

A Comparative Study of Independent Learning of the Eldest and Youngest Students at SMP Negeri 15 Padang

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Abstract

Every child has a different position in the family, there are firstborn, middle, youngest, only children. Each child's personality is different, even twins have different characteristics from one another. Children are expected to have high independence, one of which is independent in learning. Children who have independence in learning can do work without help from others, even children develop strategies in learning, set target values to be achieved, and evaluate the results of tasks that have been done. In fact, most of the youngest children are not able to be independent in learning, and some of the oldest children are already able to learn independently. This research aims to: (1) describe the learning independence of the eldest child and the youngest child, (2) describe the difference in the level of learning independence of the eldest child and the youngest child. This research uses a quantitative approach with a comparative descriptive research type. The subjects of this study were the eighth grade students of SMP Negeri 15 Padang with the status of the eldest and the youngest children of 2 siblings and 4 siblings, amounting to 40 first-born students and 40 youngest students. Collecting data using a Likert scale model questionnaire, data were analyzed using descriptive analysis techniques and different test techniques with the help of the SPSS program version 20.0. The results revealed: (1) the learning independence of the eldest child is in the independent category with an average percentage of an achievement score of 67.5%, (2) the learning independence of the youngest child is in the fairly independent category with an average percentage of an achievement score of 55%, (3) available difference in the level of learning independence of the firstborn and youngest child with Sig. (2-tailed) $0.000 \leq 0.05$.

Keywords: Independent Learning, Firstborn, Youngest Child

Introduction

Education is basically a process that provides people with various kinds of situations that aim to empower themselves (Soyomukti, 2015). Meanwhile, quality education is the key to the progress of a nation that can create quality and productive human resources (Saputri & Asmidir Ilyas, 2020). One of the most important aspects in building a nation is education (Natalia, Firman & Daharnis, 2015). Realizing education with good human resources, schools should be able to foster independence in student learning (Brookfield, 2002).

Learning is a business process carried out by individuals in changing good behavior as a whole (Arora W, Erlamsyah & Syahniar, 2013). Students at school not only hear explanations from the teacher, but students are required to have skills in learning such as being active during learning, taking notes on learning material so that students can learn well and achieve good results. (Monasari Johanda, Yeni Karneli & Zadrian Ardi, 2018). Students are not only required to be skilled in learning, students are also required to be skilled in taking notes (Wulandari Cristal, Afrizal Sano & Yusri, 2013).

Learning skills are skills that have been mastered by students to gain success in their studies and be able to master learning material (Nirwana, 2006). Meanwhile, note-taking skills are skills that

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support students in their learning, such as students taking notes on subject matter, completing assignments or exercises, doing homework at home.(Wulandari Cristal, Afrizal Sano & Yusri, 2013). Students who have good study skills and note-taking skills mean that students have good learning motivation. Students who have motivation are characterized by attention, concentration and persistence in learning(Nurul Jannah, Mudjiran & Herman Nirwana, 2015).

According to Sardiman in (Nurul Jannah, Mudjiran & Herman Nirwana, 2015)The characteristics of highly motivated students are having persistence in learning, having persistence in learning, showing an interest in learning, and having independence in learning. Learning independence is the ability of students to plan their learning activities(Uno, 2007). To achieve good learning independence students are expected to have high discipline, so that students are orderly and regularly learning at school.(Nur Damayanti & Asmidir Ilyas, 2018). However, not all students are disciplined in learning(Reski, Taufik & Ifdil, 2017).

Independence in general can be defined as the ability to control oneself not to depend on others, and the individual is able to make his own decisions. (Steinberg, 1995). To become an independent individual, individuals need to understand and accept themselves objectively, positively, dynamically, understand the environment, be able to make decisions, direct themselves, and manifest themselves.(Prayitno, 2004). Independence is influenced by three factors, namely: parenting, gender, and birth order(Hurlock, *Developmental Psychology*, 1980).

Meanwhile, independent learning or self regulated learning developed by an expert named Zimmerman revealed that self-regulated learning is an important thing in learning, because it helps direct students to learning independence such as: managing study schedules, setting learning targets, and finding information needed in learning (Zimmerman, 2008). Students who have independent learning will show readiness and initiative in learning without depending on others in determining learning objectives, learning methods, and evaluation of their own learning outcomes.(Darmawan, 2020).

Students who have high achievement tend to be more independent and monitor learning by themselves, and students also evaluate their progress, compared to students who are low achievers. (Santrock, 2007). As for students who have good learning independence, they will get high learning achievement and in accordance with their expectations(Rita Ningsih & Arfatin Nurrahmah, 2016). However, the learning independence of most students is still low, middle school students are still lacking in independent learning, because students still use fraudulent methods in learning such as cheating during the learning process.(Dede Salim Nahdi & Juju, 2016).

