

Independent Learning and Blended Learning Information System Student

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Abstract

In the Information Systems Department of Raharja University, where blended learning is used, this study intends to describe the propensity for student learning independence. Data analysis is done using percentages utilizing a descriptive quantitative methodology. There were 90 respondents in the study, which included students from the class of 2021 in the department of information systems at Raharja University. An open-ended statement-style questionnaire with a Likert scale was utilized to collect the data. According to the findings, student learning about independence is generally beneficial. Each variable indicative of learning independence yielded analytical results that fell into the group of favorable outcomes. The percentage results for each indicator are as follows: 1) independence from other people is 78%; 2) confidence is 75%; 3) disciplined behavior is 74%; 4) sense of responsibility is 78%; 5) act on own initiative is 75%; and 6) exercising self control is 76%. While using blended learning, teachers can more easily guide their students through the learning process.

Keywords: *Independent Learning, Blended Learning*

1. Introduction

Aspects of life, notably education, have been impacted by the advancement of information technology, which is backed by infrastructure, computers, and the internet. The success of the country is measured by its educational system, according to numerous research reports. Learning is a significant component of schooling. Learning can now be done anytime, anyplace, with anyone, and from any source, according to the trend in our period. In order for pupils to learn, it is crucial to make an effort to organize the environment as a source of learning [1].

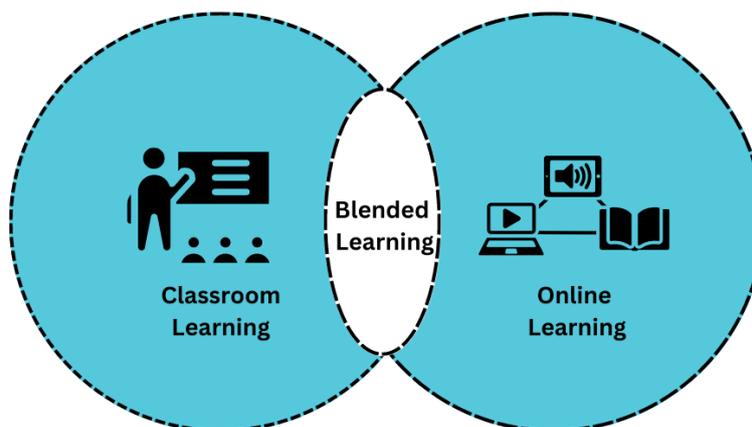
The development of information technology is aided by blended learning, which is thought to be extremely appropriate. In Indonesia, especially in colleges where it is still heavily regulated historically, blended learning is still extremely widely employed. The most effective technique to mix in-person and online learning, in Praherdhiono's opinion, is through blended learning. Using blended learning can reduce the issue with traditional learning, which is less able to accommodate different types of student characteristics [2]. One of the traits of a student, in Surahman's opinion, is their individuality from one another, whether this is in terms of their starting abilities, rate at which they pick up the content, or learning preferences. Moreover, flexible scheduling can be provided by blended learning, allowing teachers to be more self-directed and increase learning capacity in accordance with their own pace. Sutopo's Menu



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Blended learning improves quality and quantity by utilizing more effective technological and interpersonal interactions, which results in the development of social, constructive, and intellectual learning communities as well as greater learning proficiency.



Picture 1. Blended Learning

Because blended learning offers innovation in the learning process, it is now used quite successfully in higher education. In order to generate the best learning experiences and achieve the desired learning outcomes, blended learning, according to Uwes, is a learning model that mixes synchronous and asynchronous tactics [3]. While using blended learning, the objective is to improve learning activities and support the individual learning styles and features of each student. Online learning is just a partial replacement for in-person instruction in blended learning. The only content that is supported and supplemented by blended learning is that which was not covered in class. Even though e-learning is growing in popularity, face-to-face interactions are still valued at this point, according to Stein, who made this statement at his lecture [4].

For students to compete and succeed in the future, it is currently necessary that they be able to communicate both orally and in writing, work well in teams, have a high level of creativity, and possess research and problem-solving abilities. The issues that are emerging, in Praherdhiono's opinion, are those relating to morality, laws, and society, licensing, and the requirement for graduates with high standards [5]. Hence, in order to address a variety of challenges, pupils must rely on their own skills. However it's frequently observed that pupils can solve some problems with ease but struggle when the problem's context is slightly altered. This indicates that students' ability to learn independently is poor [6]. Moore defines student learning independence as the degree to which students may actively contribute to the selection of learning goals, activities, and resources, as well as the assessment of learning. how the results of students' learning may be impacted by their independence in learning. Independent learning is one of the most crucial qualities that students should possess, in Damayanty's opinion, because it will enable them to complete their academic tasks with a greater feeling of accountability, tenacity, and self-control, all of which will lead to improved academic performance [7].

