

## The Effect of Learning Independence on Learning Outcomes in Fiqih Subjects of Class X MAN 3 Inhil

Aprizal<sup>1\*</sup>, Puti Andam Dewi<sup>2</sup>

<sup>1,2</sup> Islamic Religious Education, State Islamic University Sjech M. Djamil Djambek Bukittinggi

Received: 1 April 2025  
Revised: 12 April 2025  
Accepted: 29 April 2025

### Abstract

The problem in this study is that the results of students in the subject of fiqh in class X are still low below the maximum completeness criteria. The purpose of this study was to determine the effect of independence on the learning outcomes of students in class X MAN. This type of research is quantitative with ex post facto. The population consists of 54 students of X MAN 3 Inhil. Data collection used questionnaire data on learning independence and documentation of mid-semester exam learning outcomes. Data analysis used normality tests and linearity tests. The data analysis technique was quantitative. The results of the data analysis concluded that there was an effect of learning independence on the learning outcomes of students in the subject of fiqh MAN 3 Inhil

**Keywords:** Learning Outcomes, Learning Independence, Influence

(\*) Corresponding Author: [aprizalsetiahati@gmail.com](mailto:aprizalsetiahati@gmail.com)

**How to Cite:** Aprizal, A., & Dewi, P. A. (2025). The Effect of Learning Independence on Learning Outcomes in Fiqih Subjects of Class X MAN 3 Inhil. *International Journal of Education, Information Technology, and Others*, 8(2), 96-109. Retrieved from <https://jurnal.peneliti.net/index.php/IJEIT/article/view/11717>

## INTRODUCTION

Education plays an important role in building quality human resources. Education expected the Indonesian nation to be able to catch up on all the backlog in terms of social sciences and information technology. With the development of the era of Education, the curriculum has certainly experienced quite significant changes in refinement and adjustments intended so that the quality of Education certainly increases and the quality of human resources continues to develop. Education is a consciously planned effort in realizing the teaching and learning process so that students can actively develop their potential and expertise to have spiritual strength from religious aspects, self-control, good personality, noble morals, intelligence, and good skills for themselves both for society and the nation and state.

It is the goal of Education in Law No. 20 of 2003 concerning the national education system, namely:

Developing abilities and forming the character and civilization of a dignified nation to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble morals, are knowledgeable, handsome, creative, independent, and become democratic and responsible citizens.

بِأَيِّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝ ١١

Meaning: O you who believe, if it is said to you: "Majlis be spacious", then be spacious and Allah will make room for you. And when it is said: "Stand up", then stand up, surely Allah will exalt those who believe among you and those who have been given knowledge to several degrees and Allah is All-Knowing of what you do.

The verse above explains, O those who believe in Allah and carry out what is prescribed for them, if it is said to you, "Be free in the assemblies." So expand, Allah will certainly expand for you the life of this world and the Hereafter. And if it is said to you, "Get up from the assembly so that the person who has the priority sits on it." So arise, surely Allah -Subhānahu- will raise those who believe among you and those who have been given knowledge to several great degrees. And Allah is All-Knowing of what you do, nothing of your deeds escapes Him, and He will reward you for it.

Thus the explanation of the verse is a demand and task of the school to prepare intelligent, insightful students who have knowledge including expertise in their fields so that they become useful people for the nation and religion.

The word independence comes from the basic word self which gets the prefix ke and suffix which then forms a word of state or noun. Because independence comes from the word self, the discussion of independence is focused on the development of students. Student learning independence is enforced so that students have the responsibility to organize and discipline themselves and develop their learning abilities of their own accord. Independent learning is learning that is free to determine the direction, plan, sources and decisions to achieve academic goals, not free from religious rules, state rules, customary or community rules. Independent learning is learning that is carried out by students freely determining their learning goals, their learning direction, planning their learning process, their learning strategies, using the learning resources they choose, making academic decisions and carrying out activities to achieve their learning goals.

Learning independence is the most important element in achieving good learning outcomes. Learning independence is a self-awareness to learn independently or not depend on others and be responsible for achieving goals. Learning independence is a learning process that is carried out without depending on educators and others, and is able to overcome learning problems on its own. Learning independence is the behavior of students in realizing their will or desires in a real way well without depending on others, in this case the student is able to learn independently, can determine effective learning methods, is able to carry out learning tasks well and is able to carry out learning activities independently. Learning independence is very beneficial for students and teachers. Students who have the awareness to learn independently will have strong motivation and high interest in learning, so that student learning outcomes will be good. Independence in the learning process will make students calm when facing a problem in completing assignments, because they have high self-confidence so that they are not easily influenced by other people's opinions and do not copy other people's work. Independent learning can make students successful". A student with high learning independence which is characterized by high learning responsibility can improve the quality of his/her learning, which will automatically support the

achievement of learning objectives. By achieving learning objectives, it can support students to obtain maximum learning outcomes.

Independence in learning is a motive or intention to know and learn and master the theory of a performance that is seen from competence or with the strength and driving force of learning activities effectively and intensively with direction and creativity to master a basic understanding and can know and master a higher field than the previous understanding.

Meanwhile, at MAN 3 Inhil school, there are still problems with students in terms of student learning independence at school which is still considered low. This is shown when the learning process is taking place, some students do not pay attention. Some students do not read books or do the practice questions in the book if not instructed by the teacher. Students do not yet have the responsibility to study on their own. There are even students who do not do assignments even though they have been instructed by the teacher and there are students who do their own assignments without being instructed by the teacher. When doing assignments, there are students who are able to do them themselves and there are students who cheat on their friends. The students' learning methods also vary, there are students who are able to learn on their own and there are students who still ask for help from their friends or the teacher.

