
The Influence of Independence and Interest on Online Biology Learning Outcomes at South OKU District Senior High School

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Abstract

Independence is the ability of students to manifest their desires and desires in a real way without depending on others. In addition to independent learning, interest also has an influence on student learning outcomes. The Minister of Education and Culture has issued Circular Number 4 of 2020 that the learning process is carried out at home through online learning during the Covid-19 outbreak, online learning is carried out according to the abilities of each school. The research objectives were to determine: 1) the effect of independent learning on the results of online biology learning at SMAN OKU Selatan District?; 2) the influence of learning interest on the results of online biology learning at SMAN South OKU Regency 3) the influence of independence and interest in learning together on the results of online biology learning at SMAN South OKU Regency?. Research Method: Descriptive Quantitative. Research results: there is a significant effect of independent learning on learning outcomes of biology with a significant value of $0,002 < 0,05$ with a contribution value of 47% while 53% is influenced by other variables not examined, namely children's readiness and intelligence, on interest there is a significant influence on the results. learning biology with a significant value of $0,023 < 0,05$ with a contribution value of 45% while 55% is influenced by other variables that are not examined, namely habits and a willingness to learn as well as independence and interest in learning together, there is a significant effect on the learning outcomes of biology with a value significant amounting to $0,001 < 0,05$ with a contribution value of 52%, while 48% is influenced by other variables not examined, namely teacher competence and learning methods. Conclusion: There is a significant effect of independence and interest in learning on the learning outcomes of biology at Public Senior High School in South OKU District.

Keywords: Independence; Interests; Learning Outcomes; Online Learning; South OKU District Senior High School.

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INTRODUCTION

National Education has the objectives set forth in Law no. 20 of 2003 concerning the National Education System which is based on Pancasila and the 1945 Constitution of the Republic of Indonesia Article 2, namely to develop the potential of students to become human beings who believe in God Almighty, noble, healthy, knowledgeable, capable, creative, independent and be a democratic and responsible citizen. Based on these objectives, there are educational targets, one of which is to shape students into independent, independent human beings, which means having their own activeness and initiative in learning.

Independent learning is the behavior of students in realizing their desires or desires without depending on others, in this case the student is able to do their own learning, can determine how to learn effectively, is able to carry out learning tasks properly and is able to carry out learning activities. independently (Syahputra, 2017). Research conducted by (Flora Siagian, 2015), stated that in addition to independent learning, interest also has a significant effect on student learning outcomes. Interest is an activity carried out by students regularly in the learning process. Student interest in learning has an important role in the learning process, because it will have a major impact on student attitudes and behavior during the teaching and learning process.

Activities that are of interest to students are paid attention continuously accompanied by a sense of pleasure and will get satisfaction. In line with opinion (Maulia et al., 2015), that students' interest in learning affects the teaching and learning process carried out by educators. The learning process will be more conducive if it is followed by an interest in learning. In simple terms, interest (interest) means a tendency and high excitement or a great desire for something. Based on the results of the researcher interview conducted on October 6, 2020, the biology teacher, Mr. Marwan, S.Pd, at SMA Negeri OKU Selatan Regency, information was obtained that the lack of independence and interest in student learning resulted in unsatisfactory learning outcomes.

Based on the results of the PAMER UN accessed from the Education Assessment Center of the Ministry of Education and Culture 2018/2019 in one of the regions in South Sumatra, namely South OKU District, the

average score of the Biology UN is 45.61 which is the lowest UN score among the other two districts, namely OKU and East OKU. This is the researcher's consideration in selecting research samples. There are 20 public high schools in OKU Selatan, the schools selected for the research sample are three schools with the highest national examination scores from the district average, namely SMA Negeri 1 Banding Agung (53.94), SMA Negeri 1 Ranau Tengah (50.21), and SMA Negeri 1 Muaradua (47.15). This is also because the school has adequate facilities, facilities and infrastructure, so that the research carried out can focus on the South only on research variables without considering other variables that are considered to influence research. However, the average score of the Biology UN results for the three schools is still in the low category.

