LOOKING AT THE LINKAGE BETWEEN LEARNING INDEPENDENCE, LEARNING CREATIVITY, AND ENGLISH ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMPN 1 LUMBIS

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ABSTRACT

This research aimed at looking at the linkage or relationship between learning independence, learning creativity, and English achievement; and finding out a significant effect of learning independence and learning creativity towards English achievement of the eighth-grade students of SMPN 1 Lumbis. A correlational research was employed at the eighth-grade students of SMP Negeri 1 Lumbis. 118 out of 168 students from five classes were the sample of this research by using the random sampling technique, where the Slovin formula was used to determine the students' representation from each class. The data were gathered by utilizing questionnaires, interview, and document. The results of the analysis showed that: first, there was a simultaneous linkage or relationship between learning independence, learning creativity, and English achievement. It was proved by the value of probability from either multiple correlation or Pearson product moment correlation (0.000) was smaller than the level of significance (0.05). Second, learning independence and learning creativity simultaneously had a positive effect towards English achievement, in which the value of probability was smaller than the level of significance (0.000< 0.05). However, there were differences in the direction of effect among the variables, where learning independence had a positive effect towards English achievement in which the value of probability was smaller than the level of significance (0.000< 0.05), while learning creativity had an inconstant effect towards English achievement in which the value of probability was greater than the level of significance (0.141> 0.05). The result of the determination coefficient was 30.50%, which means that learning independence and learning creativity during the covid-19 pandemic affected students' English learning achievement by 30.50%. Other factors which influenced 69.50% were not investigated in this present study. One of these factors was the lack of online learning facilities such as unstable internet connection and internet data package.

Keywords: learning independence, learning creativity, English achievement

1. INTRODUCTION

English is one of the school's subjects, it has an essential role in the learning process. According to Lauder (2008), it is widely recognized that English is necessary for Indonesia. The government provides English as a subject in the junior high school curriculum to keep abreast of the times and improve Indonesia's English competence. Law Number 20 Year 2003 about national education which seeks to develop students' capacity to become humankind with faith and devotion to the almighty God, noble character, health, knowledge, capability, creativity, independence, and democratic and responsible citizens (UU RI Nomor 20 Tahun 2003).

When covid-19 fluctuation occurred, all schools stopped meeting face-to-face, including in Indonesia. According to UNICEF (2020) states that as a result of recent declarations by national and local governments, the students are being encouraged to learn from home in response to Covid-19 pandemic. The UNICEF recommends the school authorities to set up the learning strategies for remote learning

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alternatives and access to crucial administrations for all students, so that the learning process remains centered. Besides, the Ministry of Education and Culture has issued Circular Letter Number 15 of 2020 to regulate learning from home in response to the increasing number of covid-19 sufferers and victims (Kemendikbud, 2020). According to Mardiah (2020) states that schools and universities are obliged to provide teaching using appropriate online learning platforms and carry out regular monitoring and evaluation. Learning is done remotely through various online platforms to go well and meet the learning achievement.

Learning achievement is one part of the indicators to determine whether or not education is thriving, and is influenced by several factors, including learning independence and learning creativity. Independence and creativity are part of the initiative and innovative personality that everyone expects. Students who have good learning independence will affect the learning achievements they get. Likewise, with student creative learning, the higher the creative level, the better the learning achievement. Students who do not reach the learning achievement criteria because they are not good at learning independence and learning creativity.

The discussion of learning independence and learning creativity becomes a trend issue during the pandemic which focuses on the context of student-teacher relationship and the role of information and communication technology in learning (Meyer et al., 2008b). Achieving maximum learning attainment required effort from students. The need for better management of students' learning and their creativity during the covid-19 pandemic becomes an essential effort to reach learning goals.

Independence is the ability of each individual to stand independently. Every individual who makes an effort will overcome his difficulties and want to do things by themselves. According to (Meyer et al., 2008a), the most common means of learning independence is 'self-regulate' learning. When students understand their knowledge, they are motivated to take responsibility for their education and work with teachers to structure their learning environment. It shows that language learning is not only in the study room but can do anytime and anywhere, such as at home and in the community. Therefore, it is essential to have independence in doing assignments so that students are more confident in their abilities. Freedom has a vital role in enabling students to take part in an active and creative learning process.

Another factor that plays an essential role in increasing learning achievements is learning creativity. Creativity is a skill that demonstrates cognitive fluency, adaptability, and originality, as well as the capacity to collaborate on an idea. It is a condition, attitude, ability and process of changing problems that are efficient and unique in the learning process (Munandar, 1995). One way to develop creative thinking skills and independence students is to provide knowledge that emphasizes more active students.

