
THE INFLUENCE OF INDEPENDENT LEARNING, THE USE OF GOOGLE CLASSROOM, AND TIME MANAGEMENT ON STUDENTS' LEARNING ACHIEVEMENT IN ECONOMIC SUBJECTS

Ratna Nur Aisyah¹, Pujiati², Albet Maydiantoro³

^{1,2,3}Faculty of Teacher Training and Education, Universitas Lampung

ABSTRACT

This study aims to determine the effect of learning independence, the use of Google Classroom and time management on student achievement in economics class X Social Sciences SMA Gajah Mada Bandar Lampung. The method in this study uses descriptive verification with ex post facto and survey approaches. The population in this study were active students of class X IPS SMA Gajah Mada Bandar Lampung. The number of samples in this study amounted to 64 students with probability sampling sampling technique using simple random sampling. Data collection uses a questionnaire/questionnaire distributed via Google Forms as a data collection tool. Hypothesis testing was carried out by t and F tests and processed by the SPSS program. The results of the analysis show that there is an effect of learning independence, the use of Google Classroom and time management on student achievement in economics subject class X Social Sciences SMA Gajah Mada Bandar Lampung with a determination level of 0.767 or 76.7% learning achievement is influenced by learning independence, the use of Google Classroom and time management, the remaining 23.3% is influenced by other factors.

Keywords: Independent Learning, Use of Google Classroom, Time Management, Learning Achievement.

1. Introduction

Education is one of the activities programmed by the government. Every society has the right to get education which has a very important meaning and role in carrying out national development in Indonesia. One way to improve the quality of human resources in Indonesia is through quality and quality education. Given the importance of education for every citizen, Indonesia continues to make various efforts to improve the quality of its education. School is also a place for students to learn apart from the family environment, through school students can learn, gain knowledge and skills to achieve their goals.

The problems faced by each individual are complex, and different for each individual. This is because the process of achieving learning achievement is influenced by several factors. According to Slameto in Aini & Taman (2012: 50) in general these factors are divided into two factors, namely factors originating from within (internal factors) and factors originating from outside students (external factors). Factors that come from within students include: (1) physiological or physical factors such as body condition, physical condition, and (2) psychological factors such as motivation, intelligence, attitude, talent, independence and others. While the factors that come from outside the students such as family environment, school environment, play environment, learning conditions and facilities, and others.

If these factors can be maximized their function will be able to improve student economic learning achievement. The achievement of optimal economic learning achievement in the student learning process can be influenced by many factors. This can be the cause of the lack of student absorption in achieving learning achievement. The learning process requires independent learning, the use of the google classroom application as a medium for learning and good student time management in order to achieve good learning goals. This is evident in the results of the Mid-Semester Exam on economics class X social studies in the odd semester in 2020/2021 in the following graph.

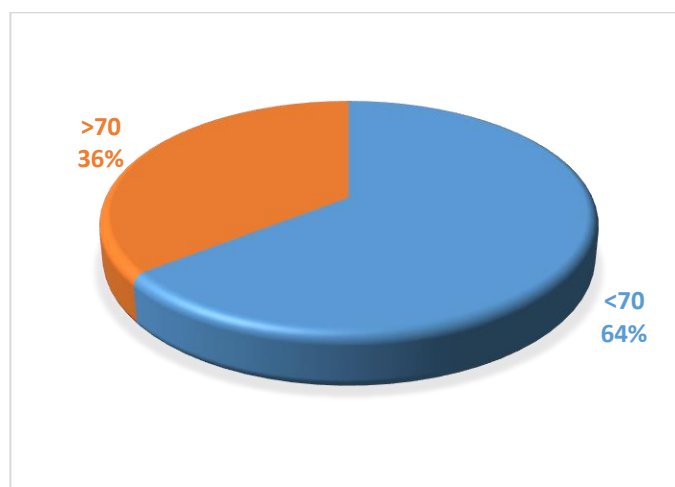


Figure 1 Mid-Semester Exam Results for Class X SMA Gajah Mada Bandar Lampung

Based on the table above, it can be seen that the number of students who obtained the Mid-Semester Examination scores on economic subjects in accordance with the Minimum Completeness Criteria (KKM) were 27 students out of 76 students or 36% of students, while 49 students or as many as 64% of students had not been able to achieve minimum completeness criteria.