The Minister of Education and Culture of the Republic of Indonesia has issued Circular Number 4 of 2020 that the learning process is carried out at home through online learning during the Corona Virus Disease 2019 (Covid-19) outbreak, online learning is carried out to provide meaningful learning experiences for students. Online learning is carried out according to the abilities of each school. Online learning can use digital technology such as google classroom, zoom, WhatsApp group and others.

According to (Sadikin & Hamidah, 2020), online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Online learning connects students with learning resources (databases, experts / instructors, libraries) that are physically separate or even far apart but can communicate with each other, interact or collaborate (directly / synchronously and indirectly / asynchronously)

METHOD

This research is a quantitative descriptive study. Conducted in November 2020, the research subjects were 524 students at SMA Negeri OKU Selatan Regency. The research procedure includes the preparation stage (preparing a questionnaire / instrument), the implementation stage (distributing questionnaires to students and taking documentation of student report card grades in odd semesters) and completion. The research instrument was in the form of a questionnaire,

18 statements of independence and 15 validated statements of independence. The questionnaire was distributed to students via google form. Data analysis techniques used simple regression analysis and multiple regression.

RESULTS AND DISCUSSION

1. Independence

Based on a simple regression analysis of student learning independence data on online student learning outcomes of biology, it can be seen in Table 1-3.

Table 1. Learning Independence of Students' Biology Learning Outcomes in SMA Negeri OKU Selatan Regency

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	275,702	1	275,702	9,692	0,002 ^a
Residual	14849,44	522	28,447		
Total	15125,15	523			

Table 1 shows that the significance value of the independence data on biology learning outcomes at SMA Negeri OKU Selatan Regency is $0,002 < 0,05$, meaning that H_0 is declared rejected and H_a is declared accepted, so it can be said that there is an influence between independence on student biology learning outcomes in Public Senior High School South OKU District.

The simple regression equation on student learning independence data on student biology learning outcomes online can be seen in Table 2 below.

Table 2. Data Regression Coefficient of Learning Independence on Biology Learning Outcomes of Students in SMA Negeri OKU Selatan Regency

Model	Unstandardiz Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
(Constant)	73,15	1,830			39,96	0,000
Independence	0,084	0,027	0,686		3,11	0,002

Table 2 shows that the values of a (constant) 73,15 and b 0,084, so that the resulting regression equation is $(Y = a + bx)$ $Y = 73,15 + 0,084X$, which means that when the

student independence variable is constant, the average results student learning is 73,15 and each increase of 1 constant on independence will increase learning outcomes by 0,084.

The value of the contribution of student learning independence to student learning outcomes online can be seen in Table 3.

Table 3. Summary Model of Independent Learning Against Biology Learning Outcomes in SMA Negeri OKU Selatan Regency

Adjusted R Square	Standard Error of the Estimate
0,473	5,334

Table 3 shows that R Square or the amount of contribution of 0,47 is equal to 47%, meaning that learning independence has an effect on online learning outcomes by 47%, while 53% of independence is influenced by other variables not studied. Other variables are influenced by the readiness and intelligence of the child (Saefullah et al., 2013); (Hasnidar & hidayat Muh. Yusuf, 2015). Readiness is the overall condition of a person that makes him ready to respond / answer in a certain way to a situation. Adjustment of the conditions at one point in time will affect or tend to respond. Readiness to learn is closely related to kemandirian. Readiness to receive new lessons will be achieved when a person has reached a certain level of maturity. Or in other words, when a person has reached a certain level of maturity, he will be ready to receive new lessons. Meanwhile, children's intelligence greatly affects how quickly or slowly they absorb learning. The intelligence of the students is able to follow the lessons and the success of the students after following the lessons that are given.

