



The Relationship between Self-Management and Autonomous Learning of the *Santri* at Modern *Pondok Pesantren* of *Al-Ikhlâs* Lubuklinggau

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Abstract

This study aims to determine: the relationship between self-management and autonomous learning of the *santri* at *Pondok Pesantren Modern* of *Al-Ikhlâs* Lubuklinggau. This research is a correlation and ex post facto research. The research population comprised all 507 *santri* of *Al-Ikhlâs* Lubuklinggau Modern *Pondok Pesantren*. A sample of 253 students was determined by a proportional stratified random sampling technique. The variables studied were self-management and autonomous learning. The data collection method uses a scale (inventory), the tool is in the form of self-management scale and scale of autonomous learning. A validity test is done with the help of a computer program SPSS 22 for windows. Reliability test using technique Cronbach's alpha, obtained $p = 0.740$ for self-management variables and $p = 0.744$ for learning independence variables. The analysis technique used is descriptive and inferential statistics with the SPSS 22 for windows program. The results showed that there was a relationship between self-management and students' self-learning independence of 0.864, a probability value of 5% T_s was 0.000 ($p < 0.05$).

INTRODUCTION

Santri of *pondok pesantren* (Islamic Boarding School) requires guidance and counseling services, especially in the areas of personal, social, learning and career guidance services. to moreover, the services are also important to control the *santri*. It is stated that *santri* or students are susceptible to do deviation (Wulandari et al., 2020). In addition, The field of service in guidance and counseling helps students to obtain physical and spiritual well-being in the education process that they go through, so as to achieve educational goals. Field services in guidance and counseling will help students in learning, as well as tutoring services will help students in the learning process, so

that students will feel comfortable in an atmosphere of learning conducive to achieving optimal growth and development.

According to Feist & Feist (2011, p.304) students in their teens as young people who struggle to find out who he is. The development of adolescent puberty helps students to find their identity. In this development, adolescents draw from various self-images that have been previously accepted and rejected. Therefore, identity seeds begin to sprout during infancy and continue to grow during childhood, play age, and school age. Then during adolescence, this identity was strengthened in a crisis that santri tried to overcome with psychosocial conflicts of identity versus identity confusion. Guidance and counseling teachers and parents should make observations on the development of their children in the school and community environment, to help students find their identity and be able to socialize with their learning environment.

Furthermore, according to Erikson (1968, p.126) of industrial conflict versus low self-esteem, school-age children develop the basic strength of competence, namely the confidence to use physical and cognitive abilities in solving problems that accompany school age. Competence provides the foundation for cooperative participation in a more productive life. If the conflict between industry and low self-esteem is not biased, either in the sense of inferiority or excessive industry, then adolescents will be fixated on genital delusion and they spend most of their time on unproductive things. Schools as a forum for formal education learning to implement the learning process optimally in developing the competencies of students. According to their role, guidance and counseling teachers help students to develop physical and cognitive abilities in solving learning problems so that students have good abilities to be independent in learning.

According to Fitriana, Ihsan, & Annas (2015, p.86) independence in learning is an effort for students to succeed in preparing all learning needs, starting learning and managing time in learning. According to Saputra & Astuti (2018, p.41) the independence of students in learning is a very important thing and needs to be developed to improve learning abilities according to their competencies. Students who are independent in learning can find out their self-deficiencies in learning and can evaluate their learning outcomes so they are able to develop optimally and succeed in their studies.

The task of guidance and counseling teacher is to make students independent in learning. Qualified students need to develop competencies optimally and know effective ways of learning. In line with the research conducted (Sunarsih, 2010), it is known from the results of the analysis of the relationship between learning motivation, learning independence and academic guidance services on learning achievement obtained $\rho_{\text{results}} = 0.457$. Then the variables of learning motivation, learning independence and academic guidance services with learning achievement variables have a meaningful relationship. The independence of learning of students can be observed when in the school environment, that there are still some students who are not confident in doing their tasks that are still relying on others, their sense of responsibility in doing their assignments is low.

