



## THE EFFECT OF INDEPENDENT LEARNING ON ARABIC LEARNING ACHIEVEMENT AT INTEGRATED ISLAMIC ELEMENTARY SCHOOL

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### Abstract

This study aims to determine the level of influence of learning independent on Arabic learning achievement in sixth grade students SDIT at Yogyakarta in the 2022-2023 academic year. This type of research is quantitative research with a regression approach using a sample of 59 respondents taken by random sampling technique. Data collection techniques used were questionnaires, observation, interviews, and documentation. The data analysis technique uses two tests, namely: assumption test and hypothesis test with a simple linear regression approach, regression coefficient significance test and determination test. The results of this study indicate that there is a significant influence between learning independence on Arabic learning achievement with the results of the regression equation;  $Y = 49.566 + 0.272X$ , and the coefficient value is  $0,344 > 0,05$  with an influence percentage of 16% and students in the school have achieved 3 forms of independent learning, namely Emotional Independence, Behavioral Independence, Value Independence.

**Keywords:** Independent Learning, Learning Achievement, Arabic of Language, SDIT

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## INTRODUCTION

Education has very diverse meanings, this is evidenced by the many different definitions according to several experts, as Ki Hajar Dewantara explained the meaning of education is to guide all the natural forces that exist in children so that they are human beings and members of society and achieve the highest safety and happiness (Ihsan, 2021). Reported on the website [www.pgsd.upy.ac.id](http://www.pgsd.upy.ac.id), it states that education is guidance or assistance given by adults to the development of children to reach maturity with the aim that children are capable enough to carry out their own life tasks without the help of others (Admin, 2018). Munir Yusuf explained that education is a systematic effort that aims for every human being to reach a certain stage in his life, namely the achievement of inner and outer happiness (Yusuf, 2018). Meanwhile, according to the Law of the Republic of Indonesia No. 20 of 2003 explains that a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state country (Soekarnoputri, 2003). Meanwhile, Amanudin explained that education is a way to grow spiritual strength, can control oneself, have personality, intelligence, and noble character, as well as skills (Amanudin, 2019). So that education can be defined as an effort to demand someone to get better spiritual strength, intelligence, skills and personality so as to create a quality education.

The quality of education in schools is a reflection of student achievement based on the results of the learning process. The learning process is the stages of changes in cognitive, affective, and psychomotor behavior that occur in students through learning activities (Hamalik, 2019). One way to determine the success of student learning can be seen from the learning achievements they get (Syah, 2017). Learning achievement is a result obtained through activities that result in behavior change. In this case, learning achievement is defined by the level of success of students in mastering the subject matter and is manifested by grades. Thus, students who experience learning progress will be seen in good achievements, but on the contrary, if students do not experience learning progress, they will be seen in poor achievements. so that in the learning process a student must have good learning motivation in order to achieve learning achievement.

Therefore motivation and encouragement to learn to learn Arabic in Indonesia is to deepen religion, study and explore the teachings of Islam from various sources that use Arabic, but at this time Arabic has become part of the subjects taught in formal educational institutions. especially in Islamic educational institutions, Arabic is an obligation to be taught to students. Arabic subjects are subjects that are directed to encourage, guide, develop, and foster abilities and foster positive attitudes towards students (Rosyidi, 2012).

Arabic learning achievement is the level of success of students in mastering Arabic material which is manifested in the mastery of listening, speaking, reading and writing skills.

Arabic language achievement can be measured by tests or non-tests which are carried out based on indicators of Arabic language achievement. Arabic learning achievement is the same as learning achievement in general, which is influenced by external factors and internal factors.

External factors that affect achievement include education, parental attention, school atmosphere and facilities, learning methods, and community conditions. While internal factors include physical and spiritual conditions, independence, perceptions and attitudes, intelligence, training and tests, motivation, and interests. These factors will affect the achievement of learning Arabic achieved by students (Syah, 2017).

One of the goals of national education is to form independent individuals, mainly learning independence (Soekarnoputri, 2003). As has been explained that independence is one of the internal factors that affect learning achievement. For that, we need a way of learning that can be used by students with various abilities, one of which is independent learning. Independent learning is a form of learning that is based on the students themselves by considering their abilities. It is very important for every student to have an independent learning attitude, because every student must be able to build their own knowledge. Especially in online learning situations like today, student learning independence is needed because students cannot only depend on teachers or other people, but students must try to learn independently in order to understand the learning material well.