The highest indicator of student learning independence is self-control in SMA Negeri OKU Selatan Regency reaching a percentage of 79,8% which is "students who always believe that their learning activities will have an impact on themselves, always care about their learning outcomes and always observe their own learning outcomes". From this statement, students at SMA Negeri OKU Selatan Regency are students who are sufficiently able to control themselves in online learning. Because, self-control is someone who is able to control or control

emotions, actions, is able to solve his own problems and think before acting. This is in line with the opinion of (Suhendri, 2011), Independent learning will be realized if students actively control everything that is done in the existing learning process, especially now that the learning is done online where the learning cannot be monitored face-to-face so it is very necessary to have awareness from within the student to learn so that he can achieve learning goals.

Research conducted by (Hidayat et al., 2020), The self-control indicator has a sufficient score, reaching 2,74 on a scale of 5, meaning that during online learning students are able to control themselves enough to care about the activities carried out and it will have an impact on themselves if they can follow the learning well then they will get good results too.

The lowest indicator of independence is in the initiative indicator reaching 40,26%, meaning that students at SMA Negeri OKU Selatan Regency are "students who do not learn material that has not been taught, do not add knowledge through other learning sources (searching the internet), and do not learn at will herself".

The independence of student learning in online learning can be seen from the ability of students to manage time and utilize various learning resources. Regarding the use of learning resources used by students, this must be considered again by the teacher so that students have many references to learning sources that will make it easier for them to do the assignments given by the teacher. Thus, there will be high initiative in these students even though their learning is online because the attitude of initiative is the individual's ability to produce something new or a problem solving. Because basically independence is the behavior of individuals who are able to take initiative, be able to overcome obstacles or problems, have self-confidence and can do something on their own without the help of others.

2. Interest in Learning

The results of a simple regression analysis of student interest in learning biology online can be seen in Table 4 until 6.

Table 4. Learning Interests of Students' Biology Learning Outcomes in SMA Negeri OKU Selatan Regency

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	149,462	1	149,462	5,210	0,023 ^a
Residual	14975,689	522	28,689		
Total	15125,151	523			

Table 4 shows the significance value of student learning interest data on online biology learning outcomes at SMA Negeri OKU Selatan Regency of $0,023 < 0,05$, meaning that H_0 is declared rejected and H_a is declared accepted, so it can be said that there is an influence between independence on student biology learning outcomes. at SMA Negeri OKU Selatan Regency.

The simple regression equation on student interest in learning data on student biology learning outcomes online can be seen in Table 5.

Table 5. Learning Interest Regression Coefficient on Biology Learning Outcomes of Students in SMA Negeri OKU Selatan Regency

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
(Constant)	75,522	1,453		51,97	0,000
Learning Interest	0,046	0,020	0,675	2,282	0,023

Table 5 shows that the values of a (constant) 75.522 and b 0.046 so that the resulting regression equation is $(Y = a + bx)$ $Y = 75.522 + 0.046X$ which means that when the student interest variable is constant, the average student learning outcomes are 75.522 and every increase of 1 constant in interest will increase learning outcomes by 0.046.

The value of the contribution of student interest in learning to online student learning outcomes can be seen in Table 6.

Table 6. Summary Model of Interest in Learning Against Biology Learning Outcomes in SMA Negeri OKU Selatan Regency

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,675 ^a	0,455	0,442	5,356

Table 6 shows that R Square or the amount of contribution of 0.455 is equal to 45%, which means that student interest in learning affects online learning outcomes by 45%, while 55% of interest is influenced by other variables not studied. Other variables are influenced by students' habits and willingness to learn (Flora Siagian, 2015). Learning habits are behaviors that have been embedded for a long time and have individual characteristics. Learning habits will affect learning outcomes itself, which aims to gain knowledge, attitudes, skills and skills including scheduling and implementation, reading and taking notes, repeating learning materials, concentrating and doing assignments. Willingness to learn is one of the challenges faced by teachers to make students want to learn and study hard because a high willingness to learn can be a determinant in achieving student learning outcomes.

