

---

## ENHANCING ACADEMIC ACHIEVEMENT: THE ROLE OF LEARNING INDEPENDENCE AND EDUCATIONAL ENVIRONMENT IN PUBLIC ELEMENTARY SCHOOL STUDENTS IN BANGERAN VILLAGE, DUKUN, GRESIK

**Khunafa<sup>1</sup>, Didit Darmawan<sup>2</sup>**

Universitas Sunan Giri Surabaya

Email: [khunafahc@gmail.com](mailto:khunafahc@gmail.com)<sup>1</sup>, [dr.diditdarmawan@gmail.com](mailto:dr.diditdarmawan@gmail.com)<sup>2</sup>

### *Abstract*

*Education plays a very important role as the main basis for forming human resources who have superior quality and potential. However, the low economic learning achievement of students in the learning process is due to the fact that many students are not yet independent in learning. If student learning independence and the student learning environment also have high motivation, learning achievement will increase, thereby fostering student activity at school and also generating ideas. brilliant ones that raise the quality of education. This research aims to investigate the impact of independent learning and the learning environment on student learning achievement at Public Elementary School Bangeran Village, Dukun District, Gresik Regency. By involving 60 students as research samples, sampling was carried out by census. Data was collected through the distribution of questionnaires which included variables such as learning independence, learning environment conditions, and learning achievement. Data analysis was carried out through validity tests, reliability tests, classical assumption tests, and multiple linear regression. The results of this research indicate that learning independence and the learning environment have a significant impact on student learning achievement.*

**Keywords:** *Learning Achievement, Learning Independence, Learning Environment.*

## **A. INTRODUCTION**

Education plays a role as the main foundation in the development of human resources, playing an important role in forming quality individuals. More than just imparting knowledge, education acts as the main pillar that shapes individual character, values and skills (Mubarok & Tambunan, 2021). Education provides a platform for further exploration, opening the door to self-discovery, special interests, and talent development. Through the learning process, individuals not only gain academic knowledge, but also develop critical skills, creativity and adaptability in shaping individuals into quality human resources (Zubaidah, 2018). Education does not only include academic aspects, but also plays a role in shaping an individual's moral and social character. Values such as responsibility, cooperation and integrity are instilled through interactions in the classroom and educational environment (Iswatiningsih, 2019). Therefore, education is not only about providing information, but also about forming individuals who are able to contribute positively to society. As the foundation for human resource development, education is not only about preparing individuals for the world of work, but also for life (Yudha, 2019).

Learning plays a role in student development which forms a foundation of good knowledge, skills and ethics. Through learning, students can expand their knowledge, not only about facts, but also the concepts and principles that underlie everyday life. In addition, the learning process helps students develop various skills, ranging from academic skills such as reading and writing to practical skills such as communicating and critical thinking. The importance of learning lies not only in the acquisition of knowledge and skills, but also in the formation of character and a positive attitude. Through learning, students are invited to understand the values, ethics and good behavior that form the basis of their personality. The learning process also contributes to the development of students' critical thinking, helping them produce a more in-depth and analytical view of the world around them. Additionally, learning opens the door to creativity, encouraging students to think outside the box and create innovative solutions. Thus, learning not only functions as a means to achieve academic success, but also as a solid foundation to prepare students to face life's challenges, both in the career field and in facing continuous changes in this world.

Usun (2004) believes that learning outcomes for students are viewed from learning achievements which can be measured based on learning concerns, learning styles, learning dimensions, and belief systems. Student learning achievements are proven and shown through grades or numbers from the results of evaluations carried out by teachers on student assignments and tests or exams they take (Darmanto et al., 2014). Learning achievement is not only about exam results or final grades, but also includes students' ability to apply the knowledge and skills acquired in everyday life (Pajriah & Budiman, 2017). Changes in student learning achievement become apparent through evaluations provided by teachers. This evaluation reflects the learning outcomes that students have undergone during a certain period. Changes in learning achievement can include an increase or decrease in the quality of student learning (Sunadi, 2013; Gunawan et al., 2016). This can be an indicator of the effectiveness of the learning methods applied, students' responses to the material, and efforts to improve the learning process. Thus, student learning achievement becomes an important indicator that reflects the effectiveness of the learning process (Hadiyanto, 2017).