Based on the interview with some teachers and students of the eighth-grade of SMPN 1 Lumbis, it was found that the eighth-grade students were less independent and creative in learning activities. They did not understand the English learning materials and found challenging to express English both orally and in writing. The majority of them hardly listened to teacher and rarely responded to teacher's questions, kept silent, waited, and always had to be reminded to submit the assignments on time. During learning from home with reference platforms available, knowledge content is easily accessible wherever students are, including from home and can motivate them to learn in online learning; they were still lacks of English and were hard or lazy to submit the assignments until some did not do homework in online classes even though the teacher gave them enough time to do it.

Therefore, it was important to investigate whether the learning independence and learning creativity had positive

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relationships and could contribute to English learning achievement. By the results of this study, the teachers/educators could gain the teaching references especially in providing the students to be creative and independent in learning.

This study address the formulation of the research questions as follows:

1. Is there any significant linkage or relationship between learning independence, learning creativity, and English achievement of the eighth-grade students of SMPN 1 Lumbis?
2. Do learning independence and learning creativity have an effect towards English achievement of the eighth-grade students of SMPN 1 Lumbis?

2. RESEARCH METHOD

2.1 Research Design

When a conclusion is true or truthful, the research is then valid, and the design of a research is a conceptual specification in which the study examined the problem. Creswell (2012) states that in quantitative, there are three designs: experimental, correlation, and survey. In this research, correlational method was employed as a quantitative design. Gay et al. (2012) states that "the purpose of a correlational study may be to determine relations among variables or to use these relations to make predictions". This research measured the existence of an effect relationship between the independent variables namely learning independence (X_1) and learning creativity (X_2), and the dependent variable referred to the student's English achievement (Y).

2.2 Population and Sample

This study's population was all eighth-grade students of SMP Negeri 1 Lumbis. The total number of population was 168 students from five classes (VIII-A to VIII-E) where the sample was determined by using random sampling technique, where the Slovin formula (Slovin in Sevilla et al., 1984) was used to

determine the students' representative with a significance level of 5% or 0.05. Since the population was 168 students, so the total number of sample was:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{168}{1 + 168(0.05)^2} = 118$$

Where:

    n : sample
    N : population
    e : error rate

Table 1. The Sample of the Eighth Graders at SMPN 1 Lumbis

Class	Total Students	Sample Proportion
VIII-A	35	25
VIII-B	33	23
VIII-C	33	23
VIII-D	34	24
VIII-E	33	23
Total Population	168	118

2.3 Research Instruments

The questionnaires, document of English learning results, and interview were the instruments in this research. Learning independence questionnaire was adopted from Raihan (2019) and learning creativity questionnaire was taken from Yoga (2013). The learning independence questionnaire was validated and tested on 66 students with a result of the reliability of 0.733 and the learning creativity questionnaire was validated and tested on 220 students with the reliability of 0.855. Twenty items of statements were comprised for learning independence and twenty-three items of statements were about learning creativity. To support the results of questionnaires, unstructured interview to the representative students was carried out in order to gain more information on learning independence and learning creativity during the covid-19 pandemic.

2.4 Technique of Data Analysis

This analysis aimed to determine the effect of learning independence and learning creativity on English learning achievement.

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Sugiyono (2013) states that the data statistics utilized for data analysis in quantitative research used statistical procedures. There are two parts of insights utilized for data analysis in research: descriptive statistics and inferential statistics. The descriptive statistics was in forms of central tendency, standard deviation, and data distribution. The inferential statistics consisted of pre-requisite testing and hypothesis testing using Pearson product moment correlation and multiple linear regression. The analysis was done by using SPPS for windows version 26.0.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Descriptive Statistics

The data which were obtained from the instruments in the form of a learning independence and learning creativity questionnaires, and documents in midterm exam results in even semester academic year 2020/2021 were then presented descriptively as can be seen in Table 2, Table 3, and Table 4.

Table 2. Descriptive Statistics of Research Variables

Variable	N	Learning Independence	Learning Creativity	English Achievement
Minimum score	118	46	47	55
Maximum score	118	93	93	95
Mean score	118	62.29	62.80	73.64
Standard deviation	118	10.36	10.37	10.54

Table 2 above presents the total number of respondents: 118 students, the minimum and maximum scores, mean score, and standard deviation from each variable. The mean score and standard deviation of students' learning independence (X_1) and learning creativity (X_2) remained relatively the same results. While, the mean score of student's English achievement (Y) was higher than that of the independent variables namely 73.64 with the standard deviation of 10.54.

a. Learning Independence and Learning Creativity

Table 3 below illustrates the score classification of independent variables: learning independence and learning creativity where the scores were spread over five categories from very high to very low.

