



Relationship between Independent Learning and Learning Achievement of Students in Grade VII of St. Theresia Catholic Junior High School in Kupang in the 2024/2025 Academic Year

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Abstract

This study aims to determine the relationship between learning independence and the academic achievement of seventh-grade students at Sta. Theresia Catholic Junior High School in Kupang City for the 2024/2025 academic year. This study uses a quantitative descriptive research design. The variables in this study are the independent variable (X) of learning independence and the dependent variable (Y) of academic achievement. Data collection instruments used learning independence questionnaires and document studies. Data analysis used the Pearson correlation technique and was processed using SPSS version 26 for Windows. The results of the research data analysis showed a correlation coefficient of 0.522. This means that there is a relationship between learning independence and student achievement.

Keywords: Independent Learning, Academic Achievement, Students

Research Background

Learning achievement is the result achieved by students after participating in the learning process within a certain period of time. Learning achievement is one of the main indicators that show the success of students in undergoing the learning process. Hasibuan et al (2020:38) state that learning achievement is an assessment of the results of learning activities expressed in the form of symbols, numbers, letters, or sentences that can reflect the results achieved by students in a certain period and can usually be seen in student report cards.

Mawarni & Fitriani (2019:3), state that learning achievement is the result achieved by an individual in carrying out learning activities. Meanwhile, Arifin dalam Lidia (2019:41) explains that learning achievement has several functions for students, namely as an indicator of the quality and quantity of knowledge that has been mastered, a symbol of satisfaction of curiosity, a motivator in improving science and technology, an internal and external indicator for

educational institutions, and as an indicator of student intelligence.

The learning achievements of students are influenced by two main factors, namely internal factors and external factors. Internal factors include physical and psychological health conditions, which consist of intelligence, talent, interest, creativity, motivation, stable psychoemotional conditions, and independent learning. Meanwhile, external factors include the school physical environment, class climate environment, and family social environment. One factor that influences learning achievement is learning independence. Widuroyekti (2021:2) explains that learning independence is an individual's ability to solve problems on their own without relying on others. Even when faced with difficult or uninteresting tasks, students are able to complete them independently.

Independence reflects an individual's willingness and ability to learn on their own initiative, including determining learning objectives, methods, and evaluation of learning outcomes. Meanwhile, external factors that can affect learning achievement include the social

environment of the classroom, which is the social atmosphere that occurs during the teaching and learning process between teachers and students in the classroom. A conducive classroom climate can motivate students to be enthusiastic about learning and studying the subject matter well.

Zimmerman (2000 : 17), adds that independent learning is characterized by several traits: setting learning goals independently, organizing one's own learning strategies, monitoring and evaluating learning progress independently, being internally motivated (intrinsic motivation), taking responsibility for the learning process and outcomes, and possessing perseverance and resilience.

Previous research conducted by Eduard et al. (2022) shows that there is a strong relationship between learning independence (X) and mathematics learning achievement (Y). Thus, the higher the learning independence of students, the more positive the impact on their learning achievement.

A preliminary study conducted by researchers through interviews with guidance counselors and seventh-grade students at SMPK ST. Theresia Kupang on September 11, 2024, revealed that each student's academic achievement varied. The interviews showed that students were not accustomed to setting their own learning goals and tended to wait for instructions from their teachers. Students did not have planned learning strategies and rarely evaluated their learning progress. Students studied solely because of demands from their parents or teachers, not because of their own internal motivation (intrinsic motivation). Students gave up easily and were reluctant to try harder when faced with difficulties in learning. The findings from the interviews above show that the learning achievements of some students have improved, while others have actually declined. According to the guidance counselor, changes in student learning achievements are influenced by low learning independence, where students tend to lack initiative in managing their study time, are inconsistent in completing tasks, and depend on guidance from teachers or parents.

Based on the above description, the researcher is interested in studying the relationship between independent learning and the academic achievement of seventh-grade students at St. Theresia Kupang Junior High School in the 2024/2025 academic year. This study is expected to make a meaningful contribution to improving the quality of student learning achievement and

encouraging the creation of a more effective, conducive, and responsive learning process for the development of student learning independence.

