mean/average value with the hypothetical mean/average value by taking into account the magnitude of the standard deviation number of each variable. For the discipline variable the SD score is 29.719, for the responsibility variable the SD score is 22.169 and for the student learning independence variable the SD score is 19.657.

Comparison of the mean/hypothetical average value with the empirical mean/average value and the standard deviation of each variable is shown in the following table:

Table 4. Results of Calculation of Hypothetical Average Value and Empirical Average Value

Variable	SD	Average value		Information
		Hypothetical 1	Empirical	
Discipline	29,719	147,5	179,58	High
Responsibility	22,169	120	147,92	High
Independent Learning	19,657	120	148,66	High

DISCUSSION

The Relationship between Discipline and Student Learning Independence

According to the results of the hypothesis research, it shows that there is a significant correlation between discipline and student learning independence. This is indicated by the correlation coefficient r_{xy} worth 0.614 with $p < 0.05$, so it can be concluded that if discipline is getting better, of course student learning independence will also be getting better too. The determinant coefficient (R^2) of the relationship between discipline and the dependent variable of student learning independence is $R^2 = 0.3770$. This shows that student learning independence is formed by discipline which contributes as much as 37.7%.

Discipline is certainly needed as an effort to improve planned life and develop learning achievements because it is educational and regulates to make children independent. According to Knowles in Nurhayati (2011) states learning independence is a stage in which a person takes the initiative without or assisted by others to diagnose learning needs, identify learning resources, formulate learning goals, determine and apply learning strategies, then evaluate learning outcomes.

Discipline can form a conducive atmosphere and develop a competitive spirit towards students. Discipline is the condition of a person regulated in a policy that aims to create better conditions. Discipline in schools certainly requires the role of teachers who agree with each policy in schools, but in fact discipline is still a common problem that is difficult to implement. The habit of overriding school rules generally becomes something that students do monotonously, especially if the punishment given does not have a deterrent effect, in fact sometimes it seems that students are making fun of the policies that have been implemented because they have not been able to undergo punishment from the school.

So it takes a series of elements that can form discipline, based on Hurlock's opinion in Amri (2013), namely policy as a guide to behavior, sanctions for violations, consistency in regulations, appreciation for good behavior. Besides that, based on opinion by Amri (2013) it takes basic elements that can foster discipline as an attitude that is inherent in a person and a system of cultural values found in society.

Discipline in learning is an effort to control students' self-control on regulations, namely unwritten and written that have been implemented by students related to or originating from outside and a form of awareness of their responsibilities and duties, namely discipline at school and at home without causing harm to the goals of the learning process is

carried out. Learning Discipline includes discipline during the learning process and time discipline.

Through discipline, students will be disciplined when carrying out learning activities at school, disciplined in following study schedules, disciplined in taking exams, collecting and doing their assignments on time. Students must have learning discipline because through this it can direct students to get maximum achievement. This indicates that there is a relationship between discipline and independence in student learning. In accordance with this explanation, it can be concluded that learning discipline has a positive relationship with student learning independence. In addition, this study can prove the hypothesis which states that there is a positive relationship between learning discipline and student learning independence.

Relationship of Responsibility with Student Learning Independence

If viewed through the determinant coefficient (R^2) and the relationship of responsibility with the dependent variable of student learning independence, that is $= 0.807$. The positive relationship between these variables indicates that it has a unidirectional relationship, namely an increase in the score of responsibility obtained by the subject will be compiled with an increase in the score of student learning independence. This indicates that the higher the responsibility, the higher the student's learning independence.

In accordance with opinion by Mustari (2014) Responsibility is "a person's attitude and behavior to carry out their duties and obligations as they should be done to oneself, society and the environment (natural, social and cultural), the State and God". Agus (2017) explains that responsibility is someone who can carry out external and internal controls that a belief can control himself and believes that the success obtained is the result of his own efforts.

Responsible attitude is an aspect that affects independent learning. Someone who is responsible will try to carry out their obligations and duties (Mulyaningsih, 2014). The behavior of a responsible person always tries to prevent sanctions and reprimands if the implementation is inconsistent with their obligations and duties. The definition of being responsible based on opinion by Magdalena (2011) is an action to be ready to bear all things that arise as a result of carrying out activities. Being responsible is an action that arises from

awareness of the activities that person must carry out (Atthohiri, 2022). This awareness is used as a reference that someone is considered worthy of being an adult.

Discipline Relations and Student Learning Responsibility and Independence

In accordance with the hypothesis that has been implemented, it was found that there was a positive relationship between discipline and responsibility towards student learning independence as indicated by the value of the correlation coefficient $R = 0.880$ with $p < 0.05$ and $R^2 = 0.774$ and the Freg coefficient = 166.326 with $p < 0,05$. If viewed from the determinant coefficient R^2 of the relationship of discipline and responsibility with the learning independence variable, namely $(R^2) = 0.774$, it can be concluded that discipline and responsibility simultaneously have an influence on student learning independence, the contribution of both can lead to student learning independence which is worth 77, 4%. Meanwhile, another 22.6% were influenced outside the model.

From the results of this study it can be said that discipline and responsibility have a positive relationship to student learning independence, meaning that the relationship between the three variables X1, X2 and Y is directly proportional, the better the discipline and the higher the student's responsibility, thus followed by increasing student learning independence, then the third relationship variables X1, X2 and Y are directly proportional, the higher the responsibility and the better the student's discipline, thus followed by increasing student learning independence.

Students are called independent if they have the following characteristics, including being innovative, creative, being able to think critically, creatively, being difficult to be influenced by others, working hard in a disciplined and diligent manner, being responsible for their actions, being able to determine their own learning resources and being able to obtain appropriate learning materials. expected, understand something he wants to achieve, learn not to depend on other people, and be able to assess the level of ability in carrying out tasks and solving life problems.

According to Basri (2000) that independence in terms of mental and psychological is a condition in which a person in his life can do or decide something without the help of others. This ability is possessed if a person has the ability to think carefully about something that is decided or done, namely the aspects of the advantages, benefits as well as the disadvantages and negatives that occur.

It can be concluded that from the aspects contained in the learning independence, through the presence of a disciplined attitude, of course, gradually an independent attitude will arise. This is due to the habits of children who are trained in a continuous way in obeying the rules, one of which is when they do the assignments given, through this the child has a sense of responsibility which can raise awareness of the obligations and rights that cause students to do the assignments given. in a timely manner.

From this study it can be concluded that there is a positive relationship between discipline and responsibility for student learning independence, so the relationship between the two variables is in the same direction or directly proportional, the results obtained in these calculations are significantly related between discipline and responsibility for student learning independence. Furthermore, this study can prove the hypothesis which states that there is a positive relationship between discipline and responsibility for student learning independence. So that it can be shown that there is a relationship between discipline and responsibility for learning independence, the higher the discipline and responsibility, thus the better the learning independence.

CONCLUSION

In accordance with the aforementioned description, the findings indicate that (1) there is a positive correlation between student learning independence and discipline, (2) there is a positive relationship between responsibility and learning independence, and (3) there is a significant correlation between discipline and responsibility and learning independence. Hence, it was determined that responsibility and discipline both affect a student's ability to study independently and that both play a role in achieving this goal. This demonstrates the acceptance of all study assumptions.

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