Table 3. The Categorization of Learning Independence and Learning Creativity

No.	Interval	Category	Learning Independence		Learning Creativity	
			Fr	%	Fr	%
1	X > 78	Very High	10	8.47	9	7.63
2	67< X ≤ 78	High	37	31.36	42	35.60
3	57 < X ≤ 67	Moderate	35	29.66	27	22.88
4	47< X ≤ 57	Low	24	20.34	30	25.42
5	X ≤ 47	Very Low	12	10.17	10	8.47
	Total		118	100	118	100

b. English Achievement

The majority of the eighth graders of SMP Negeri 1 Lumbis got *good* category in English learning achievement namely 49 (41.53%) out 118 students. *Very good* category were only achieved by 15 (12.71%) students, 33 (27.96%) and 21 (17.80%) students were in *fair* and in *poor* categories respectively.

Table 4. The Categorization of Students Achievement

No	Interval	Criteria	Fr	%
1	≥ 85	Very Good	15	12.71
2	75 –84	Good	49	41.53
3	66 – 74	Fair	33	27.96
4	≤ 65	Poor	21	17.80
	Total		118	100

3.1.2 Inferential Statistics

a. Normality Test

The normality test of the data aims to see if the data distribution is normal or not. Its result so-called the probability value (from Kolmogorov Smirnov calculation) is compared with the level of significance, (0.05).

Table 5. Test of Normality

Description		Unstandardized Residual
N		118
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	8.78723660
Most Extreme Differences	Absolute	.079
	Positive	.079
	Negative	-.072
Test Statistic		.079
Asymp. Sig. (2-tailed)		.066[c]

Based on Table 5, the Kolmogorov

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Smirnov test above showed that the significance of learning independence, learning creativity, and students' English achievement was 0.066 which was greater than the level of significance (0.05), it means that the data were normal.

b. Linearity Test

The linearity test serves to decide the presence or nonattendance of linearity in variables with the level of significance (0.05). In this research, the result of the linearity test can be seen as follows:

Table 6. The Linearity Test of Learning Independence and EnglishAchievement

Variable	Sig.	Decision	Result of Linearity
Learning Independence towards English Achievement	0.068	H_0 is accepted	Linear
Learning Creativity towards English Achievement	0.142	H_0 is accepted	Linear

The deviation from linearity significance value from pairs of learning independence towards English achievement and learning creativity towards English achievement were 0.068 and 0.142 respectively. Thus, it can be concluded that the regression model was in linear regression.

c. Heteroscedasticity test

To recognize whether there is a heteroscedasticity of data, it can be done by looking for a certain pattern on the scatter plot chart between SRESID and ZPRED, Y is predicted Y. The X-axis is the unstandardized residual (Y predicted Y).
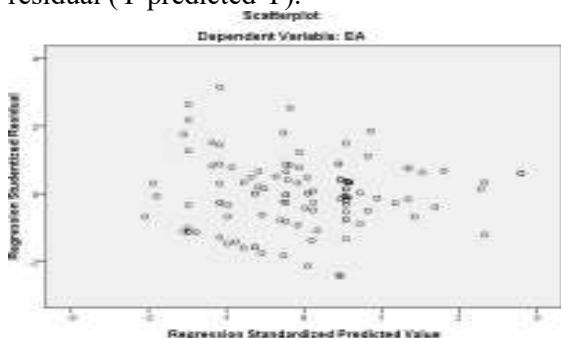

Figure 1. Scatterplot of Heteroscedasticity test

Based on Figure 1, it can be seen that there is no established pattern. The graph describing the plot spread above and underneath the number 0 (zero) on the Y-axis. So, it can be concluded that the learning independence (X_1) and learning creativity (X_2) towards English achievement (Y) were homoscedasticity or free of heteroscedasticity.

d. Multicollinearity Test

The multicollinearity test is utilized to decide whether there is a high correlation among variables in a multiple regression model. The multicollinearity test is predicted from the Tol value (Tolerance) or VIF value (Variance Inflation Factor). If the tolerance value is smaller than 0.1 or the VIF value is greater than 10, the predictor is multicollinear. Then, if the tolerance value is more significance than 0.1 or the VIF value is smaller than 10, the predictor is no multicollinear.