Al-Khairaat Integrated Islamic Elementary School or known as SDIT Al-Khairaat is an Islamic elementary school educational institution located in the city of Yogyakarta. SDIT Al-Khairaat Yogyakarta is under the auspices of the Integrated Islamic School Network (JSIT) Indonesia, in which JSIT has the goal of forming the character of Islamic students, including: Qodirun 'alal kasbi: independent in fulfilling his life needs (Fahri, 2018). Therefore, The Arabic lessons were given to students from grade I to grade VII, while this study focused on grade VI students. Learning is carried out online by the teacher presenting material in the form of videos uploaded through the YouTube channel and simple modules that are shared through WhatsApp groups. An in-depth understanding of Arabic material and having achievements above the standards set by the school is an absolute must for students. In Arabic subjects, Arabic learning achievement obtained by students is an indicator of the success of the Arabic learning process that has been carried out.

Based on the researcher's interview with the Arabic teacher at SDIT Al-Khairaat Yogyakarta, there are several problems in learning Arabic. This can be seen from the continuity of online learning that has been running for several months, including (a) there is a very clear difference in grades between students, (b) some students do not listen to the material that has been given by the teacher, (c) do not dare to ask the teacher when they don't understand the learning material, and (d) be late in collecting assignments and some even don't collect them at

all even though the teacher has given time slack, resulting in students not mastering the material well (Sholihah, 2022).

Based on the problems above, the authors conducted a search for previous research that was in accordance with the scope of the discussion and served as a basis for updating the research. Research conducted by Farida Rahmawati with the title "The Relationship between Learning Environment and Learning Independence with PAI Learning Motivation in Class XI Social Studies Students at Wahid Hasyim High School Science Yogyakarta", states that there is a positive relationship between Learning Independence and Learning Motivation for Class XI Social Sciences students in Yogyakarta. Wahid Hasyim Science High School with a correlation coefficient of 0.417 and  $p = 0.007$  ( $p < 0.01$ ) (Rahmawati, 2019). Based on the results of this study, the author intends to examine the current independence of learning for Arabic subjects conducted online. The purpose of this study was to determine the level of influence of learning independence on Arabic learning achievement at SDIT Al-Khairaat Yogyakarta. Therefore, this research can be an up-to-date source regarding students' Arabic learning achievement which can be influenced by the independent learning attitudes of individual students.

## METHODS

This type of research is quantitative research with a simple linear regression approach (Sugiyono, 2018) which was carried out from January to February 2023 with a population of 69 students, while the sample was calculated using a random sampling technique with the Taro Yamane formula and obtained as much as possible as 59 grade VI students of SDIT Al-Khairaat Yogyakarta. Primary data sources in this study are research questionnaires and secondary data sources are books, journals and websites related to the topic of discussion.

The research instrument used is in the form of a learning independence questionnaire instrument, this questionnaire was compiled using Sasmita's theory which states that independence includes 4 types, namely: emotional independence, behavioral independence and value independence (Sasmita, 2017) and a questionnaire related to Arabic learning achievement compiled using the theory Bloom's taxonomy includes 3 aspects, namely: cognitive, motoric and psychomotoric (Hamalik, 2019). Therefore, this questionnaire consists of 34 questions with 3 indicators that are made to measure the level of independence in learning to learn and data on odd semester exam results to measure learning achievement in learning Arabic. The following is a distribution grid of research questionnaires:

**Table 1.** Learning Independent Variable Questionnaire Grid

No	Indicator	Sub Indicator	Question item number		Sum
			Positiv e	Negativ e	
1	Emotional Independence	The emotional relationship of students with themselves	1,2,3	4	5
		The emotional relationship of students with friends/other students	5	6,7	3
		The emotional relationship of students with teachers	8,9,10,11	12	5
		The emotional relationship of students with their parents	13,14	15,16	4
2	Behavioral Independence	Students have self-confidence so they can make decisions	17,18,19	20,22	6
		Students have a sense of responsibility	23,24,25	26,27	5
3	Value Independence	Students can distinguish between right and wrong	29,30	31	3
		Students can distinguish between important and unimportant things	32,33	34	3

Based on the number of research samples totaling 59 respondents, it is known that semester scores in Arabic subjects have an average value of 77.76. The lowest value is 30 with the sample initials GBT and the highest value is 100 with the sample initials NRZ and FAA. While the mode value of the data obtained a value of 80.

