



# The Effect of Learning Independence on Students' Self-Adjustment after the Covid-19 Pandemic at SMPN 1 Secang

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**Abstract.** Face-to-face learning was again carried out at SMPN 1 Secang. Face-to-face learning students experience difficulties because they have experienced online learning for two years, so students have difficulty adapting face-to-face learning, because they are too comfortable with online learning. This study aims to determine the effect of independent learning on students' adjustment after the Covid-19 pandemic at SMP N 1 Secang. Participants in this study were students who experienced online learning during the Covid-19 pandemic with the following criteria: Students of SMP N 1 Secang, aged 12-15 years. Data were collected using the scale of student learning independence and self-adjustment, then analyzed using Simple Linear Regression Analysis. The results showed that the research hypothesis was proven ( $R=0.219$   $R^2=0.048$ ,  $F(1.148)= 0.007$ ,  $P<0.05$ ). The conclusion from the research is that there is an influence of Learning Independence on Students' Self-Adjustment after the Covid-19 Pandemic at SMP N 1 Secang" this results in an accepted hypothesis with a low effect.

**Keywords:** Student Self-Adjustment, Post-Covid-19 Pandemic, Junior High School

## 1 Introduction

One of the impacts of the spread of Covid 19 that has hit the world, Indonesia has implemented large-scale social restrictions. The restrictions lasted more than a year, forcing schools to enforce online learning. After the pandemic passed, the government allowed every school to conduct face-to-face learning. However, returning to face-to-face learning does not then make students more Able to learn more quickly. There are several obstacles that occur after one year of students returning to face-to-face learning. The difficulties experienced by students such as the difficulty of adapting to face-to-face learning, because they are already too comfortable with online learning. This makes students lazy and has difficulty socializing with the school environment. When studying at home they are used to looking for answers on the internet both during tests and answering teacher questions. This shows that there are problems with self-adjustment in students.

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Z. B. Pambuko et al. (eds.), *Proceedings of the 4th Borobudur International Symposium on Humanities and Social Science 2022 (BIS-HSS 2022)*, Advances in Social Science, Education and Humanities Research 778, [https://doi.org/10.2991/978-2-38476-118-0\\_175](https://doi.org/10.2991/978-2-38476-118-0_175)

One of the factors that can affect self-adjustment, especially in students, is learning independence. Based on previous research [1] it is stated that learning independence has a significant positive influence on self-adjustment to student online learning. This means that the higher the student has learning independence, the higher the level of self-adjustment he has. On the other hand, the lower the learning independence you have, the lower the level of self-adjustment you have. Students who have difficulty adjusting to the environment tend to feel depressed. They also face many conflicts in the face of environmental demands, causing a decrease in their learning motivation. These obstacles affect student learning outcomes later [2]. Other studies have shown that self-adjustment is influenced by two factors, the first is that self-assessment is related to an individual's ability to adjust and assess his own abilities. The second factor is independence (autonomy) related to the character of individual independence in terms of thinking and acting, being able to decide a decision, and directing [3].

Based on the explanation above, it can be concluded that, the difference between this research and previous research lies in the variables, subjects and location of the study. The variables of this study use the free variable of learning independence that distinguishes it is that in previous studies it has not discussed the topic of online and face-to-face learning. The subjects of this study were students at SMP N 1 Secang. The location of this study was conducted at SMP N 1 Secang. And still a little bit still discussing learning after online is carried out What researchers want to achieve is to find out the effect of learning independence on students' self-adjustment after the Covid-19 pandemic at SMP N 1 Secang.

## 2 Method

The method used in this study is quantitative. The participating subjects were students of SMP N 1 Secang with an age range of 13-15 years consisting of grades 7 and 8. The research instrument uses a scale of self-adjustment and learning independence developed by the researcher himself based on theory. This scale on self-adjustment assesses academic adjustment, emotional adjustment, social adjustment and subsequent attachment a scale on learning independence that assesses Learning Management, Learning Processing, Responsibility and utilization of various learning resources. This scale uses a Likert scale with five answer choices namely very appropriate (SS), appropriate (S), somewhat appropriate (AS), non-appropriate (TS) and very inappropriate (STS).

The research began by applying for a permit to a separate school, namely SMP N 1 Secang, and the data collection was carried out face-to-face. The instruments that were prepared and then Collected data in this study using a scale that was distributed directly through questionnaires. In order to minimize the occurrence of errors or errors when charging by the subject. Data collection was carried out on December 5, 2022. The collected data was then analyzed using the help of IBM SPSS Statistics 24.