The indicator of student motivation to reach the highest percentage in SMA Negeri OKU Selatan Regency for the very good category of 75,6% is "students who always try to achieve the biological value target that has been set by themselves, are always enthusiastic about taking biology learning even though learning through online learning and always prepare books before biology lessons begin".

In SMA Negeri OKU Selatan Regency, it can be seen that students have high interest and tend to have high motivation towards the learning process so that they are able to encourage someone to achieve their goals. In line with research (Dina & Nugraheni, 2017) someone with a high interest in learning will have a high awareness that raises curiosity and learning, is quick to understand and remember the lessons that are being studied and the easier it is to do tasks related to the lesson, all of this cannot be separated from the motivation of the students themselves.

Students' learning interests vary, this is indicated by the higher the student's interest in learning towards a subject, the higher the learning outcomes and conversely the lower the student's interest in learning, the less the student's learning outcomes will be. So, many students at SMA Negeri OKU Selatan Regency stated that they were enthusiastic about taking biology learning even though learning through online learning because the teacher always motivated the students.

The indicator of pleasure in students' interest in learning shows the lowest percentage

reaching 43,5%, meaning that students at SMA Negeri OKU Selatan are students who are not happy to take part in learning biology through online learning, students who do not want to increase biology class hours and often feel happy when the teacher canceled the daily test. This means that here experiencing boredom so that the displeasure of following this learning is one of the obstacles encountered during online learning. In line with opinion (Anugrahana, 2020) During online learning, there are obstacles, namely students feel bored, the teacher must think of a strategy for how to get children out of their boredom zone. Teachers need to be creative in creating online learning that is attractive to students. Because interest is the soul's tendency towards something which consists of feeling happy, paying attention, sincerity, the existence of motives and goals in achieving a goal.

A student will feel happy with a lesson if the lesson can be in accordance with the experience gained so that it will create its own interest which will strengthen positive values so that it is able to support interest in participating in learning. Students' learning interests vary, this is indicated by the higher the student's interest in learning towards a subject, the higher the learning outcomes and conversely the lower the student's interest in learning, the less the student's learning outcomes will be. Someone with a high interest in learning will have a high awareness that causes curiosity and learning, is quick to understand and remember the lessons being studied and the easier it is to do tasks related to the lesson.

3. Student Interest and Learning Independence

The results of multiple regression analysis of independence and student learning interest together on online biology learning outcomes can be seen in Table 7 below.

Table 7. Independence and Learning Interest in Biology Learning Outcomes of Students in SMA Negeri OKU Selatan Regency

Model	Sum of	Mean	F	Sig.
	Squares	Square		
Regression	391,369	195,684	6,920	0,001 ^a
Residual	14733,782	28,280		
Total	15125,151	523		

Table 7 shows that the data significance value of independence and shared interest in

biology learning outcomes at SMA Negeri OKU Selatan Regency is $0,001 < 0,05$, meaning that H_0 is declared rejected and H_a is declared accepted, so it can be said that there is an influence between independence and interest in learning simultaneously. together on the results of learning biology students at SMA Negeri OKU Selatan Regency

The multiple regression equations on the data on independence and student interest in learning biology online students can be seen in Table 8.

Table 8: Data Regression Coefficient of Independence and Learning Interest on Biology Learning Outcomes in SMA Negeri OKU Selatan Regency

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	70,581	2,222		31,76	0,000
Independence	0,079	0,027	0,387	2,925	0,004
Learning Interest	0,041	0,020	0,343	2,022	0,044

Table 8 shows that the values of a (constant) 70.581, b_1x_1 0,079 and b_2x_2 0,041 so that the regression equation is obtained ($Y = a + b_1x_1 + b_2x_2$) $Y = 70,581 + 0,079X_1 + 0,041X_2$ which means that when the student's independence variable is constant, then the average Average student learning outcomes of 70,581 and every increase of 1 constant in independence will increase learning outcomes by 0,079 and every increase of 1 constant in student interest will increase learning outcomes by 0,041.