The findings of researchers' observations of a number of Raharja University information systems majors, however, revealed that pupils did not fully understand the significance of independence. This is evident from the issues that arise, such as students who are doubtful of their own abilities, students who continue to seek guidance from lecturers during lecture activities and assignments, students who still require guidance from their friends, and some students who even require guidance from friends during class [8]. Students often copy friends' work when chatting and there are assignments or exams, when there are assignments they often do with the speeding system last night, when the lecturer is not in, students take advantage of study time at the University to play, and students always want to end their study activities immediately. Students are also unable to study independently and must carry out activities on

the orders of others. According to Novitasari's assertion in his journal, students frequently exploit system flaws that are built into their assignments, which has the unintended consequence of lowering student morale and making it harder for them to demonstrate their learning in the classroom [9].

The importance of student learning independence has not been established as effectively as it may have been, judging from the many phenomena mentioned above. There is concern that this illness, if not addressed right away, will have an effect on students' academic performance. Hence, encouraging student autonomy in learning is something that must be done. It is hoped that student learning autonomy would rise as a result of optimizing their role in managing learning activities and configuring each blended learning stage [10]. The implementation of proper learning models, in Ismaniati's opinion, is essential to sustaining and enhancing the allure of training. A learning model that may be applied to promote student learning independence is required, according to the justification provided above. Blended learning is one strategy to reduce these issues as a result [11].

2. Research Method

Descriptive analysis of quantitative data using percentages is the methodology employed in this study. The class of 2021 students from Raharja University that participated in the study consisted of 90 respondents from the department of information systems. A questionnaire with 35 statement questions and an alternative Likert scale was used to gather data for this investigation. Quantitative descriptive analysis will be used to examine the data's findings, which will be presented as percentages. This makes the material easier to read and comprehend. Calculating the acquisition score for each indicator involves following a set of processes. The percentage of responses based on each indicator is then calculated. The researcher then makes inferences regarding the study's outcomes after obtaining the percentage findings for each indicator. Sugiyono's rule, "the bigger the percentage of respondents, the better respondent's perception," is one that researchers have utilized [12].

The following table shows the percentage scale rules that were applied to summarize the research data:

Table 1. Score Criteria and Interpretation

No	Score Range (%)	Category
1	76-100	Very Positive
2	51-75	Positive
3	26-50	Negative
4	1-25	Very Negative

3. Findings

By using blended learning, which is defined by six characteristics of learning independence, there will be a tendency for student learning independence, according to the study of the data results [13]. Independence from others, self-assurance, self-discipline, a sense of responsibility, acting on one's own initiative, and self-control are the first three qualities. The other four are independence from others and discipline. Score information based on indicator calculations is as follows:

Table 2. Analysis of the tendency of learning independence in Educational Technology

No	Indicators	Ideal Scores	Actual Scores	percentage	category
1	Independence from others	1540	335	78%	Very Positive
2	self-assurance	1155	284	75%	Positive
3	self-discipline	1155	859	74%	Positive
4	a sense of responsibility	1155	897	78%	Very Positive
5	acting on one's own initiative	1540	1153	75%	Positive
6	self-control are the first three qualitie	1155	883	76%	Very Positive
Total		7700	4411	72%	Positive

90 respondents were surveyed for information on the 2021 Information Systems major class. According to the study's findings, 72% of respondents overall chose the Positive category for their responses to the question of whether students are more likely to develop independent learning skills when blended learning is used.

Table 3. Impact Analysis of the Implementation of Blended Learning

No	Indicators	Ideal Scores	Actual Scores	percentage	category
1	The Impact of Applying Blended Learning Against Independence Study	3500	2726	78%	Very Positive

The results of the analysis of each variable indicator of learning independence show that almost all respondents have an intensity of independent learning with a percentage of the total score of 72% in the positive category. This can be seen from the results of the analysis of each variable indicator of learning independence. It shows that the tendency of learning independence in students who apply blended learning is included in the very category positive to very negative. Following are specifics for each indicator:

According to data analysis from Table 2, 78% of information system students scored highly on the criterion of independence from others. It is clear that, on the whole, students studying information systems have highly positive ratings for their learning independence when measured against that of other students. The study's findings demonstrated that most students who participated in blended learning exhibited a highly favorable level of independence from others. Independent learners are those who are capable of completing their own learning tasks without the help of others and who have the will to do so. Independent learning is self-awareness that is motivated by oneself, according to Brookfield [14]. It's also known as the capacity to

develop self-knowledge and learn from oneself.