Table. 7. The Multicollinearity Test of Learning Independence and Creativity

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Learning Independence	.161	6.200
	Learning Creativity	.161	6.200

Based on Table 7 above, it can be seen that the Tolerance value for learning independence (X_1) and learning creativity (X_2) was 0.161, which was greater than 0.10. And, the VIF value for learning independence (X_1) and learning creativity (X_2) was 6.200, which was smaller than 10.00, which means that there was no multicollinearity.

3.1.3 Hypothesis Test

a. The relationship between Learning Independence, Learning Creativity, and English Achievement

Pearson Product Moment Correlation was used to answer the first research question. It is used to find out the relationship between learning independence, learning creativity, and English achievement. The following two tables presented the results of multiple

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correlation and bivariate correlation of Pearson product moment.

Table 8. Model Summary of the Correlation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.552ᵃ	.305	.292	8.863	.305	25.184	2	115	.000

a. Predictors: (Constant), Learning Independence, Learning Creativity

The result from model summary of multiple correlation calculation between learning independence, learning creativity, and English achievement were simultaneously correlated to one another. It was proved by the value of Sig. F Change (0.000) which was smaller than the level of significance (α=0.05).

Table 9. The Correlation between Learning Independence, Learning Creativity, and Learning Achievement

		Learning Independence	Learning Creativity	English Achievement
Learning Independence	Pearson Correlation	1	.916**	.540**
	Sig. (2-tailed)		.000	.000
	N	118	118	118
Learning Creativity	Pearson Correlation	.916**	1	.448**
	Sig. (2-tailed)	.000		.000
	N	118	118	118
English Achievement	Pearson Correlation	.540**	.448**	1
	Sig. (2-tailed)	.000	.000	
	N	118	118	118

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

The calculation results of Pearson product moment correlation presented in Table 9 above showed that:
1) The correlation coefficient between learning independence and learning creativity was 0.916 with the value of probability (sig.2-tailed) 0.000 in which it was smaller than the level of significance (α=0.05). It meant that there was a significant relationship between learning independence and learning creativity.

2) The correlation coefficient between learning independence and English achievement was 0.540 with the value of probability (sig.2-tailed) 0.000 in which it was smaller than the level of significance (α=0.05). It depicted that learning independence significantly correlated with English achievement.
3) The correlation coefficient between learning creativity and English achievement was 0.448 with the value of probability (sig.2-tailed) 0.000 in which it was smaller than the level of significance (α=0.05). It clarified that learning creativity had a significant relationship with English achievement.

Based on the coefficient of correlation introduced by Arikunto (2003), the degree of correlation coefficient between learning independence and learning creativity was in *very strong* relationship, learning independence and English achievement was in *moderate* relationship, and learning creativity and English achievement was in *moderate* relationship.

b. **The influence of students' study habits on their academic achievement**

1) **F-Test**

Table 10. F-Test of Learning Independence and Learning Creativity on English Achievement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3956.834	2	1978.417	25.184	.000ᵇ
	Residual	9034.217	115	78.558		
	Total	12991.051	117			

Table 10 above shows that the probability value (Sig.) for the simultaneous effect of learning independence and learning creativity on English achievement was 0.000, which was smaller than the level of significance (0.05). It means that there was a significant effect of learning independence and learning creativity towards the English achievement of the eighth-grade students of SMP Negeri 1 Lumbis.

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2) Multiple Linear Regression

Table 11. T-test and Multiple Linear Regression

Model		Unstandardized Coefficients				
		B	Std. Error	Beta	t	Sig.
1	(Constant)	41.123	5.117		8.037	.000
	Learning Independence	.816	.197	.803	4.146	.000
	Learning Creativity	-.292	.197	-.287	-1.483	.141

Table 11 above shows that the probability value (Sig.) of learning independence was 0.000 which smaller than 0.05, which means there was a positive effect of learning independence towards English achievement. Then, the probability value (Sig.) of learning creativity was 0.141 which was greater than 0.05, which means that there was no effect of learning creativity towards English achievement.

Based on the table equation above, the regression equation was then obtained as follows:

$$Y = 41.123 + 0.816 (X_1) + -0.292 (X_2)$$

If the learning independence (X_1) and learning creativity (X_2) was zero, then the English achievement would be around 41.123. In this case, If X_1 increased by 1 point, then Y would increase by 0.816 points and If X_2 increased by 1 point, then Y would decrease by (-0.292) points. This means that learning achievement was considered to have a constant increase with learning independence, while learning creativity was inconstant.

3) Coefficient of Determination

Table 12. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.552[a]	.305	.292	8.863

Based on table 12 above, the R square of coefficient value (R^2) was 0.305, so the coefficient of determination was 30.5%. It indicates that 30.5% of students' English learning achievement was influenced by learning independence and learning creativity, while the other larger number of percentage (69.5%) were influenced by other variables which were not investigated in this study.