The success of learning achievement can be obtained by students through their efforts in learning so that each student can achieve good and optimal learning achievement. Learning achievement according to Suryabrata (2006: 25) is the result achieved from an exercise and experience that must be supported by self-awareness. Of course, it is not easy to achieve optimal learning achievement, but it requires persistence, practice, experience, and a desire to learn with an awareness of learning to achieve maximum results, especially in economics subjects.

2. Literature review

Independent Learning

Suhendri and Mardalena (2013: 109) state that learning independence is a learning activity carried out by students without relying on other people, both friends and teachers in achieving learning goals, namely mastering material or knowledge well consciously in achieving learning goals and being able to apply them in learning. everyday life.

Independence is very important to provide opportunities for individuals to express themselves, provide life satisfaction, can improve the quality of life, and can increase innovation and change. With this independence, students are trained and have the habit of taking good actions and can regulate their discipline in the learning process.

Use of Google Classroom

According to Hakim in Hamdi (2020: 144) Google Classroom is an internet-based service provided by Google as an e-learning system. This service is designed to help teachers create and distribute assignments to students paperless. Users of this service must have an account on Google, and can only be used by schools that have Google Apps for Education. Meanwhile, according to Herman in Hamdi (2020:144) Google Classroom is one of the media that can only be owned by an educational institution.

Google Classroom is an application that allows creating classrooms in cyberspace, as a means of distributing assignments, submitting assignments, and even assessing submitted assignments.

Time management

According to Atkinson (1990:37) time management is defined as a type of skill related to the use of all forms of individual efforts and actions to make the best use of their time. Sharing time is a strategy to use time well is a smart way to achieve goals (Sigit Purwanto, 2008: 5). A person's skills are in managing his time well, being able to complete tasks on time, planning schedules according to activities, and using time effectively and efficiently so that he can benefit himself. Time management can be trained to anyone, be it school children or people who are already working so that they can achieve the desired goals.

Learning achievement

Learning achievement according to Suryabrata (2006: 25) is the output achieved from a training activity and experience that must be supported by the awareness of each individual. While Sukmadinata (2003: 102) suggests that achievement or learning outcomes (achievement) is the development of a person's potential skills that can be seen from his behavior, mastery of knowledge, thinking skills or motor skills that can be seen from students' mastery of the subjects he takes.

According to Bloom in Suprijono (2010: 6) learning achievement indicators are 1) Cognitive such as knowledge, understanding, application and analysis. 2) Affective which includes attitudes shown by students during learning such as responding when learning respects others and being able to work in groups 3) Psychomotor. This aspect includes the physical skills shown by students during learning such as being able to coordinate and pronounce.

Research paradigm

Based on the above framework, a research paradigm can be made for Independent Learning (X_1), Use of Google Classroom (X_2), and Time Management (X_3), as an exogenous variable, Learning Achievement (Y) as an endogenous variable can be described as follows.

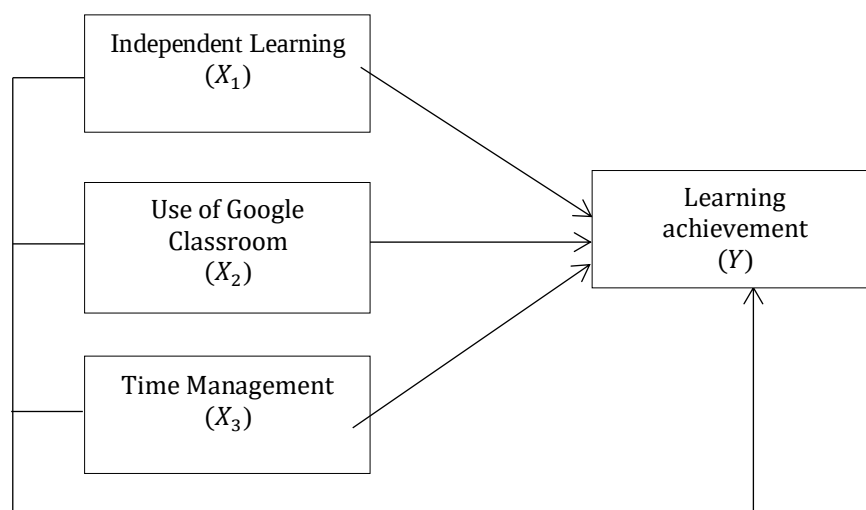


Figure 2. Research Paradigm

3. Methodology

Types of research

This research method is descriptive verification research, using ex post facto approach and survey method. Descriptive method is a research that aims to describe the state of the object or research subject (a person, institution, community, etc.) at the present time based on the facts that appear and as they are. The purpose of verification research is to determine the level of influence of the variables in a condition.