The value of the contribution of independence and student interest in learning to online student learning outcomes can be seen in Table 9.

Table 9. Summary Model of Student Independence and Learning Interest on Biology Learning Outcomes in SMA Negeri OKU Selatan Regency

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,724 ^a	0,524	0,512	5,329

Table 9 shows that R Square or the amount of contribution of 0,52 is equal to 52%, meaning that independence and interest in

learning together have an effect on online learning outcomes by 52%, while 48% are influenced by other variables not studied. Other variables are influenced by teacher competence and learning methods (Aziz & Basry, 2017). Teacher competence is a description of what a teacher should be able to do in carrying out his work, both in the form of activities in behavior / attitudes and the intended results. The creative and innovative attitude of the teacher can be an example for students to be active and creative, besides that the presentation model of subject matter is also one of the factors for student success in learning Personality and creative and innovative teacher attitudes can be an example for students to be active and creative, in addition to The model of presenting subject matter is also one of the factors of student success in learning.

The attractive, fun and easy-to-understand presentation model can make it easier for students to achieve maximum learning outcomes. Because of the supporting factors during online learning by looking for learning methods and media that are suitable for the lesson and following the development or progress of students so that online learning activities run well and will make independence and interest in learning also good. based on interviews, the method often used by teachers during online learning is the discussion method so that it is able to establish effective communication between teachers and students so that teachers know the obstacles or problems faced by students.

According to (Mustakim, 2020), through the discussion method, teachers and students can interact directly to make it easier for students in the online learning process. The strategy that has been carried out by the teacher is to provide more time to respond to students who are low in understanding learning and students who are lazy to learn by sending personal messages to these students to remind them of learning and to do the assignments that have been given.

The better the independent attitude and interest in learning that students have, the better the learning outcomes they will achieve, the independent attitude and interest in learning contribute 40.96% to the learning outcomes that will be achieved by students. Independence and student interest in learning have an important role in the learning process, because it will have a major impact on student attitudes and

behavior during the teaching and learning process. The learning process will be more conducive if it is followed by an interest in learning. In simple terms, interest (interest) means a tendency and high excitement or a great desire for something (Saefullah et al., 2013) dan (Flora Siagian, 2015).

However, in SMA Negeri OKU Selatan Regency which is an inhibiting factor, student learning facilities such as facilities and infrastructure such as lack of internet access around them live so that learning is less effective and results in less than optimal learning outcomes and also based on the results of interviews with biology teachers at Regency Senior High Schools. South OKU is lacking independence and student interest because it is constrained that not all students have cellphones and also problems with signals because the distance of students is far from the signal center (internet network). According to (Putria et al., 2020), factors that support the online learning process such as mobile phones, quota pulses and the internet because if there is no cellphone then online learning cannot be carried out. This is supported by (Purwanto et al., 2020), facilities such as mobile phones are very important for the smoothness of the teaching and learning process and make it easier for teachers to provide subject matter so that it will have a good impact on the learning outcomes carried out.

CONCLUSION

There is an effect of independent learning on biology learning outcomes at SMA Negeri OKU Selatan Regency with a significant value of 0.002 with a contribution value of student learning independence of 47% while 53% is influenced by other variables not researched. There is an effect of interest in learning on the learning outcomes of biology at SMA Negeri OKU Selatan Regency with a significant value of 0.023 with a contribution value of student interest in learning of 0.455 (45%) while 55% is influenced by other variables not researched. There is an influence of independence and interest in learning together on the learning outcomes of biology at SMA Negeri OKU Selatan Regency with a significant value of 0.001 with a value of the contribution of independence and interest together of 52% while 48% is influenced by other variables not examined.

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