Relationship between Students' Learning Interest and Learning Autonomy in SMP Negeri 10 Yogyakarta

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ABSTRACT

The present study aimed to discover the relationship between students' learning Interest and Learning Autonomy in SMP Negeri 10 Yogyakarta. This study employed quantitative approach with correlational design. The population of the study was all students of SMP Negeri 10 Yogyakarta (507 students), the sample of the study were 253 students, they were selected by using proportional stratified random sampling. The data were collected using learning interest scale and learning autonomy scale. The data analysis was done by using Product-Moment Correlation. The result of the study concludes that there is relationship between students' learning Interest and Learning Autonomy in SMP Negeri 10 Yogyakarta. The result of this study can be used as a reference for the school counselors in developing guidance and counseling programs related to the learning interest and learning autonomy.

Keywords: cognitive map, gender, elementary school student

INTRODUCTION

Junior High School (SMP) needs guidance and counseling service, especially related to personal, social, academic, and career guidance. Guidance in Guidance and Counseling assists the student in obtaining their physical and psychological well-being in their learning process so that they can achieve the purpose of the study. Guidance will help students in learning; for instance, learning guidance service will help students in the learning process so that they find themselves are comfortable in a conducive learning environment to achieve optimal development.

According to Fitriana, Hisyam, & Suwardi (2015), learning autonomy refers to students' attempt to be a success in preparing all their learning needs, starting to study, and managing study time. Students' learning

autonomy is crucial and should be developed in order to improve their skill in accordance with their competence. Students with learning autonomy are aware of their weaknesses in learning and are able to evaluate their learning outcome so that they can develop optimally and be a success in their study.

In addition to learning autonomy, students' learning success is also supported by learning interest. Students' learning interest is helpful to create an effective learning process. The higher the students' learning interest and autonomy, the higher their learning achievement and outcomes are (Lestari, 2005). Learning interest refers to a mental framework consisting of a combination of feeling, assumptions, anxiety, and other propensities, which will result in an effective learning process. Learning interest helps students develop their potential.

Students' learning interest and autonomy play a crucial role in students' learning success at school. Accordingly, the present study was conducted to find out the relationship between Students' Learning Interest and Learning Autonomy in SMP Negeri 10 Yogyakarta. The result of this study can be used as a reference for the school counselors in developing guidance and counseling programs related to the learning interest and learning autonomy.

METHODS

This study employed a quantitative approach with correlational design. The population of the study was all students of SMP Negeri 10 Yogyakarta (507 students), the sample of the study was 253 students; they were selected by using proportional stratified random sampling. The data were collected using the learning interest scale and learning autonomy scale. The data analysis was done by using Product-Moment Correlation.

RESULT AND DISCUSSION

Based on the data analysis, it was found that there is a relationship between the students' learning interest and learning autonomy. It was proven by the correlation value of 0.327 and probability TS 5% by 0.000 ($p < 0.05$). Based on the analysis result, it can be said that the higher the students' learning interest, the higher the students' learning autonomy.

This is consistent with the finding from Lestari (2005), who found that learning autonomy is greatly determined by the ability to learn efficiently. Learning ability also depends on reading speed and comprehension. Students must be disciplined to be able to learn efficiently, they should have initiative, perform a proper action, be responsible, and be able to manage the time, and learn in accordance with the schedule they determine. The result of the study showed that there is a positive relationship between learning interest and learning autonomy and students' learning outcome. The higher the students' learning interest and autonomy, the higher their learning outcomes.

The result of the study conducted by Bauziene and Vosyliute (2014) aims to identify the factors of learning autonomy. They found that learning autonomy is affected by internal motivation, namely, learning interest. The respondents state that learning process helps them to develop skills in making a learning plan. Its relevance with this study is that the factor related to students' learning autonomy is recommended as an effective learning strategy to understand the skill, ability, and interest in learning.

Students with learning autonomy indirectly possess a good attitude in the academic field. This is consistent with the study conducted by Nagpal, et al., (2013) that aims to describe that learning autonomy can develop a good attitude, responsibility for planning, implementation, and evaluation, as an attempt in achieving learning autonomy. Autonomous students possess high learning interest and sense of responsibility in completing the assignment.

The study conducted by Vainikainen, Salmi, and Thuneberg (2015) aims to describe the students' learning interest, attention, and motivation as the factors affecting learning outcome and autonomy. In line with that, Wardrip et al. (2013) argue that interest is students' symbol for achieving good learning skill and quality. Interest can help students to be autonomous and future-directed.