The ex post facto approach is a research conducted to examine events that have occurred and then trace back to find out the factors that can cause these events. This approach is carried out directly at the research location which can describe the field conditions. While the survey approach is an approach used to obtain data from certain natural (not artificial) places, but researchers carry out treatments in data collection, for example by distributing questionnaires, conducting observations, documentation and so on. (Sugiyono 2016: 6).

The population in this study were all students of class X SMA Gajah Mada Bandar Lampung for the academic year 2020/2021 which consisted of 2 classes of 76 students. While the number of samples to be studied at SMA Gajah Mada Bandar Lampung in this study were 64 students using the Taro Yamane formula.

The research variable is an attribute or value of a person, object or activity that has a certain variation determined by the researcher to be studied and then drawn conclusions (Sugiyono, 2010:61). In this study there are 2 types of variables, namely:

Exogenous Variables

Exogenous variables are variables whose values are not influenced by other variables in the model. In this study, the exogenous variables were Learning Independence (X1), Use of Google Classroom (X2), and Time Management (X3).

Intervening Variables

The intervening variable is a variable that theoretically affects the relationship between the independent variable and the dependent variable into an indirect relationship. This variable is an intervening variable between the independent variable and the dependent variable, so that the independent variable does not directly affect the change or emergence of the dependent variable. In this study, the intervening variable is Achievement Belajar (Y).

Data analysis

The data analysis method used in this research is descriptive analysis and verification analysis. Descriptive research is research that aims to provide a systematic, factual and thorough description of the facts and characteristics of a particular population. In addition, verification research is research that aims to see the truth of the research results. This study aims to provide a statistical description of the state of an object. Verificative analysis with linear regression analysis was used to determine the direct and indirect effect of learning independence variables (X1), the use of google classroom (X2) and time management (X3) on learning achievement (Y).

1. Results and Discussion

4. Results

Based on the results of statistical hypothesis testing that has been carried out, the following results are obtained:

Table 1. Hypothesis Testing Alone

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	2,091	2,162		,967	,337
	learning independence	,323	,070	,472	4,637	,000
	use google classroom	,287	,066	,317	4,328	,000
	time management	,149	,068	,235	2,206	,031

The Influence of Learning Independence (X1) on Learning Achievement (Y)

The recapitulation results in the table above show that tcount is 4.637 and the significance level (sig.) is 0.000. While the t table with $dk = n - 2 = 64 - 2 = 62$ and $\alpha = 0.05$ obtained 1.669. Thus, $t_{count} > t_{table}$ or $4.637 > 1.669$ and $sig. 0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. This means that learning independence has a significant effect on learning achievement, so the research hypothesis which reads "There is an influence of learning independence on student achievement in class X Social Sciences SMA Gajah Mada Bandar Lampung" can be accepted.

The results of the SPSS calculation obtained a YX_1 coefficient of 0.472 which means that the magnitude of the influence of learning independence on the learning achievement of class X Social Studies students at SMA Gajah Mada Bandar Lampung is 0.472 or 47.2%.

The Effect of Using Google Classroom (X2) on Learning Achievement (Y)

The recapitulation results in the table above show that tcount is 4.328 and the significance level (sig.) is 0.000. While the t table with $dk = n - 2 = 64 - 2 = 62$ and $\alpha = 0.05$ obtained 1.669. Thus, $t_{count} > t_{table}$ or $4.328 > 1.669$ and $sig. 0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. This means that the use of Google Classroom has a significant effect on learning achievement, so the research hypothesis which reads "There is an effect of the use of Google Classroom on the learning achievement of class X Social Studies students at SMA Gajah Mada Bandar Lampung" can be accepted.