The problem that occurs with students' learning independence is that students tend to be passive in learning, do not dare to ask questions if there are questions that have not been understood, students are also anxious when asked to come forward to work on questions, and students do not do the assignments given by the teacher (Novia Handayani & Fauziah Hidayat, 2018). As for the impact that occurs if students are not independent in learning, namely student achievement decreases, is less responsible for learning, is unable to make decisions, and depends on other people in doing school tasks(Yuyun Lestari, Yusmansyah & Ranni Rahmayanthi Z, 2015).

In the world of education, learning independence is a very important aspect where students who do not have independence will find it difficult to be responsible for everything, especially in the learning process, students cannot make their own decisions, do not have ideas, ideas, and initiatives in the problems they face, because students are dependent on other people, peers and especially on their parents (Hurlock, 2000). Parents and families are the main pillars in forming independent children(Santrock, 2007). A person's personality depends on heredity, environment and creativity, meaning that there are birth order factors that can affect individual personality or independence according to Adler.(Rini, 2012).

The order of birth is divided into four, including only child, firstborn, middle child, and youngest child according to Adler(Feist, 2013). The eldest child is the first child born in the family, the eldest child gets complete attention from the parents. Attention from parents tends to make children have a deep feeling to be superior / strong according to Adler(Alwisol, 2004). The eldest child has a mature independent behavior, because it is related to adults, and is expected to assume responsibility

(Hurlock, 1978). Meanwhile, the youngest child is often spoiled, unable to stand alone and has many advantages. The youngest child is often motivated to surpass his older siblings, and is an ambitious child according to Adler (Alwisol, 2004).

The youngest child also looks childish, quick to give up, easily emotional, indulgent, and slow to be independent, this youngest child's attitude occurs because of constant attention from siblings and parents. (Olson, 2013). The treatment of parents is different for children with different birth orders, where this difference also affects the difference in the level of independence between children with each birth order. (Bigner, 1979).

In fact in the field, based on the results of observations and interviews conducted by researchers on Thursday, December 17, 2020 at SMP Negeri 15 Padang, data was obtained: the children's learning independence was different, according to the student's personal data, report card results, and notes that had been recapitulated by BK teachers, the first child has more independent learning, because the first child becomes a role model for their younger siblings. However, there are some youngest children who have good learning independence but not all of them. Likewise with middle children and only children.

The learning independence of the eldest and youngest students at SMP Negeri 15 Padang was found that the eldest son was diligent in making assignments on time, had good study concentration, and followed the lessons well. Unlike the youngest children who like to go in and out of class, assignments are not collected on time, they lack concentration in learning. During the pandemic, counseling teachers received reports from the homeroom teacher of the lack of independence in children's learning while studying at home.

Lack of children's learning independence can be seen from tasks that are not done properly, assignments that are not collected are not on time, take absences that are not on time, and are not active in participating in learning. If there is a question that is not understood, the child does not ask the teacher, they copy the answers of a friend who does the assignment at the tutoring site.

To increase the learning independence of the eldest and youngest children, guidance and counseling from the counseling teacher is needed. The guidance and counseling teacher has a special role in the school towards foster students, namely: as a friend, a source of information, a source of inspiration, a source of personal formation and a source of problem affirmation. (Nandiya, Neviyarni & Khairani, 2013). Guidance and Counseling has 6 service areas and 10 types of guidance and counseling services. To increase the learning independence of the eldest and youngest children, you can use the personal guidance field with the types of information services, individual counseling services, and group guidance services.

Guidance and counseling is an effort to provide assistance to individuals both individually and in groups so that they are able to be independent and develop optimally (Prayitno, 2004). The information services provided aim to provide understanding and information about the learning independence that students must have, so as to increase student learning independence, individual counseling services aim to be able to help develop student learning independence and help provide direction and motivation to students to be able to become independent individuals. , and group guidance services aim to increase student learning independence, by training to be leaders, making decisions, expressing opinions.

Based on the above phenomena, the researcher is interested in researching "Comparative Study of the Learning Independence of the Eldest and Youngest Students at SMP Negeri 15 Padang".

Method

This research uses a quantitative approach with a comparative descriptive research type. The subjects of this study were students of class VIII at SMP Negeri 15 Padang, the eldest son and the youngest child who had the status of 2 siblings and 4 siblings. The number of samples was 40 eldest children and 40 youngest children using purposive sampling technique. The research instrument was a learning independence questionnaire with a Likert scale model. Data were analyzed using descriptive analysis with percentage techniques and to see the difference using the difference test with the help of the SPSS version 20.0 program.