Furthermore, this learning independence questionnaire was distributed via google form to research respondents. After the data is collected then the data is tested for normality and linearity test as a regression test requirement. Based on SPSS version 23 data processing, it was found that the significance value of learning independence on Arabic learning achievement was 0.06, thus the data obtained a significance value of more than 0.05, so that  $H_0$  was accepted or normally distributed and the results of the linearity test between learning independence and Arabic learning achievement were obtained. the results of the significance of 0.602 or  $<0.05$ , so

it can be understood that the data used in this study has a linear relationship. Therefore, the research questionnaire is normal and linear and can be analyzed related to the variables regression.

Hypothesis comes from the Greek word "hypo" which means under and "thesa" which means truth so that it can be interpreted that a research hypothesis is a statement (allegation) derived from a research question or problem formulation, therefore the research hypothesis is to confirm to the research question, it is only required to prove the conjecture (Hamzah, 2019). The types of research hypotheses are divided into two, namely: alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_o$ ) (Salma, 2021). The hypothesis in this study is the first, the alternative hypothesis ( $H_a$ ) There is an influence between learning independence on learning achievement in Arabic at SDIT Al-Khairaat Yogyakarta. Second, the null hypothesis ( $H_o$ ) There is no influence between learning independence on Arabic learning achievement at SDIT Al-Khairaat Yogyakarta.

Furthermore, the data can be analyzed to prove the level of influence between learning independence on Arabic learning achievement at SDIT Al-Khairaat by using hypothesis testing analysis techniques with a simple linear regression approach using the SPSS version 23 application. (percentage level of influence) between learning independence variables and students' Arabic learning achievement variables at SDIT Al-Khairaat Yogyakarta

## RESULTS AND DISCUSSION

### 1. Validity Test and Reliability Test

Research questionnaires that have been distributed to research respondents will be tested first, including: validity testing and data reliability testing. The validity test aims to measure what the researcher needs to measure in this case in the form of a research questionnaire (Budiastuti & Bandur, 2018). The reliability test aims to measure the value of the constancy or consistency of the measuring instrument (questionnaire) to measure certain abilities or constructs. In relation to education, reliable items can consistently measure students' abilities (Suparman, 2017). Both tests will be carried out using the SPSS version 23 application.

This validity test is carried out to account for the accuracy and precision of the items in the research instrument distributed to respondents. The instrument used as a measuring tool in this research is a questionnaire, which contains 34 questions for the variable of learning independence. Referring to the existing theory that the item is said to be valid if the coefficient is at least 0.30, while if the item has a coefficient below 0.30 then it is

considered invalid. (Sugiyono, 2018). The following are the results of the validity test of each research variable:

**Table 3.** Learning Independence Validity Test

No Item	Count Value $r_{xy}$	Information
1	0,340	Valid
2	0,592	Valid
3	0,495	Valid
4	0,212	Invalid
5	0,332	Valid
6	0,241	Invalid
7	0,435	Valid
8	0,454	Valid
9	0,591	Valid
10	0,500	Valid
11	0,619	Valid
12	0,489	Valid
13	0,689	Valid
14	0,142	Invalid
15	0,450	Valid
16	0,540	Valid
17	0,557	Valid
18	0,657	Valid
19	0,561	Valid
20	0,603	Valid
21	0,572	Valid
22	0,548	Valid
23	0,626	Valid
24	0,624	Valid
25	0,400	Valid
26	0,388	Valid
27	0,628	Valid
28	0,560	Valid
29	0,636	Valid
30	0,464	Valid
31	0,728	Valid
32	0,436	Valid
33	0,203	Invalid
34	0,469	Valid

*Source: SPSS Application Version 23*

Based on the table above, it can be seen that of the 34 items that were declared valid there were 30 items, because these items were greater than or equal to 0.300. Valid items are item numbers 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25,

26, 27, 28, 29, 30, 31, 32, and 34. Meanwhile, there are 4 invalid items, namely item numbers 4, 6, 14, and 33. Invalid items are not used in research and data calculations next. Furthermore, it will be tested for reliability and obtain the following results:

Table 4. Learning Independence Reliability Test

Reliability Statistics	
Cronbach's	
Alpha	N of Items
,892	30

Based on the results of the reliability test in table 4 above, the results for the learning independence variable are 0.892. This shows that this research instrument belongs to the reliable category or has a very reliable level of reliability (Arif & Santoso, 2016).