The results of the SPSS calculation obtained a YX_1 coefficient of 0.317 which means that the magnitude of the influence of the use of Google Classroom on the learning achievement of class X social studies students at SMA Gajah Mada Bandar Lampung is 0.317 or 31.7%.

The Effect of Time Management (X3) on Learning Achievement (Y)

The recapitulation results in the table above show that tcount is 2.206 and the significance level (sig.) is 0.031. While the t table with $dk = n - 2 = 64 - 2 = 62$ and $\alpha = 0.05$ obtained 1.669. Thus, $t_{count} > t_{table}$ or $2.206 > 1.669$ and $sig. 0.031 < 0.05$, then H_0 is rejected and H_1 is accepted. This means that time

management has a significant effect on learning achievement, so the research hypothesis which reads "There is an effect of time management on the learning achievement of class X Social Studies students at SMA Gajah Mada Bandar Lampung" can be accepted.

The results of the SPSS calculation obtained a YX1 coefficient of 0.235 which means the magnitude of the influence of learning independence on the learning achievement of class X Social Studies students at SMA Gajah Mada Bandar Lampung is 0.235 or 23.5%.

Table 2. Simultaneous Hypothesis Testing

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,876 ^a	,767	,756	3,600

a. Predictors: (Constant), Time Management, Use of Google Classroom, Independent Learning

Based on the output in the table above, it is known that the R Square value is 0.767, this means that the effect of the Independent Learning variable (X1), Google Classroom Use (X2), and Time Management (X3) simultaneously on the Learning Achievement variable (Y) is 76,7%.

Table 3. Research Hypothesis Testing

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2565,556	3	855,185	66,001	,000 ^b
	Residual	777,429	60	12,957		
	Total	3342,984	63			

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Time Management, Use of Google Classroom, Independent Learning

The results of the calculations in the table above are used to test the research hypothesis which reads as follows:

H0 : There is no effect of learning independence, use of google classroom and time management of class X social studies students at SMA Gajah Mada Bandar Lampung.

H1 : There is an effect of learning independence, the use of google classroom and time management of class X IPS students at SMA Gajah Mada Bandar Lampung.

The hypothesis testing above was analyzed using Fisher's F statistic. Based on the results of data analysis using SPSS, Fcount is 66.001 with a significance of 0.000, while Ftable with degrees of freedom (dk/df) for numerator 3 and denominator = $64 - 3 - 1 = 60$ and = 0.05 from the table obtained 2.76. Thus, Fcount > Ftable or $66.001 > 2.76$ and a significance of $0.000 < 0.05$, then H0 is rejected and H1 is accepted which states "There is an effect of learning independence, the use of google classroom and time management of class X social studies students at SMA Gajah Mada Bandar Lampung".

Based on the analysis in the SPSS table above, the following analysis results are also obtained:

- 1) The constant a is 2.091 and the coefficient $b_1 = 0.323$, $b_2 = 0.287$, and $b_3 = 0.149$. The multiple regression equation can be made into $Y = 2.091 + 0.323 X_1 + 0.287 X_2 + 0.149 X_3$. Constant a of 2.091 states that if students do not have independent learning, use of google classroom is low and time management is low ($X = 0$) then student achievement is estimated at 2,091.
- 2) The regression coefficient b_1 for X_1 of 0.323 means that the change in the value of the learning independence variable (X_1) is one point and the other independent variables are fixed (controlled), then the learning achievement variable will increase by 0.323%.
- 3) The regression coefficient b_2 for X_2 is 0.287 which means that the change in the value of the variable using google classroom (X_2) is one point and the other independent variables are fixed (controlled), then the learning achievement variable will increase by 0.287%.
- 4) The regression coefficient b_3 for X_3 is 0.149 which means that the change in the value of the time management variable (X_3) is one point and the other independent variables are fixed (controlled), then the learning achievement variable will increase by 0.149%.

Based on the three independent variables above, there are three variables, namely X_1 , X_2 , and X_3 which can increase the dependent variable because the coefficients of the three variables are positive. In addition, the three independent variables tested in this study have a simultaneous influence on student achievement at SMA Gajah Mada Bandar Lampung.