Achieving student learning achievement can be achieved with a level of learning independence (Rini et al., 2020). Learning independence includes a number of skills and attitudes that are essential in achieving academic success. According to Dian et al. (2020); Munir and Waty (2023), learning independence can be demonstrated through not being dependent on other people, having self-confidence, behaving in a disciplined manner, having a sense of responsibility, behaving based on one's own initiative, and exercising self-control. Independent

learning can develop high cognitive abilities, this is because students become accustomed to dealing with existing tasks and learning resources, as well as holding discussions with friends when they face difficulties. Students who are able to manage time, set learning goals, and manage resources effectively tend to have better learning outcomes (Aziz, 2018; Marantika, 2021). This means that the ability to overcome obstacles to learning on your own, initiative in searching for information, and independence in problem solving are key aspects of learning independence that influence achievement. Where individuals are able to evaluate themselves, identify strengths and weaknesses, and plan further development. The ability to overcome obstacles, adapt to change, and continuously think critically are characteristics of independent students. By being independent in learning, students not only achieve academic success, but also develop skills and attitudes that will help them succeed in the future (Alferez et al., 2023). This is why the development of independence in learning is considered one of the main goals in education. The ability to adapt to change, utilization of learning resources, creativity and innovation are also integral elements of independence in learning (Saraswati et al., 2014; Mardikaningsih & Hariani, 2016). Learning independence creates a strong foundation for achieving optimal learning achievement (Triswijianto, 2020). However, it should be noted that the level of learning independence can vary between students. Therefore, understanding and supporting the development of students' independent learning can be a key step in improving their academic performance. Coaching and support programs that integrate the development of learning independence can help students optimize their potential and achieve success in their academic journey (Karina et al., 2018; Devi et al., 2023).

The learning environment has a central role in shaping and influencing learning achievement (Hermawan et al., 2020). The learning environment is one of the factors that influences whether or not a learning process runs smoothly. This condition has a significant influence on the smoothness and success of a learning process. The learning environment can include the family environment, school environment and community environment (Anggraini et al., 2017). According to Putri (2016), factors, such as facilities and social support, can have a significant impact on individual academic results. Adequate learning facilities such as libraries, laboratories and comfortable classrooms can create physical conditions that support effective learning. The availability of these resources not only facilitates access to information but also motivates students to be actively involved in the learning process (Purwanti et al., 2014). Furthermore, social support from teachers, peers, and the academic environment as a whole is also a key factor (Sukmawati, 2016). Positive interactions with teachers and peers can increase motivation, build self-confidence, and provide necessary guidance. A supportive environment can provide positive encouragement for student motivation and participation in the learning process. The condition of the school environment and the good relationship between educators and students and students and students will create comfort for students in learning so that it will be easier to achieve maximum learning outcomes (Alavi et al., 2002; Lim & Morris, 2009) . Through this comfort, students are more likely to be actively involved in the learning process and feel they have higher self-confidence. For this reason, an environment that stimulates creativity, open discussion and intellectual exploration can increase students' interest in learning material (Syamsi, 2014).

This research acquires urgency because it has the potential to provide in-depth insight into the factors that can provide encouragement or even become obstacles in achieving learning achievement for elementary school students in Bangeran Village, Dukun District, Gresik Regency. Understanding these dynamics is crucial in efforts to continuously improve the quality of education. It is hoped that the research results can provide a substantial contribution to education administrators in designing more effective learning policies and strategies. This contribution could be in the form of a better understanding of the most significant variables in

determining the learning achievement of elementary school students in Bangeran Village, Dukun District, Gresik Regency. For example, a deeper understanding of the extent to which independent learning and the learning environment can have a positive or negative impact on academic achievement can guide education providers in designing more targeted learning interventions or programs.

## **B. RESEARCH METHODS**

This research is quantitative in nature and involves the approach used to collect, analyze and interpret data numerically. In quantitative research, researchers use statistical methods to present and describe the phenomena studied (Mardikaningsih & Darmawan, 2013). The research location was at the Elementary School in Bangeran Village, Dukun District, Gresik Regency. The research population was sixth grade students at state elementary schools in Bangeran Village, Dukun District, Gresik Regency. The total population is 60 students. All will be respondents in this research.