3.2 Discussion

Theoretically, the needs of independence and creativity in learning for students during the covid-19 pandemic is essential in order to get good learning achievements. It was evident by a research of Ai (1999) state that creativity is fundamental to self-reliance. Although some researches had been done in relation to creativity, educational experts and scholars on a typical meaning of creativity in science and technology had not been lost. Creativity is not only seen in the world of art. Learning creativity can also be used in various subjects of knowledge, education, and other life. Learning creativity and learning independence can be seen from the cognitive aspect in the field of education which are essential in supporting the teaching and learning process to get good results. Karmana (2013) states that a teacher should understand the creative thinking process that can train students to become independent learners and have good metacognitive awareness. The students who have high learning independence and creativity will make students more independent, active, confident, innovative, initiative, and get good learning achievements.

The significant result of the relationship between learning independence and English achievement probably occurred since independence was one of the aspects which influenced English achievement during the covid-19 pandemic at the eighth-grade students of SMPN 1 Lumbis. This result was in line with the previous studies conducted by Bey & Narfin (2013), Saefullah et al. (2017), and Raihan (2019) who found there was a positive and significant correlation between learning independence and learning achievement. The questionnaire and interview results show that students stated that their English achievement scores were influenced by learning independence where the learning independence can be seen from several factors, namely: initiative, independence, and motivation. Therefore, learning independence has to be facilitated for students in order they personalize their learning to get maximum

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good learning achievement.

However, the insignificant contribution of learning creativity towards English achievement probably occurred since creativity was not one aspect that influenced the students' learning achievement. This result was in contrast with the findings from Fitriani (2018), Yoga, (2013), Sari (2012), and Sutrisno (2007) who found that learning creativity had an effect on English achievement. The students stated that their inconsistent scores of English achievement were affected by not only creativity itself but also other factors. Those factors were the reason why learning creativity and English achievement were not correlated in this research. It was found that one of the factors affected students' learning achievement besides creativity. This factor referred to the learning from home during covid-19 pandemic. This became a new challenge for teachers and students in the online teaching-learning process. The lack of students' participation in learning activities was due to the poor online learning facilities such as unstable internet connection and internet data package. Student A and student B reported:

> *Yes, there is. If my internet quota runs out, then I ask my friends' or cousins' cellular connection via hotspot to do assignments and fill out the attendance list.* (Student A)
> *Yes. I once did not collect the assignment and did not fill out the attendance list. Because I ran out of internet data and had to look for the internet network to a high place.* (Student B)

The success of e-learning depends on a number of external and internal factors. External factors include the establishment of learning environment where teacher-student interactions are connected during the use of the information and communication technology (Meyer et al., 2008b) and the readiness of students, parents, and schools (Ramadiani et al., 2021). Internal factors include cognitive abilities: memory and attention, problem-solving, metacognitive skills, affective skills (Meyer et al., 2008b), independence, talent, and motivation (Suryabrata, 2018).

4. CONCLUSION

The findings of this research provided our understanding of the linkage and the influence of learning independence and learning creativity towards English achievement. Generally, the findings in this research directed two important conclusions. First, there was a simultaneous linkage or relationship between learning independence, learning creativity, and English achievement. The Sig. F Change (0.000) indicated the smaller value of probability which means that they were correlated to one another. Therefore, the correlation coefficient between pairs of variables also showed the significant relationship, where learning independence and learning creativity was 0.916, learning independence and English achievement was 0.540, and learning creativity and English achievement was 0.448. The first coefficient had a very strong correlation and the rest had a moderate correlation. Second, learning independence and learning creativity simultaneously had a positive effect towards English achievement, in which the value of probability was smaller than the level of significance (0.000< 0.05). However, there were differences in the direction of effect among the variables, where learning independence had a positive effect towards English achievement in which the value of probability was smaller than the level of significance (0.000< 0.05), while learning creativity had a negative effect towards English achievement in which the value of probability was greater than the level of significance (0.141> 0.05). The regression equation $Y = 41.123 + 0.816 (X_1) + -0.292 (X_2)$ indicated that the students' English achievement would constantly remain 41.123 points. The learning independence would contribute 0.816 points and the learning creativity would reduce -0.292 points for each increase in each variable. The result of the determination coefficient of learning independence and learning creativity was 30.50%, which means that learning independence and learning creativity during the covid-19 pandemic affected students'

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English learning achievement by 30.50%. Other factors which influenced 69.50% were not examined in this present study. One of these factors was the lack of online learning facilities such as unstable internet connection and internet data package.

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