5. Discussion

The Effect of Independent Learning (X_1) on Learning Achievement (Y)

The results of SPSS calculations obtained that the YX_1 coefficient of 0.472 means that the magnitude of the influence of learning independence on the learning achievement of class X social studies students at SMA Gajah Mada Bandar Lampung is 0.472 or 47.2% and the remaining 52.8% is influenced by other factors not examined in this study.

The results of this study are in line with the results of research conducted by Aini & Taman (2012:48-65), The study stated that there was a significant positive effect of learning independence on learning achievement with a significance value (Sig.) of 0.000, smaller than 0.05. Reinforced by the theory of Uki & Ilham (2020: 93) namely high learning achievement can be achieved if students are able to increase learning independence through actions taken of their own volition not because of the will of others, able to think and act logically, original, think critically and responsibly. responsible (initiative), creative, progressive, tenacious, confident, and a feeling of being able to control their actions.

The Effect of Using Google Classroom (X_2) on Learning Achievement (Y)

Google Classroom is designed to help teachers create, review, grade and submit assignments paperless, and can save time (Putri & Dewi 2019: 60-79). The results of the SPSS calculation obtained a YX_1 coefficient of 0.317 which means that the magnitude of the influence of the use of google classroom on the learning achievement of class X social studies students at SMA Gajah Mada Bandar Lampung is 0.317 or 31.7% and the remaining 68.3% is influenced by other factors not examined in this study.

The results of this study are in line with the results of research conducted by Hamdi (2020: 143-152) that the use of Google Classroom can improve the quality of learning. Learning is not only an activity

that can be done face-to-face, but learning activities can be carried out through a remote system. The use of the Google Classroom application during learning activities in the COVID-19 pandemic situation has an influence on increasing economic learning achievement. This is because the use of the Google Classroom application during this pandemic is more optimal in the learning process.

Effect of Time Management (X3) on Learning Achievement (Y)

The results of the SPSS calculation obtained a YX1 coefficient of 0.235, which means that the magnitude of the influence of time management on student achievement in class X Social Sciences SMA Gajah Mada Bandar Lampung is 0.235 or 23.5% and the remaining 76.5% is influenced by other factors not examined in this study. This means that time management has an influence on student achievement.

These results are in accordance with the statement of Carrol (2009) in Fitriani (2018) which explains that one of the learning achievements achieved by students is the time available for learning. Regular study time can improve students' cognitive abilities, so that their learning achievement will increase. These results are in line with research conducted by Wati, Mardeka & Nailul Himmi (2018) that the better the student's time management, the higher the student's learning achievement and vice versa. Student learning time management has a positive and significant relationship to student achievement.

The Effect of Independent Learning (X1), Use of Google Classroom (X2), and Time Management (X3) on Learning Achievement (Y)

Based on the results of data analysis, it can be seen that learning independence, the use of Google Classroom and time management have an effect on student achievement. These results are indicated by the multiple correlation coefficient obtained 0.767 which means the level of relationship between learning independence, the use of Google Classroom and time management has an effect on student achievement. The results of R Square (R^2) = 0.767 or 76.7% of student achievement are influenced by independent learning, the use of Google Classroom and time management, while the rest are influenced by other factors not examined in this study.

One of the important indicators to measure educational success can be seen from student learning achievement which can be shown through the grades given by the teacher from various subjects that have been studied by students. Learning outcomes or achievements can be operationalized in the form of indicators in the form of report cards, learning achievement indexes, graduation rates, success predicates and others. (Azwar (2008) in Karlina, et al (2021).

The results of this study are reinforced by the theory put forward by Ningrum, Wahyuni & Totalia (2019: 3) that learning achievement is the level of success achieved by students from an activity as a result or result of experience and interaction with the environment involving cognitive, affective and psychomotor processes. One of these experiences and interactions is obtained from the school environment which is a formal educational institution that affect student learning success. While non-formal education can be done anywhere such as from the family environment, as well as the community environment to obtain information, knowledge, training, guidance and others. Because basically learning can be done anywhere as long as you have the desire and intention to learn.

6. Conclusion

Based on the results of data analysis and hypothesis testing, if there is a positive and significant influence on learning independence, the use of google classroom and time management on student achievement in economics subjects in class X Social Sciences SMA Gajah Mada Bandar Lampung.