Problem Statement

Based on the background described above, the research question in this study is: Is there a relationship between independent learning and the academic achievement of seventh-grade students at SMPK St. Theresia Kupang in the 2024/2025 academic year?

Research Objectives

Based on the above problem formulation, the purpose of this study is to determine the relationship between learning independence and the learning achievement of seventh-grade students at SMPK St. Theresia Kupang in the 2024/2025 academic year.

Benefits of Research

The results of this study are expected to benefit several parties. These parties are:

School principals: The results of this study can be used as information for school principals to provide full support to guidance counselors in designing guidance counseling programs that can improve student learning independence. This increase in learning independence is expected to contribute positively to student achievement.

Guidance and counseling teachers: The results of this study provide data and information for guidance and counseling teachers to plan guidance and counseling service programs that are tailored to students' needs for the development of their learning independence.

Students: The results of this study are expected to increase students' awareness of the importance of learning independence in achieving academic achievement, as well as encourage its application through goal setting, strategies, and self-evaluation. That way, students can become responsive, responsible, and proactive learners in managing their learning process.

Method

The type of research used is quantitative descriptive. The variables in this study are the independent variable (X) of learning independence and the dependent variable (Y) of

learning achievement. This research was conducted at SMPK St. Theresia, Jl. Jend. Ahmad Yani No.52A, Merdeka-Kupang, East Nusa Tenggara. This research was conducted over a period of 6 months, from February to June 2025. The data collection instruments used were a learning independence questionnaire and document studies. Data analysis used the Pearson's r correlation technique and was processed using the SPSS version 26 for Windows application.

Result and Discussion

Hypothesis Testing

Research data related to the correlation between learning independence and student learning achievement can be seen in Table 1 below.

Table 1 Results of Hypothesis Testing for the Correlation between Learning Independence and Learning Achievement

Correlations			
		KEMANDIRIAN BELAJAR	PRESTASI BELAJAR
KEMANDIRIAN BELAJAR	Pearson Correlation	1	.522**
	Sig. (2-tailed)		0,002
	N	33	33
PRESTASI BELAJAR	Pearson Correlation	.522**	1
	Sig. (2-tailed)	0,002	
	N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the Pearson Correlation value for the relationship between learning independence and learning achievement is .522**. This means that there is a relationship between learning independence and learning achievement. Meanwhile, the research data also shows that the sig. (2-tailed) value for the relationship between learning independence and learning achievement is $0.002 < 0.05$. This means that there is a relationship between the variables of learning independence and learning achievement.

Based on the results of the analysis above, the null hypothesis (H_0), which states that there is no relationship between learning independence and the learning achievement of students in grade VII at SMPK St. Theresia Kupang in the 2024/2025 academic year, is rejected. Meanwhile, the working hypothesis (H_a), which states that there is a relationship between learning independence and student achievement in the learning of seventh-grade

students at SMPK St. Theresia Kupang in the 2024/2025 academic year, is accepted.

Based on the Pearson Correlation value, the relationship between learning independence and learning achievement is 0.522. This value falls within the coefficient interval of 0.40–0.599, meaning that the relationship between learning independence and learning achievement is moderate.

Testing the Coefficient of Determination

The coefficient of determination value is shown as R Square in the model summary table. The results of the coefficient of determination test can be seen in Table 2:

Table 2 Results of the Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.522 ^a	0,273	0,249	2,741

a. Predictors: (Constant), KEMANDIRIAN BELAJAR

Based on the table above, the R Square value obtained is 0.273, which means that the contribution of the learning independence variable to the learning achievement variable is 27.3%, while 72.7% comes from other factors not explained in this study.

The results of this study indicate that there is a relationship between learning independence and the learning achievement of seventh-grade students at SMPK St. Theresia Kupang in the 2024/2025 academic year, as evidenced by a correlation coefficient of 0.522 and a significance of $0.002 < 0.05$.