The study conducted by Hidi & Renninger (2006, p.111) explains three contributing factors of learning interest, namely, knowledge, positive emotion, and internal values. More diligent students will have better skill and wider knowledge. Students' learning improvement positively affect them to be able to explore and develop learning autonomy within them.

They need to develop perception of learning autonomy in order to improve their academic performance. However, students with certain cultures do not need to improve their perception of autonomous to improve their academic performance since they already have a good level of autonomy (Saputra & Astuti, 2018). There is a positive relationship between learning interest and autonomy and students' learning outcome. The higher the students' learning interest and autonomy, the higher their learning outcomes are.

Hajar (2008. P.86) state that there is a positive and significant relationship simultaneously between learning autonomy and creativity and learning interest. Students' learning interest and attitude contribute to the students' academic achievement (Kpolovie, Joe & Okoto, 2014). Christidou (2011) explains that students' learning interest, attitude, and relationship with teachers are the aspect that affects the learning process to make them autonomous. Based on some previous studies, and theoretical review, it can be stated that there is a relationship between students' learning interest and learning autonomy ni SMP Negeri 10 Yogyakarta.

Sunarsih (2009) stated that there is a relationship between learning motivation, learning autonomy, and academic guidance service toward learning achievement. Learning motivation, learning autonomy, and academic guidance service, and learning achievement possess a meaningful association (Sukada, S. & Yudana, 2013). Students' learning autonomy is observable when they are at school. In fact, some students are not confident in doing their assignment. They still depend on other people; their sense of responsibility is still low. This leads to students' low achievement at school.

Students in adolescence are trying hard to find their identity (Feist & Feist, 2011). Adolescence puberty helps students find their identity. During this development, they draw various self-image. Accordingly, identity starts to grow since infancy, childhood, and at school age. Then in adolescence, this identity is strengthened in a crisis the students try to overcome through the conflict of psychosocial

identity versus identity confusion. School counselors and parents should obverse their children development at school or society to help children find their identity and socialize with their learning environment.

Further, according to Erikson (1968) from industry vs. inferiority, school-aged children develop their basic competence, namely, self-confidence, to utilize their physical and cognitive ability for solving their problems. Competence provides a basis for cooperative participation in a more productive life. When a conflict between industry vs. inferiority does not incline, adolescent will remain in genital imagination, and they spend most of their time for counter-productive matters. School is a formal education institution to perform the learning process optimally in developing students' competence. By role, the school counselors assist students in developing their physical and cognitive ability in solving learning problems so that they possess good ability and be autonomous in learning.

Learning autonomy refers to students' learning activity that is done independently. It is done without friends' or teachers' help in order to achieve the learning goal. The learning goal here refers to students capability to master the material by themselves and to apply their knowledge when solving their daily problems. Learning autonomy is a determining aspect because most of the students only study when there is assignments or homework, or during the examination period.

Learning autonomy refers to students' behavior in realizing their desire without depending on other people, in this case, the students can study independently, can determine an effective learning method for themselves, can do their assignments excellently, and can autonomously study.

Children with learning autonomy find themselves as persistent. In addition to learning autonomy, students' success at school is also determined by learning interest. Sukara, Sadia and Yudana (2013) state that interest can result in readiness to do something in certain situation, it is in accordance with good mental condition consisting of combination of feeling, assumption, anxiety, and other propensities that drive individuals to a certain choice. Learning interest affect the learning processes such as a behavioral change in learning, and autonomy (Devi, 2017). Interest can drive students to a certain choice based on the learning activity full of attention and concentration. Learning interest can be in the form of learning attention, motivation, and knowledge. Learning interest is explained as when someone is interested in a certain subject. He will be willing to study and keep learning all knowledge related to that subject. He will participate in the learning process enthusiastically. Students will be more attentive in learning when they focus on what they learn.

An active learning process can be realized when students possess a high level of learning interest. It is in agreement with Aggraini (2013) who found that based on the analysis result there is a relationship between learning interest and learning facility and learning achievement, it was found that rho $_{result}$ = 0,768 so the rho $_{result}$ is larger than the value of rho $_{table}$. Therefore, learning interest, learning facility, and learning achievement hold meaningful association. Anggraini (2013) explains that the problems faced by the students related to learning interest are that some students are not interested in the learning process. A Learning interest help students to find attention and interest on a

subject so that they can autonomously learn to get the achievement.

CONCLUSION

The result of the study concludes that there is a relationship between students' learning Interest and Learning Autonomy in SMP Negeri 10 Yogyakarta. The result of this study can be used as a reference for the school counselors in developing guidance and counseling programs related to the learning interest and learning autonomy.

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