Self-management owned by students helps to recognize their potential in developing and

managing skills in independent learning, Muniningrum (2009, p.1). Self-management is the ability of students to direct and regulate their activities in daily life. These activities include organizing activities, managing time, monitoring yourself, and arranging future plans towards better activity change. Students who have the ability to plan education, have the readiness to face exams, have regular study habits, can achieve optimal learning outcomes. In addition, students as the next generation of the nation have a strong character (Amrizal et al., 2020).

Santri who manages themselves (physically, emotionally, mind, spirit, and spiritually) are able to control and create the reality of life in accordance with their life goals. (Saputra et al., 2017) success in learning is a self-management effort in directing self-development towards independence in learning. In line with the opinion of Hull (2016, p.135) one's self-management is effective for self-control in learning and effective for improving one's ability to learn. There are problems faced by students that are not yet able to direct and regulate learning activities properly. This affects the learning independence of students, so it is the task of the guidance and counseling teacher to know the state of students and help develop self-management in learning. Self-management influences the learning independence of students to improve their ability to learn.

The existence of guidance and counseling is very much needed at school. This is evidenced by the opportunity given to guidance and counseling teachers to provide guidance and counseling services to students. Preliminary studies in the field on 18 July 2018 found an interesting experience.

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The results of interviews with guidance and counseling teachers, which is in fact like what happened at *Al-Ikblis Lubuklinggau Modern Pondok Pesantren*, guidance and counseling teachers have provided maximum services, but there are still some students who are not yet independent in learning.

This study wants to find out the relationship between self-management and Autonomous learning in students at the *Al-Ikblis Lubuklinggau Modern Pondok Pesantren*. Starting from the description above, problems can be identified as follows, some students do not have good self-management that is not able to direct and manage learning activities properly. Researchers only limit the problems related to the independence of the learning of students. Based on the background description of the problem above, the problem of this study is formulated as follows, is there a relationship between self-management and the learning independence of students of *Al-Ikblis Lubuklinggau Modern Pondok Pesantren*. Based on the above problem formulation, this study aims to find out, the relationship between self-management and the autonomous learning of students of *Al-Ikblis Lubuklinggau Modern Pondok Pesantren*.

METHOD

The method used in this study is the type of correlation and ex post facto research. The correlation design provides an opportunity for researchers to see scores and explain the relationships between variables. Researchers use statistical test relationships to describe and measure the degree of association (or relationship) between two or more variables (Creswell, 2012, p.338). This research was conducted at the *Modern Pondok Pesantren Al-Ikblis Lubuklinggau* on April 10 to May 8, 2018.

The research population comprised all 507 students and the sample of 253 students was determined by a proportional stratified random sampling technique. The variables studied were self-management and learning independence. The data collection method uses a scale of self-management and scale of autonomous learning. Data collection is done by passing the scale to the sample. Scale circulated with the aim to obtain data about sample identity, sample characteristics and research variable data that is self-management with learning independence. The instruments or tools used in this study were self-management statement items and autonomous learning statement items. The research instrument was arranged using 4 alternative answers, namely: very appropriate (SS), appropriate (S), not appropriate (TS), and very not suitable (STS), (Azwar, 2013, p.193).

Validity test uses the opinions of experts (judgment experts) and computer assistance program SPSS 22 for windows. Reliability test using technique Cronbach's alpha, obtained $p = 0.740$ for self-management variables, and $p = 0.744$ for learning independence variables. The analysis technique used is descriptive and inferential statistics with the SPSS 22 for windows program. The inferential statistics used in this study are parametric statistics. In order to determine the regression line equation, it is necessary to know the price of the predictor correlation coefficient (a) and the constant number (k), then the regression line is tested for its significance level (5%).