The research tool used is a questionnaire which aims to collect information regarding students' views regarding the impact of independent learning and the learning environment on their learning achievement. This questionnaire will include structured questions related to the research variables. The research variables consist of independent variables, namely learning independence and learning environment. Meanwhile, the dependent variable in this research is learning achievement. The following is an explanation of the variables in this research:

1. Independence (X1) is the ability to take responsibility for one's own learning including planning the learning process to achieve results (Ranti et al., 2017). The constituent indicators are personal planning, learning initiative, use of resources, self-awareness, responsibility for results (Andayani & Darmawan, 2004).
2. The learning environment (X2) is the visible environment around which there are many factors that influence student development and behavior (Hidayat, 2015). According to Agistiawati and Asbari (2020), the learning environment can be measured by indicators which include the relationship between teachers and students, relationships between students, student discipline, and facilities for students.
3. The definition of learning achievement (Y) is the result of assessment activities expressed in numbers or symbols, all of which are about the progress of student learning outcomes during a certain period (Harahap et al., 2021). Indicators of learning achievement are cognitive, psychomotor and affective (Muhhibin, 2010).

The data collection process in this research was carried out through distributing questionnaires to a sample of students who had been selected from State Elementary Schools in Bangeran Village, Dukun District, Gresik Regency. The initial stage involved selecting an elementary school in Bangeran Village as the data collection location. After that, questionnaires were distributed to students as an instrument to collect information related to the variables studied, namely learning independence and the learning environment. The collected data will be subjected to analysis using statistical methods, especially regression analysis.

At the regression analysis stage, the aim is to identify and understand the extent of the influence of learning independence and the learning environment on student learning achievement. Regression analysis was chosen because it is able to provide a more detailed and measurable picture of the relationship between the variables studied. By measuring the extent to which learning independence and the learning environment can predict student learning achievement, this research is expected to make a significant contribution to the understanding of the factors that influence learning achievement in the educational environment. This process will involve careful and in-depth data analysis, so that the research results can provide meaningful insights for the development of more effective educational policies and learning

strategies at the elementary school level. Thus, this research not only provides descriptive information, but also produces findings that can be the basis for improving the quality of education in the region.

### C. RESULTS AND DISCUSSION

In this study, the sample consisted of 60 grade VI students at Public Elementary School Bangeran Village, Dukun District, Gresik Regency. The data collection process was carried out using a questionnaire, and of the 60 students sampled, 46 of them provided responsive and in-depth responses to statements related to research variables, such as learning independence, learning environment, and student learning achievement. Through the active participation of 46 students who responded well to the questionnaire, this research succeeded in exploring a deeper understanding regarding the relationship between learning independence, learning environmental conditions, and student learning achievement at Bangeran Village Elementary School. The positive and varied responses from respondents provide a rich framework for understanding the dynamics of interactions between variables that are the focus of this research.

The next stage is validity testing. The maintained validity of the instrument provides confidence that the questions asked in the questionnaire indeed reflect well the variables studied. Where, the results of this research can be considered more reliable and accurate in describing the relationship between learning independence, learning environment, and student learning achievement. The results of the validity test which show that not a single statement was eliminated because the total corrected item correlation value exceeded 0.3 is a positive indication of the validity of the research instrument. A high total item correlation value indicates that each statement on the questionnaire has a significant relationship with the total score of the variable being measured. The non-elimination of this statement illustrates that all items on the questionnaire are believed to have good validity and are relevant for measuring the concepts of learning independence, learning environment and student learning achievement.

The reliability test results of Cronbach's Alpha value  $> 0.6$  for all research variables show a good level of reliability for this research instrument. The high Cronbach's Alpha value for the variables independence (0.783), learning environment (0.881), and student learning achievement (0.889) indicates that each variable has good internal consistency. This indicates that the questions in each variable are interrelated and can be relied upon to measure the concept represented.

Table 1  
Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.942 <sup>a</sup>	.887	.882	2.36866

The next involves analysis using the coefficient of determination. The results of this research reveal that there is a strong influence between the observed variables, namely independence and the learning environment, on student learning achievement at Public Elementary School Bangeran Village, Dukun District, Gresik Regency. The R value obtained reached 0.942. Furthermore, the R Square value was recorded at 0.887, and the Adjusted R Squared value was 0.882. These findings indicate that around 88.2% of the variation in student learning achievement can be explained by variables such as independence and learning environment at Public Elementary School Bangeran Village, Dukun District, Gresik Regency. The remaining 11.8% was influenced by other factors not included in the scope of this research.