The results of this study are supported by several previous studies as follows: Research conducted by Eduard et al. (2022) entitled The Relationship between Learning Independence and Student Learning Achievement shows that there is a significant relationship between learning independence and the learning achievement of Grade VIII students at Cerdas Bangsa Namorambe Junior High School in the 2021/2022 academic year. This study is also supported by the results of research by Kasmiran (2016) entitled The Relationship between Independent Learning and the Academic Achievement of Grade VII Students at SMP Negeri 5 Tarakan. The results of the study show that there is a positive and significant relationship between independent learning and academic achievement. Furthermore, research conducted

by Huda et al. (2023) entitled “The Relationship between Full Day School and Learning Independence with the Learning Achievement of Grade VIII Students at SMP Negeri 4 Merangin” showed that there is a significant relationship between learning independence and student learning achievement at SMP Negeri 4 Merangin.

The relationship between learning independence and learning achievement can be explained through the theory of self-regulated learning proposed by (Zimmerman, 2000). In this theory, Zimmerman states that learning independence includes the ability of students to actively and independently regulate the learning process.

The process includes setting learning objectives, selecting and applying appropriate learning strategies, monitoring understanding, and evaluating learning outcomes. Students with high learning independence are generally able to motivate themselves, manage their time well, complete tasks independently, and take responsibility for their learning outcomes. These abilities directly support the achievement of better learning outcomes. Therefore, the higher a student's level of learning independence, the greater the possibility of achieving optimal learning achievement.

In addition, this theory is also in line with the constructivist approach, which views that the learning process will be more effective if students are actively involved and manage their own learning activities. When students are able to organize and direct the learning process independently, they will become more resilient and accomplished learners.

However, in addition to independent learning, there are other factors that also influence student achievement (Salsabila & Puspitasari, 2020).

Internal factors, such as students' physical and psychological conditions, play an important role. Students who are physically healthy find it easier to concentrate and follow the learning process well. The same applies to psychological aspects such as intelligence, talent, interest, creativity, motivation, and emotional stability. Students with high levels of intelligence and motivation are generally able to understand lessons more quickly and demonstrate good learning outcomes. Meanwhile, interest and creativity encourage students to find effective and innovative ways of learning, thereby improving their learning outcomes. Conversely, students who experience emotional stress or lack

motivation tend to show lower learning achievements.

In addition to internal factors within students, external factors also influence learning success. A comfortable school environment, adequate learning facilities, and a conducive classroom atmosphere help students learn with greater focus and enthusiasm. Support from teachers in the form of guidance and positive encouragement also plays a role in increasing students' enthusiasm for learning. On the other hand, the family environment is also an important factor. Parents who practice democratic parenting, provide support, and establish open communication with their children tend to encourage their children to be more responsible and motivated in their studies. Conversely, parenting styles that are too strict or too permissive can hinder the development of independence and lower children's academic achievement.

Based on the results of this study and the support of previous theories and research, it can be concluded that independent learning plays an important role in improving student achievement. Students who are able to manage themselves independently in the learning process, set goals, and evaluate their learning outcomes tend to achieve better results. However, academic achievement is not only determined by independent learning, but is also influenced by various internal factors such as physical condition, intelligence, motivation, and emotional stability, as well as external factors such as the school and family environment. Therefore, improving student academic achievement requires joint efforts between students, teachers, and parents to create a learning environment that supports student independent learning.

Conclusion

The results of the research data analysis show that there is a relationship between learning independence and the academic achievement of seventh-grade students at SMPK St. Theresia Kupang in the 2024/2025 academic year. Based on the above conclusions, the researchers offer the following suggestions to the following parties:

1. Principal

As the leader of the school, the principal is expected to collaborate with guidance and counseling teachers to design and implement guidance and counseling

programs that can help students improve their learning independence and academic achievement.

2. Guidance and Counseling Teachers

Guidance and counseling teachers are expected to be able to provide guidance and counseling services to help improve

learning independence, thereby improving student achievement.

3. Students

Students are expected to be actively involved in the guidance services provided by guidance and counseling teachers to improve learning independence so that their academic achievement improves.

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Curriculum Vitae

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