FINDINGS AND DISCUSSION

Description of Variable Data Self Management

Data obtained from 253 students and 34 statements declared valid with the SPSS 22 computer program for windows can be described as follows: highest score = 135; lowest score = 100; mean = 115.58; median = 115.00; mode = 111; and standard deviation = 7.982. To find out the tendency of the average score of the self-management variable of the students of *Al-Ikblas Lubuklinggau Modern Pondok Pesantren* in 2017/2018, there are 4 categories that have an ideal minimum score range of 34 to an ideal maximum score of 136. The ideal score range is the highest score minus the lowest score, namely $136 - 34 = 102$, and the ideal length interval is divided by 4, which is $102 : 4 = 25.5$. Furthermore, calculations can be made starting from the lowest score as follows: (1) Score 34 to 59.5 = low, (2) Score 60.5 to 85 = moderate, (3) Score 86 to 110.5 = high, and (4) Score 111.5 to with 136 = very high.

Based on the conversion guidelines above, the average results of the study obtained a figure of 115.58 located at intervals of 111.5 - 136 which means the level of self-management of students of the *Pondok Pesantren Modern of Al-Ikblas Lubuklinggau* in the academic year 2017/2018 is classified as very high. Furthermore, the frequency distribution of self-management variable scores can be determined in 8 interval classes can be seen in table 11 with the steps as follows:

Table 1. Frequency Distribution of Self-Management Variable Scores

| No | ClassInterval | Frequency | Percent(%) | Cumulative Percent (%) |
|----|---------------|-----------|------------|------------------------|
| 1 | 100 – 104 | 18 | 7.1 | 7.1 |
| 2 | 105 – 109 | 44 | 17.4 | 24.5 |
| 3 | 110 – 114 | 55 | 21.7 | 46.2 |
| 4 | 115 – 119 | 58 | 23 | 69.2 |
| 5 | 120 – 124 | 42 | 16.6 | 85.8 |
| 6 | 125 – 129 | 23 | 9.1 | 94.9 |
| 7 | 130 – 134 | 9 | 3.5 | 98.4 |
| 8 | 135- 139 | 4 | 1.6 | 100 |
| | Total | 253 | 100 | 100 |

Table 2. Frequency Scores Variable Self Management

| Score | Category | Frequency | Percent (%) |
|-------------|-----------|-----------|-------------|
| 34 - 59.5 | Low | 0 | 0 |
| 60.5 – 85 | Medium | 0 | 0 |
| 86 - 110.5 | High | 64 | 25.30 |
| 111.5 – 136 | Very High | 189 | 74, 70 |
| | Total | 253 | 100 |

Data Description Variable Learning Independence

Data obtained from 253 students and 44 statements declared valid with the SPSS 22 computer program for windows can be described as follows: highest score = 174; lowest score = 115; mean = 147.63; median = 148.00; mode = 152; and standard deviation = 13,941. To find out the tendency of the average score of the independent variables of students of *Al-Ikhlās*

Lubuklinggau *Modern Pondok Pesantren* in the 2017/2018 academic year, there are 4 categories that have an ideal minimum score range of 44 to an ideal maximum score of 176. The ideal score range is the highest score minus the lowest score, namely $176 - 44 = 132$, and the ideal length interval is divided by 4, i.e. $132 : 4 = 33$. Furthermore, the calculation can be made from the lowest score as follows: (1) Scores 44 to 77 = low, (2) Scores 78 to 110 = moderate, (3) Scores 111 to 143 = high, and (4) Scores of 144 to 176 = very high.

Based on the conversion guidelines above, the average results of the study were 147.63 located in the interval 144 - 176, which means the level of self-management of *Pondok Pesantren* students *Al-Ikhlâs* Lubuklinggau in the academic year 2017/2018 is classified as very high. Furthermore, the frequency distribution of learning independence score scores can be determined in 8 interval classes can be seen in table 13 with the following steps:

Table 3. Frequency Distribution of Learning Independence Variable Scores

| No | Class Interval | Frequency | Percentage(%) | Cumulative Percent (%) |
|-------|----------------|-----------|---------------|------------------------|
| 1 | 115 – 122 | 15 | 6 | 6 |
| 2 | 123 – 130 | 18 | 7.1 | 13.1 |
| 3 | 131 – 138 | 22 | 8.7 | 21.8 |
| 4 | 139 – 146 | 53 | 21 | 42.8 |
| 5 | 147 – 154 | 68 | 26.7 | 69.5 |
| 6 | 155 – 162 | 42 | 16.6 | 86.1 |
| 7 | 163 – 170 | 27 | 10.7 | 96.8 |
| 8 | 171- 178 | 8 | 3.2 | 100 |
| Total | | 253 | 100 | 100 |

Table 4. Frequency Scores Variable Learning Independence

| Score | Category | Frequency | Percentage(%) |
|-----------|-----------|-----------|---------------|
| 44 – 77 | Low | 0 | 0 |
| 78 – 110 | Medium | 0 | 0 |
| 111 – 143 | High | 97 | 38.33 |
| 144 – 176 | Very High | 156 | 61.70 |
| Total | | 253 | 100 |

Testing Prerequisite Analysis

In connection with the data analysis technique that uses regression analysis, the prerequisite testing of regression analysis is first performed based on a number of assumptions, including that the dependent variable Y follows the normal distribution and the correlation between X and Y is linear. The following will be discussed one by one the prerequisite test analysis.

Spread Normality Test

The rules used to test the normality of the distribution are: "If $p > 0.05$ then the distribution is declared normal, and vice versa if $p \leq 0.05$ the distribution is declared abnormal". The normality test uses Kolmogorov-Smirnov Lilliefors. If $\text{sig} < \alpha$ means not normally distributed, then if $\text{sig} > \alpha$ means normal distribution, a 95% confidence level is used, with a significance level (α) = 100% - confidence level = 100% - 95% = 5% = 0.05. Based on the results of calculations performed with the help of a computer program SPSS 22 for windows, self-management variables obtained $\text{Sig} > \alpha$ ($0.077 > 0.05$) means that the self-management variables are normally distributed. Learning independence variable obtained by $\text{Sig} > \alpha$ ($0.060 > 0.05$) means that the learning independence variable is normally distributed.

Test Linearity Relations

This linearity test aims to find out whether or not the linear relationship of each predictor to the criterion. The rules used for the linearity test are as follows: test uses Linearity Deviation from

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linearity, if $\text{sig} < \alpha$ means non-linear, if $\text{sig} > \alpha$ means linear. 95% confidence level is used, the significance level (α) = 100% - confidence level = 100% - 95% = 5% = 0.05 After linearity testing with the help of SPSS 22 computer for windows obtained the results: linearity of the relationship between self-management variables with learning independence obtained $\text{Sig} > \alpha$ (0.135 > 0.05). That means $\text{Sig} > \alpha$ so the form of the relationship is linear.

The Relationship between Self-Management and Autonomous Learning

There is a relationship between self-management and autonomous learning of students. It shows that the higher the students' self-management, the higher the students' autonomous learning. This can be shown by the acquisition of a correlation number of 0.846, a probability value of Ts 5% is 0.000 ($p < 0.05$). In connection with the results of research, according to Meyer (2010, p.14) independent learning emphasizes the importance of students to plan, monitor themselves, control and evaluate their learning activities. The santri self-management activities are important to foster independence in learning. Furthermore, according to Muniningrum (2009, p.1) learning independence in the dimension of self-management is the ability process that conditions a person so that he can manage his own learning process by using a variety of independent learning strategies.

CONCLUSION

The results of research can be concluded as follows, there is a relationship between self-management and autonomous learning. The findings show that most students have self-management and Autonomous learning in the very high category, they are able to understand the independence of learning, so that it is expected to be maintained in a good condition. For guidance and counseling teachers need to provide information to students about providing guidance and counseling services in schools continuously, so that students are able to maintain good learning conditions and improve how to learn well so that students have self-management in good learning and able to be independent in learning. For schools, providing strategies for tutoring services to guidance and counseling teachers, such as creating study groups outside of class hours, so that students get optimal service, view and control learning activities to determine students' abilities, making it easier for schools to develop their students' learning abilities optimally.

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