Table 2  
ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
-------	----------------	----	-------------	---	------

1	Regression	1893.180	2	946.590	168.716	.000 <sup>b</sup>
	Residual	241.254	43	5.611		
	Total	2134.435	45			

In Table 2, the F test results show that the F-calculated value reached 168.716, with a significance level of 0.000. Because this probability value is smaller than 0.05, it can be concluded that the regression equation has a high level of significance. This means that this analysis shows that the variables of independence and learning environment together have a significant influence on student learning achievement at Public Elementary School Bangeran Village, Dukun District, Gresik Regency. Therefore, this indicates that factors such as independence and the learning environment have an important role in simultaneously influencing the learning achievement of elementary school students in Bangeran Village, Dukun District, Gresik Regency.

Table 3  
t test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.590	2.326		1.113	.272
	X1	1.048	.365	.183	2.875	.006
	X2	1.096	.085	.822	12.918	.000

The regression model formed is  $Y = 2,590 + 1,048X1 + 1,096X2$ , providing an overview of the relationship between the learning independence variables (X1) and the learning environment (X2) on the student learning achievement variable (Y), namely:

1. The intercept value (2.590) can be interpreted as a prediction of student learning achievement scores when the two independent variables (learning independence and learning environment) have a value of zero or no influence. In this context, 2.590 can be considered the initial value of student learning achievement if there is no learning independence and a contributing learning environment.
2. The coefficient X1 (1.048) on the learning independence variable shows how much change is expected in student learning achievement scores (Y) for each unit increase in the learning independence variable (X1). This means that if student learning independence (X1) increases by one unit, then the student learning achievement score (Y) is estimated to increase by 1.048.
3. The X2 coefficient (1.096) on the learning environment variable has a similar interpretation to the X1 coefficient, but specifically for the learning environment variable (X2). In other words, if the student's learning environment (X2) increases by one unit, the predicted student achievement score (Y) is expected to increase by 1.096.

Apart from that, based on Table 3, there is significance for independence with a value of 0.006. The student learning environment variable at Public Elementary School Bangeran Village, Dukun District, Gresik Regency, also shows a significant value of 0.000. By achieving this level of significance, it can be explained that learning independence and the learning environment have a partial role in shaping the learning achievement of elementary school students in Bangeran Village, Dukun District, Gresik Regency. This is caused by a significance value of less than 0.05. If we pay attention to the coefficient of each independent variable, it can be seen that between learning independence and the learning environment, the learning environment has a higher value, namely 1.096, compared to the coefficient value of learning independence of 1.048. This indicates that the learning environment has a more dominant influence in shaping student learning achievement compared to student learning independence at Public Elementary School Bangeran Village, Dukun District, Gresik Regency.

Learning independence has a significant influence on the learning achievement of elementary school students in Bangeran Village, Dukun District, Gresik Regency. The results

of this study have similar results to the study conducted by León et al. (2015); Hofferber et al. (2014); Orakci and Gelisli (2019); Rini (2020). Independence can be defined as the ability to think, feel and do things on your own. An independent attitude in learning is the willingness, readiness, or tendency to act alone. Students who have a high level of learning independence tend to be able to maximize their academic potential (Sugandi, 2013). In addition, independent learning can give students the ability to overcome obstacles that arise during the learning process. This ability is key in facing academic challenges which helps students to stay focused, motivated and responsible for their learning (Riyanto, 2014). Not only that, this ability is very important in supporting lifelong learning and the development of skills that can be applied in various contexts. Therefore, a deep understanding of how independent learning influences student achievement not only provides insight into the learning process, but also provides a foundation for the development of learning strategies that can increase student independence and academic outcomes.