## 2. Simple Linear Regression Test

After the research questionnaire on each variable is declared Normal and reliable with a very reliable level (Rois, 2022). The research questionnaire can be tested for its hypothesis by analyzing the regression test with a simple linear regression approach so as to provide the following analysis results:

Table 5. Learning Independence Regression Test Against Arabic Learning

Achievement

Coefficients<sup>a</sup>

		Standardized		t	Sig.
		Unstandardized Coefficients	Coefficients		
Model		B	Std. Error	Beta	
1	(Constant)	45,631	33,712		1,354
	learning independence	,345	,362	,125	,953

a. Dependent Variable: learning achievement



Based on table 5 above, the following simple linear regression equation has been obtained:

$$Y = 45,631 + 0,345X.$$

The equation shows that the good or bad achievement of students' learning Arabic is also determined by the independence of students' learning. The results of simple regression analysis show that the regression direction coefficient of the learning independence variable is  $0.181 > 0.05$ , so it can be said that the learning independence variable affects the Arabic language learning achievement of the sixth grade students of SDIT Al-Khairaat Yogyakarta.

### 3. Regression Coefficient Significance Test

Furthermore, the regression coefficient significance test was carried out which aims to test the null hypothesis ( $H_0$ ) of a study (Muhidin & Abdurahman, 2017), The regression significance test was carried out with the help of the SPSS version 23 application and the following results were obtained:

Table 6. The Significance Test of Learning Independence Regression Against Arabic Learning Achievement

ANOVA <sup>a</sup>						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	225.488	1	225.488	.909	.344 <sup>b</sup>
	Residual	14140.613	57	248.081		
	Total	14366.102	58			

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Learning Independent

Based on the results of calculations with the SPSS version 23 application, it can be seen that the sig. is greater than the level used, namely  $0.344 > 0.05$ , then the regression equation in this study is not significant, meaning that the linear regression model does not meet the criteria of linearity, so  $H_a$  is accepted. Therefore, there is a significant influence between learning independence on students' achievement in learning Arabic at SDIT Al-Khairaat Yogyakarta.

### 4. Uji Determinasi

Furthermore, at the final stage in data analysis, determination testing is carried out which aims to determine the percentage level of influence between learning independence on learning outcomes (Subana, Rahadi, & Sudrajat, 2015). The results of the determination test were carried out with the SPSS version 23 application and the following results were obtained:

Table 7. Learning Independence Determination Test on Arabic Learning Achievement

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.125 <sup>a</sup>	.016	-.002	15,751

a. Predictors: (Constant), Learning Independent

Based on the results of the determination test above, it can be seen that the adjusted R Square value as the result of the determination test between learning independence variables can determine the Arabic learning achievement of sixth grade students at SDIT Al-Khairaat Yogyakarta with a value of 0.016 or 16% then students in the school have achieved 3 forms of independent learning, namely Emotional Independence with the following indicators; a) The emotional relationship of students with themselves, b) The emotional relationship of students with friends/other students, c) The emotional relationship of students with teachers, d) The emotional relationship of students with their parents, Behavioral Independence with the following indicators; a) Students have self-confidence so they can make decisions, b) Students have a sense of responsibility, Value Independence with the following indicators; a) Students can distinguish between right and wrong, b) Students can distinguish between important and unimportant things (Sasmita, 2017). This is in line with the theory of independent learning according to sasmita.

## CONCLUSION

Berdasarkan pemaparan data penelitian di atas dapat disimpulkan bahwa ada pengaruh yang positif dan signifikan antara kemandirian belajar terhadap prestasi belajar bahasa Arab di SDIT Al-Khairaat Yogyakarta by 16%, so that the attitude of independent learning must always be improved and improved in students when participating in courageous learning. then students at the school have achieved 3 forms of learning independence, namely Emotional Independence, Behavioral Independence, Value Independence. Hopefully this research can

provide benefits or become a reference for further research in order to improve student learning outcomes, especially in Arabic subjects.

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