### 3 Results and Discussion

#### 3.1 Results

The prerequisite tests conducted in this study used normality tests and linearity tests. The normality test was carried out with the Kolmogorov Smirnov test. Normality test results aim to provide information on whether the data is normally distributed or abnormally listed on the normality test.

Based on data on the one-sample Kolmogorov Smirnov test, it shows that a significance value of 0.200 was obtained. This indicates that the signification value is greater than 0.05 so that the residual value is normal. The linearity test based on the results of the linearity test is known to have a sig deviation from linearity value of  $0.30 > 0.05$ , so it can be concluded that there is a linear relationship between independence and self-adjustment.

**Table 1.** Anova

Model	df	Sig
Regression	1	,007
Residual	148	
Total	149	

From the Table 1, conclusions can be drawn by looking at the significance value of 0.07 ( $p < 0.05$ ), as for the regression equation  $Y = 66.967 + (-260) X$ . So, it can be known that in the independence variable and the self-adjustment variable there is a negative influence, which means that the hypothesis is accepted.

#### 3.2 Discussion

Based on the results of research that has been carried out, it is known that there is an influence of variable X (learning independence) on variable Y (student self-adjustment). These results mean that the lower the student's learning independence, the more it improves the student's self-adjustment. However, the result of the influence obtained is only low value, which is 4.8%.

This finding is interesting because it differs from the tendency of previous studies. The results of previous research conducted by Suroso (2020) show that there is a positive and significant influence between the variables of learning independence on self-adjustment. In the study, it was stated that learning independence has a significant positive influence on self-adjustment in the online learning system. This means that the higher the student's learning independence, the higher the level of self-adjustment he has.

The results of previous research above are mostly learning independence has a high influence on student self-adjustment. However, in contrast to the results of this study, which shows that learning independence affects students' self-adjustment at a low level. It could be that the results of students' low learning independence are the impact of the Covid-19 pandemic. This impact is obtained because during online learning students

are forced to study independently at their respective homes. When students study at home, they inevitably have to be able to adjust to the conditions at home. In addition, the programs implemented by the school also allow students to adjust well to face-to-face learning. Based on the narratives of school teachers, these programs have succeeded in restoring students' enthusiasm for learning during face-to-face learning so that students do not have trouble returning to school.

For subsequent researchers who will conduct research similar to this topic, it is hoped that they can ensure the selection of research sites that are suitable for data collection and are consistent in the learning system.

## 4 Conclusion

Based on the formulation of problems, hypotheses and research results, it can be concluded that there is a negative influence on the research entitled "The Effect of Learning Independence on Student Self-Adjustment After the Covid-19 Pandemic at SMP N 1 Secang". In addition, in the tests that have been carried out using a simple regression method, it can be concluded that there is a negative influence between learning independence and student self-adjustment.

This means that the lower the student's learning independence, the higher the student's self-adjustment. This is proven by hypothesis testing with a significant value of 0.07 ( $p < 0.05$ ) which means that the results of the data processed are  $0.07 < 0.05$ . So that it can be stated that the hypothesis is accepted which states "there is an influence of learning independence on students' self-adjustment after the Covid-19 pandemic at SMP N 1 Secang". accepted based on the assumptions of the previous hypothesis.

Based on the direct experience of researchers in this research process, there are several limitations experienced, and there can be several factors that need to be considered for further research. So that later it can further refine its research. Because this research itself certainly has shortcomings that need to be continuously corrected in future studies.

Some of the limitations in this study include in terms of the limited number of participants only took samples in grade 7 and grade 8. The time required during the implementation of research is very limited because most of the participants have many school activities such as practical activities.

Based on the results of the above conclusions, the researcher proposed some suggestions. For students, from the results of the study, it was found that the level of learning independence is low. So, it is hoped that students will increase learning independence in learning and processing time, think independently and dare to be responsible in all decisions made. For teachers and parents, it is hoped that it can increase learning independence. For future researchers who will conduct research similar to this topic, it is hoped that they can ensure the selection of research sites that are suitable for data collection and are consistent in the learning system.

**Acknowledgement.** We would like to thank my supervisor for always guiding and directing until this research is completed and then thank the research site for helping with data collection.

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