The learning environment is proven to have a significant influence on the learning achievement of elementary school students in Bangeran Village, Dukun District, Gresik Regency. These results are in accordance with studies conducted by Yen and Lee (2011); Baeten et al. (2013); Hermawan (2020). A supportive learning environment can create more effective learning conditions. A supportive learning atmosphere can make it easier for students to increase their dedication in achieving good learning outcomes. Where the conditions where students study have a positive impact on the learning process, so that they can make a positive contribution to student learning success. With support from the learning environment, it is hoped that student learning outcomes will experience more positive improvements. By focusing on comfort, positive interactions, and providing adequate learning resources, this learning environment can help students achieve maximum learning outcomes. Not only that, an adequate and comfortable learning environment, such as good classes, a complete library, and modern technological facilities, can have a positive impact on student learning motivation. An inclusive and supportive learning environment can also provide a sense of emotional security, which contributes to students' psychological well-being. An environment that encourages discussion, reflection and creativity can help students develop a deeper understanding of the learning material (Mardhiyana & Sejati, 2016). The role of the learning environment can be thought of as a supervisor who provides feedback regarding the quality of the learning output produced. If the results obtained do not match expectations, this is an indication that there is a need to improve the quality of the education and learning process in schools. The more optimal the learning environment, the greater the possibility of improving student learning outcomes. Thus, developing a good learning environment can be the key to increasing the effectiveness of the education system and achieving more satisfactory learning outcomes. For this reason, efforts to improve the quality of the learning environment must be comprehensive by taking into account various elements that can create conditions that support student learning growth and development.

## D. CONCLUSIONS

Based on the research results, it can be concluded that learning independence and the learning environment have a significant influence on student learning achievement. The influence of independent learning shows that students need to be encouraged to develop the ability to self-regulate, time management, and effective learning strategies. Learning independence development programs can include study skills training, time management, and providing motivational support to improve students' ability to manage their learning independently. In addition, improving the quality of the learning environment involves efforts to optimize learning facilities and create a conducive learning environment. Investing in good libraries, laboratories, and other learning facilities can create an environment that facilitates effective learning. Apart from that, paying attention to the cleanliness, comfort and safety of study rooms can also contribute to creating an environment that supports student learning achievement. For this reason, several suggestions can be proposed based on the findings of this research.

1. Educational institutions need to prioritize developing independent learning programs. These programs may include training in time management, study skills, and self-motivation strategies. In this way, students can acquire the skills necessary to organize their own learning effectively.
2. Optimizing learning facilities is a crucial step. Investing in facilities such as good libraries, laboratories, and comfortable study spaces can create an environment that supports more effective learning.
3. Updating learning technology can also increase the accessibility and attractiveness of learning materials.

## REFERENCES

- Agistiawati, E., & M. Asbari. (2020). Pengaruh Persepsi Siswa atas Lingkungan Belajar dan Penguasaan Kosakata Terhadap Kemampuan Berbicara Bahasa Inggris Siswa Sekolah Menengah Atas Swasta Balaraja. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 513-523.
- Alavi, M., G. M. Marakas, & Y. Yoo. (2002). A Comparative Study of Distributed Learning Environments on Learning Outcomes. *Information Systems Research*, 13(4), 404-415.
- Alferez, B. J. A. L., A. D. Siraji, J. G. C. Labaria, R. J. Yusop, S. Maglente, & F. A. Salendab. (2023). Examining Learner Independence in the Online Classroom for Improved Learning Outcomes. *Journal for ReAttach Therapy and Developmental Diversities*, 6(8s), 419-427.
- Andayani, D., & D. Darmawan. (2004). *Pembelajaran dan Pengajaran*. IntiPresindo Pustaka, Bandung.
- Anggraini, Y., S. Patmanthara., & P. Purnomo. (2017). Pengaruh Lingkungan Belajar dan Disiplin Belajar Terhadap Hasil Belajar Kompetensi Keahlian Elektronika Industri di Sekolah Menengah Kejuruan. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 2(12), 1650-1655.
- Aziz, A. (2018). Hubungan Antara Kompetensi Guru dan Kepercayaan Diri dengan Kemandirian Siswa SMPN 2 Pangkalan Susu. *Jurnal Psychomutiara*, 1(1), 15-29.
- Baeten, M., F. Dochy, & K. Struyven. (2013). The Effects of Different Learning Environments on Students' Motivation for Learning and Their Achievement. *British Journal of Educational Psychology*, 83(3), 484-501.
- Darmanto, D., A. R. Putra & R. Mardikaningsih. (2014). *Evaluasi Hasil Belajar*. Pustaka Belajar, Yogyakarta.
- Devi, I., N. I. Harahap., & A. M. Y. Simbolon. (2023). Implementasi Manajemen Kesiswaan di SMAN 1 Tigo Nagari. *Al-Marsus: Jurnal Manajemen Pendidikan Islam*, 1(1), 30-41.
- Diana, P. Z., D. Wirawati., & S. Rosalia. (2020). Blended Learning dalam Pembentukan Kemandirian Belajar. *Alinea: Jurnal Bahasa, Sastra, dan Pengajaran*, 9(1), 16-22.
- Gunawan, A., R. Mardikaningsih & R. Yuliana. (2016). *Evaluasi Pembelajaran*. Revka Prima Media, Surabaya.
- Hadiyanto, N. (2017). *Pengaruh Implementasi Kebijakan Pemberian Bantuan Operasional Sekolah*