Suggestion

1. Relevant agencies are expected to provide facilities, facilities and infrastructure that can encourage the improvement of student learning processes.
2. Teachers are expected to make various efforts to improve student achievement and always provide motivation and enthusiasm so that students are motivated in the learning process.
3. Students are expected to practice independent learning attitudes so that students can get used to learning independently, not depending on others, and being confident so that economic learning achievement can be optimal. This can be done by getting used to studying routinely at home, looking for material about lessons in various sources both from the library or the internet, repeating the subject matter that has been delivered by the teacher.

1. Reference

- Aini, Pratistya Nor dan Taman, Abdullah. 2012. Pengaruh Kemandirian Belajar dan Lingkungan Belajar Siswa Terhadap Prestasi Belajar Akuntansi Siswa Kelas XII IPS SMA Negeri 1 Sewon Bantul Tahun Ajaran 2010/2011. *Jurnal Pendidikan Akuntansi Indonesia*, Vol. X, No. 1, Hal. 48-65.
- Suryabrata, S. 2006. *Psikologi Pendidikan*. Jakarta: Raja Grafindo Persada.
- Suhendri, H dan Mardalena, Tuti. 2013. Pengaruh Metode Pembelajaran Problem Solving Terhadap Hasil Belajar Matematika Ditinjau dari Kemandirian Belajar. *Jurnal Formatif*, 3 (2): 105-114.
- Hamdi. 2020. Peningkatan Kualitas pembelajaran Melalui penggunaan *Google Classroom* pada Mata Pelajaran geografi di SMA Negeri 1 Praya Tengah. *Jurnal Suluh Edukasi*. Volume 01, No 2, 143-152.
- Purwanto, Sigit. 2008. *Pocket Mentor Manajemen Waktu*. Jakarta: Esensi Erlangga Group.
- Sukmadinata, Nana Syaodih. 2003. *Landasan Psikologi Proses Pendidikan*. Bandung: Remaja Rosdakarya.
- Suprijono, Agus. 2010. *Cooperative Learning*. Yogyakarta: Pustaka Media.
- Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV Alfabeta
- Putri, Gesa charisma & Dewi, Yuli Ani Setyo. 2019. Pengaruh Model Pembelajaran Jarak Jauh Berbasis *Google Classroom*. Juni 2019, Vol 2, No 2, 60-79.
- Hamdi. 2020. Peningkatan Kualitas pembelajaran Melalui penggunaan *Google Classroom* pada Mata Pelajaran geografi di SMA Negeri 1 Praya Tengah. *Jurnal Suluh Edukasi*. Volume 01, No 2, 143-152.
- Fitriani. 2018. Pengaruh Manajemen Waktu dan self Efficacy Terhadap Prestasi Belajar Mahasiswa. *Jurnal Pendidikan Ekonomi Akuntansi*. Volume 6, Nomor 2.

- Wati, Mardeka dan Himmi, Nailul. 2018. Hubungan Manajemen Waktu Belajar dan Peran Serta Orang Tua Terhadap Prestasi Belajar Matematika Siswa Kelas XI IPA SMAN 5 Batam. November 2018, Volume 7, Nomor 3: 572-581.
- Karlina, Rizal, Pujiati, Maydiantoro. 2021. The Influence of Achievement Motivation on Learning Achievement of Introduction to Accounting Course. International Journal of Education Studies in Social Sciences. Vol. 1. No. 1. Hal 7-15.
- Ningrum, Putri Pertiwi, dkk. 2019. Pengaruh Pembelajaran Lima Hari, Kemandirian Belajar terhadap Prestasi belajar Siswa XII Pemasaran SMK Negeri 1 Surakarta Ajaran 218/2019. *Jurnal Pendidikan Bisnis dan Ekonomi*. Volume 4, Nomor 2.
- Uki, Finartin dan Ilham, Asni. 2020. Pengaruh Kemandirian Belajar Siswa Terhadap Prestasi Belajar Di SDN 03 Limboto Barat Kabupaten Gorontalo. *Jurnal Pendidikan Nonformal*. Januari 2020, Volume 06, Nomor 01.