Results and Discussion

Based on the results of data processing, the results of the research can be explained as follows:

1. Independence of the Firstborn's Learning

Based on the results of the study, it is known that the learning independence of the eldest child is on average in the "Independent" category with an average achievement score of 170.35 (75.71%). It means childeldest independent in determining learning strategies in completing assignments, has a high curiosity in lessons, tries to increase study time to increase grades, notes important things explained by the teacher, and finds out where the failure in learning lies.

Table 1. Description of the Eldest Child's Learning Independence

Category	Interval	F	%
Very Independent	≥ 193	5	12.5
Independent	156-192	27	67.5
Self Sufficient	119-155	8	25
Not Independent	82-118	0	0
Very Not Independent	≤ 81	0	0
Amount		40	100

Based on table 1, it is known that the overall level of learning independence of the eldest students is categorized as "Independent", as many as 27 eldest students are categorized as "Independent" with a percentage (67.5%) then, 8 oldest students are categorized as "Self-sufficient" with a percentage (20%) then, 5 eldest students were categorized as "Very Independent" with a percentage (12.5%), and none of the oldest students were categorized as "Not Independent" and "Very Not Independent".

In line with the inner Knowless opinion (Iffa Dian Pratiwi & Hermien Laksmiwati, 2016) Learning independence is a process in which individuals take full responsibility and take the initiative in diagnosing learning needs, formulating learning objectives, identifying learning resources, selecting and implementing learning strategies and evaluating learning outcomes. As for the characteristics of the independence of the eldest son, one of them is behaving in a mature manner because he deals with adults and is expected to take responsibility. (Hurlock, 2004)

2. Independent Learning of the Youngest Children

Based on the research results, it is known that the youngest child's learning independence is in the "Self-sufficient" category with an average achievement score of 155.93 (63.90%). This means that the youngest child is quite independent, it is evident The youngest child hesitates in doing the assignments given by the teacher, does not record important things that have been explained by the teacher, is late in collecting assignments given by the teacher, and copies homework belonging to friends.

Table 2. Description of the Youngest Child's Learning Independence

Category	Interval	F	%
Very Independent	≥ 193	0	0
Independent	156-192	18	45
Self Sufficient	119-155	22	55
Not Independent	82-118	0	0
Very Not Independent	≤ 81	0	0
Amount		40	100

Based on table 2, It is known that most of the independence of the youngest children is categorized as "Self-sufficient" The evidence is that as many as 22 youngest students are categorized as "Self-sufficient" with a percentage (55%) then, 18 youngest students are

categorized as "Independent" with a percentage (45%), and none of the youngest students are categorized as "Very Independent", "Not Independent And "Very Not Independent".

Contrary to opinion (Djamarah, 2002) Learning independence has five indicators, namely: awareness of learning objectives, awareness of responsibility, continuity of learning, active learning, and learning efficiency. The youngest child is often called a spoiled child, because it gets affection and attention from the family, so that the youngest child becomes the object of pleasure for family members at home (Gunarsa, 2008). One of the characteristics of the youngest child is that it tends to be tough and demanding a lot as a result of the lack of discipline and being spoiled by family members. (Hurlock, 2004).

3. Differences in Learning Independence of the Eldest and Youngest Children

Based on data analysis techniques, it is known There is a significant difference between the level of learning independence of the eldest and the youngest at SMP Negeri 15 Padang, which can be seen from sig (2-tailed) $0.000 \leq \text{sig} 0.05$. This can be seen in detail in table 3 below:

Table 3. Differences in the Learning Independence of the Eldest and Youngest Students

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
RESULTS	Equal variances assumed	,297	,587	4,003	78	,000	14,425	3,604	7,7250	21,600
	Equal variances not assumed			4,003	76,136	,000	14,425	3,604	7,248	21,602

Conclusion

Based on the results of research that has been conducted regarding the learning independence of the eldest and youngest children, it can be concluded: 1) The learning independence of the firstborn at SMP Negeri 15 Padang is in the "Independent" category with an average score achievement. 170.35 with a percentage (75.71%) both from the aspects of preparation, implementation, and evaluation, 2) The learning independence of the youngest at SMP Negeri 15 Padang is in the "Self Sufficient" category with an average score achievement 155.93 with a percentage (63.90%) both from the aspects of preparation, implementation, and evaluation, 3) There is a significant difference between the level of independent learning of the firstborn and the learning independence of the youngest at SMP Negeri 15 Padang with the results of the t-test sig (2-tailed) $0.000 \leq \text{sig} 0.05$

Suggestion

Based on the conclusions of the research results, several suggestions will be conveyed to related parties: (1) BK teachers, BK teachers are expected to be able to help improve student learning independence by compiling BK programs related to independent learning, and BK teachers should collaborate with parents and other schools to improve student learning independence, (2) Further

researchers, it is necessary conducted similar research but developed with a wider scope, improve skills, add insight, and develop this research.

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