- (Bos) Terhadap Peningkatan Kinerja Guru dan Partisipasi Orang Tua Siswa dalam Peningkatan Prestasi Belajar Siswa pada Sekolah Menengah Pertama Negeri di Kabupaten Garut. *Jurnal Pendidikan UNIGA*, 9(1), 103-116.
- Harahap, F., N. E. A. Nasution., & B. Manurung. (2019). The Effect of Blended Learning on Students Learning Achievement and Science Process Skills in Plant Tissue Culture Course. *International Journal of Instruction*, 12(1), 521-538.
- Hermawan, Y., H. Suherti., & R. Gumilar. (2020). Pengaruh Lingkungan Belajar (Lingkungan Keluarga, Lingkungan Kampus, Lingkungan Masyarakat) Terhadap Prestasi Belajar Mahasiswa. *Jurnal Edukasi (Ekonomi, Pendidikan dan Akuntansi)*, 8(1), 51-58.
- Hidayat, M. (2015). Pengaruh Kebiasaan Belajar, Lingkungan Belajar, dan Dukungan Orang Tua Terhadap Prestasi Belajar Mata Pelajaran Ekonomi Pada Siswa Kelas IX IPS di Man Bangkalan. *Jurnal Ekonomi Pendidikan dan Kewirausahaan*, 3(1), 103-114.
- Hofferber, N., A. Eckes, & M. Wilde. (2014). Effects of Autonomy Supportive Vs. Controlling Teachers' Behavior on Students' Achievement. *European Journal of Educational Research*, 3(4), 177-184.
- Iswatiningsih, D. (2019). Penguatan Pendidikan Karakter Berbasis Nilai-Nilai Kearifan Lokal di Sekolah. *Satwika: Kajian Ilmu Budaya dan Perubahan Sosial*, 3(2), 155-164.
- Karina, A., E. Davitri., & D. Darmawan. (2018). Kedisiplinan dan Kemandirian Siswa dalam Proses Pembelajaran dan Pengembangan Diri. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 5(2), 107-120.
- León, J., J. L. Núñez, & J. Liew. (2015). Self-Determination and STEM Education: Effects of Autonomy, Motivation, and Self-Regulated Learning on High School Math Achievement. *Learning and Individual Differences*, 43, 156-163.
- Lim, D. H. & M. L. Morris. (2009). Learner and Instructional Factors Influencing Learning Outcomes within a Blended Learning Environment. *Journal of Educational Technology & Society*, 12(4), 282-293.
- Marantika, J. E. R. (2021). Metacognitive Ability and Autonomous Learning Strategy in Improving Learning Outcomes. *Journal of Education and Learning (EduLearn)*, 15(1), 88-96.
- Mardhiyana, D. & E. O. W. Sejati. (2016, February). Mengembangkan Kemampuan Berpikir Kreatif dan Rasa Ingin Tahu Melalui Model Pembelajaran Berbasis Masalah. In *PRISMA, Prosiding Seminar Nasional Matematika* (pp. 672-688).
- Mardikaningsih, R. & D. Darmawan. (2013). *Metode Penelitian Kuantitatif*. IntiPresindo Pustaka, Bandung.
- Mardikaningsih, R. & M. Hariani. (2016). Peningkatan Hasil Belajar Siswa dengan Kontribusi dari Kompetensi Kepribadian Guru serta Kreativitas Siswa. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 3(1), 1-12.
- Mubarok, I. R., & K. Tambunan. (2021). Pembangunan Ekonomi Indonesia: Peran Pendidikan Sebagai Fondasi Penting Pertumbuhan Ekonomi di Indonesia. *Jurnal Ilmiah Ekonomi dan Bisnis Triangle*, 2(4), 492-499.
- Muhibbin, S. (2010). *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: PT Remaja Rosdakarya.
- Munir, M. & T. K. Waty. (2023). The Influence of Self Innovativeness and Self Efficacy on E-Learning Implementation Effectiveness. *International Journal of Service Science, Management, Engineering, and Technology*, 3(1), 1 – 5.
- Orakci, S. & Y. Gelisli. (2019). The Effect of the Application of Learning Activities Based on Learner Autonomy on the 6th Grade Students' English Achievements, Attitudes, and Learner Autonomy. *International Journal of Curriculum and Instruction*, 11(1), 269-292.
- Purwanti, S., T. Palambeta, D. Darmawan, S. Arifin. (2014). Hubungan Metode Pembelajaran dan Motivasi Belajar Siswa. *Jurnal Ilmu Pendidikan*, 8(1), 37-46.
- Putri, E. M. R. (2016). Hubungan Antara Dukungan Sosial dan Flow Akademik Dengan Prestasi Belajar Matematika Siswa SMA. *Calypra*, 5(1), 1-21.
- Ranti, M. G., I. Budiarti, & B.N. Trisna. (2017). Pengaruh Kemandirian Belajar (Self Regulated Learning) Terhadap Hasil Belajar Mahasiswa Pada Mata Kuliah Struktur Aljabar. *Math Didactic: Jurnal Pendidikan Matematika*, 3(1), 75-83.