According to data analysis from Table 2, 75% of information system students scored highly on the self-confidence metric when it comes to learning independence. As a whole, it can be said that information systems students' learning independence is classed as good in terms of their self-confidence. The study's findings indicate that the majority of blended learning participants had healthy levels of self-confidence. Positivity in one's self demonstrates one's power or capacity to accomplish one's objectives. Hakim asserted that one's conviction in all of their advantages can also be understood as having self-confidence, and that this view gives them the confidence to believe they can accomplish a variety of goals in life [15].

According to data analysis from Table 2, 74% of students studying information systems are gaining independence in terms of behavioral indications of discipline. The independent learning of information systems students in the signs of discipline behavior can be classed as favorable in general, it can be said. The findings indicated that the majority of the students that participated in blended learning exhibit good behavioral discipline. Kurniawati claims that discipline has to do with having the self-control to adhere to several sorts of self-awareness guidelines [16]. The willingness to learn that comes from within the individual, along with discipline in learning, is also mentioned.

According to the analysis's findings in Table 2, 78% of students studying information systems demonstrate an awareness of their duty. It may be inferred that, on general, information systems students' independent learning is rated highly in terms of their sense of responsibility. The study's findings indicated that the majority of the students who participated in blended learning felt a strong feeling of responsibility. If someone is highly committed to their responsibilities and work, such individual is considered to be responsible. Zimmer asserts that having a high commitment, being willing to accept responsibility, being energetic, future-focused, having the ability to lead, being willing to learn from mistakes, believing in yourself, and having an obsession with improving performance are qualities of people who have responsibility [17].

According to the data analysis from Table 2, 75% of information system students demonstrate independence on the behavior indicator through independent action. According to the indicators of conduct based on self-initiative, it can be determined that information systems students' learning independence is generally seen as favorable. The findings of the study demonstrated that the majority of the students who participated in blended learning had a favorable attitude based on their own initiative. The ability to create something new, either in the form of ideas or works that are significantly different from those that have gone before, in order to address a problem is a quality that can be associated with someone who has initiative [18].

According to the examination of the data in Table 2, 76% of information system students demonstrated self-control on the self-reliance indicator. Conclusion: Students studying information systems generally fall into the extremely positive category for indications of self-control. According to the data, the majority of students enrolled in blended learning courses exhibited excellent self-control. If students are able to exercise self-control in all they do, analyze, and plan during the learning process, they will be able to achieve learning independence. The ability to organize information, regulate emotions, and regulate emotional conduct are all traits of students who exhibit good self-control, according to Anggraeni [19].

According to the data analysis from Table 3, 78% of students' learning independence is impacted by blended learning. It may be argued that blended learning generally has a very favorable effect on students' independence in their learning. According to the findings of the study, the majority of students who enroll in courses that use blended learning report that the learning process has been made simpler. With blended learning, you can make sure that the students are actively engaged and in control of their own learning. Students' requirements are also met by blended learning since it is more likely than traditional classroom instruction to accommodate the variety of learning styles that the majority of pupils have [20]. The quality of learning, in Setyosari's opinion, typically manifests itself in high standards for both the learning process and the lesson.

4. Conclusion

The percentage of independent learning outcomes was determined from 6 indicators based on the results of the discussion of blended learning and learning independence of Information Systems students in the class of 2021, specifically: independence from other people by 78% was categorized as very positive, having an independent belief Having a sense of responsibility 78% is described as very positive, acting on one's own initiative 75% is categorized as positive, and exerting self-control 76% is categorized as very positive. The remaining 75% was classified as positive. While the discussion's findings regarding the effect of using blended learning on learning independence received a percentage of 78%, which was deemed to be very favorable. Hence, it may be said that children tend to have good learning freedom, which is consistent with the research. Students tend to be more autonomous in every way since they are not dependent on others. On the other hand, blended learning has shown to be very helpful in learning and has a generally beneficial effect on students' independence in their learning.

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