- Rini, E. S., G. Wibisono., A. Ramadhanti., N. N. Simamora., & D. Chen. (2020). Pengaruh Kemandirian Terhadap Prestasi Belajar Siswa Kelas XI di SMA Negeri 11 Kota Jambi. *Jurnal Pendidikan Fisika dan Teknologi*, 6(2), 256-263.
- Riyanto, H. Y. (2014). *Paradigma Baru Pembelajaran: Sebagai Referensi Bagi Pendidik dalam Implementasi Pembelajaran yang Efektif dan Berkualitas*. Prenada Media.
- Saraswati, R. Mardikaningsih, & T. Baskoro. (2014). *Strategi dan Inovasi Pendidikan Tingkat Dasar*. Bumi Aksara. Jakarta.
- Sugandi, A. I. (2013). Pengaruh Pembelajaran Berbasis Masalah dengan Setting Kooperatif Jigsaw Terhadap Kemandirian Belajar Siswa SMA. *Infinity Journal*, 2(2), 144-155.
- Sukmawati, D. (2016). Pengaruh Prestasi Belajar, Dukungan Sosial Keluarga dan Teman Sebaya Terhadap Literasi Keuangan Siswa. *Jurnal Ekonomi Pendidikan dan Kewirausahaan*, 4(1), 30-41.
- Sunadi, L. (2013). Pengaruh Motivasi Belajar dan Pemanfaatan Fasilitas Belajar Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas XI IPS di SMA Muhammadiyah 2 Surabaya. *Jurnal Pendidikan Ekonomi (JUPE)*, 1(3), 1-19.
- Syamsi, A. (2014). Pemanfaatan Media Aktual Lingkungan dalam Pembelajaran Matematika untuk Lower Class di MI/SD. *Eduma*, 3(1), 17-31.
- Triswijianto, P. (2020). Pengaruh Perhatian Orang Tua dan Kemandirian Belajar Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Ilmu Pengetahuan Sosial Pada SMP Swasta di Jakarta Utara. *Herodotus: Jurnal Pendidikan IPS*, 3(1), 46-60.
- Usun, S. (2004). Important Learning Dimensions Influencing Undergraduate Students; Learning and Academic Achievement in Higher Education. *Turkish Online Journal of Educational Technology-TOJET*, 3(4), 15-27.
- Yen, J. C. & C. Y. Lee. (2011). Exploring Problem Solving Patterns and Their Impact on Learning Achievement in a Blended Learning Environment. *Computers & Education*, 56(1), 138-145.
- Yudha, F. (2019). Peran Pendidikan Matematika dalam Meningkatkan Sumber Daya Manusia Guna Membangun Masyarakat Islam Modern. *Jurnal Pendidikan Matematika (JPM)*, 5(2), 87-94.
- Zubaidah, S. (2016, December). Keterampilan Abad Ke-21: Keterampilan yang Diajarkan Melalui Pembelajaran. In *Seminar Nasional Pendidikan*, 2(2), 1-17.