From observations at MAN 3 Inhil, there are several problems that occur during the learning process. First, students pay less attention when the teacher is explaining the material in class. Second, students talk to each other while the learning process is taking place. Third, students disturb other friends during the learning process in class. Fourth, students cheat on other students while learning is taking place, while when they take tests they get low scores.

One indicator of the success of learning in schools can be seen from student learning outcomes. Learning outcomes are changes in behavior that occur after following the learning process in accordance with educational goals. Generally, learning outcomes are shown through the values or numbers obtained by students after a series of learning outcome evaluation processes have been carried out.

Learning outcomes are expressed as the level of learning success expressed in the form of a score, after carrying out the learning process. The learning outcomes achieved by students provide an overview of their level compared to other students. To see students have experienced changes, both changes in knowledge, skills or attitudes can be seen from their learning outcomes. Not all students get high learning outcomes but there are still some students who get low scores. The low and high learning outcomes of students greatly influence learning.

Learning outcomes are a process of effort that has been achieved by someone to get a new change in behavior as a whole as an experience of that person with their environment learning outcomes are the abilities that students have after they receive their learning experiences. Learning outcomes are the result of an interaction between learning and teaching activities. From the teacher's perspective, learning activities end with the learning outcome evaluation process. From the students' perspective, learning outcomes are the end of the segment and the peak of the learning process.

Learning outcomes are a form of behavioral improvement after experiencing the activity of seeking knowledge. Learning and educating are rules that cannot be

separated. This means that the formation of this personality is marked by a change in morals which is considered a learning outcome. Good learning outcomes can be achieved when students understand the material guided by an educator. Student learning outcomes can be either internal or external factors that can have good or bad effects on student learning outcomes. Internal factors include emotional factors and physical and spiritual factors, namely emotional intelligence, which is an element of internal factors that greatly affect student learning outcomes. While external factors include educators, parents, curriculum, facilities and infrastructure, and others.

Learning outcomes are certain competencies or abilities, both cognitive, affective, and psychomotor, that are achieved or mastered by students after participating in the learning process. Learning outcomes can also be interpreted as patterns of behavior, values, understandings and attitudes, and student abilities. Furthermore, Kunandar argues that learning outcomes are the abilities that students have after receiving their learning experiences.

Based on the results of initial observations conducted by researchers at MAN 3 Inhil, especially classes X.1, X.2, X.3, which study fiqh subjects. Researchers found the fact that student learning independence is still low, this can be seen when learning takes place, most students only rely on learning delivered by teachers who teach in class. In addition, many students who have not been affected because of internal factors are able to utilize free time to study and do assignments given by the teacher. In addition, it is known that teachers in teaching still apply teacher-centered learning methods. This results in students being bored in following the learning process due to the lack of teaching variations from the teacher concerned. This shows that student learning independence and peer environment must be taken seriously to avoid negative influences by improving student independence even better. In this regard, learning outcomes measured by daily mid-semester test scores for students in grades X.I, X.2, X.3, fiqh subjects at MAN 3 Inhil are said to be still lacking because the average score obtained is still below the set completion standard. This can be seen from the learning outcomes obtained where the cognitive value is an average of 65 and the psychomotor value and affective value are an average of 67. This can be seen in the table below, it is known that 61% of students get a score below the minimum completeness criteria (KKM) because the KKM set at 75% by the fiqh subject can be seen that learning independence and peers are still not optimal. Learning outcomes are the abilities possessed by students that provide changes to themselves after they receive their learning experiences Based on research at MAN 3 Inhil, the learning outcomes of odd semester daily scores in classes X.1, X.2, X.3, fiqh subjects obtained from fiqh subject teachers can be seen in the table below:

**Table 1. Recapitulation of Student Daily Scores 1**

No	Kelas	KKM			Jumlah
		< 75	= 75	>75	
	X.1	7	7	4	8
	X.2	9	5	4	18
	X.3	10	6	2	18
	<b>Jumlah</b>	<b>26</b>	<b>18</b>	<b>10</b>	<b>54</b>

From table 1 explains that low student learning outcomes cannot be ignored because it will have a very detrimental impact. Internal factors are factors that are considered important to achieve student learning success because students as the main actors in learning must always be in a condition that is ready to receive lessons so that learning objectives are achieved, the influence within students is logical or natural because the essence of learning changes is a change in behavior that is enjoyed and realized. Students must feel the need to learn and achieve in order to achieve maximum results. Based on the problems above, the researcher is interested in conducting a study entitled "The Effect of Learning Independence on Learning Outcomes of Fiqih Subjects in Class X MAN 3 Inhil".

## **THEORETICAL BASIS**

### **1. Learning**

Learning is not only done in school but can also be done outside of school, for example, learning can be done in the home environment and community environment. Through learning, someone will understand more things that can have an impact on changes, both in their abilities and attitudes towards the better. Learning is an activity, both physical and psychological, that produces new behavioral changes in the individual who learns in the form of relatively constant abilities and is not caused by maturity or something temporary. Learning is a change in behavior or appearance, with a series of activities such as reading, observing, listening, imitating, and so on. Learning is an activity that acquires and modifies knowledge, skills, strategies, beliefs, actions, and behavior. Learning is a process carried out by humans who gain a variety of abilities (competencies), skills (skills), and attitudes (attitudes) that are obtained gradually and continuously. Learning is a conscious effort made by individuals in changing behavior through practice and experience that involves cognitive, affective, and psychomotor aspects to achieve certain goals. Based on the definition outlined above, it can be concluded that learning is a process of changing a person's entire behavior that is new as a whole and relatively permanent so that a complete personality is formed as a result of the individual's experience in interacting with his/her environment which involves cognitive, affective and psychomotor aspects.

### **2. Learning Process**

Education is an effort or activity that is carried out intentionally, regularly and planned with the intention of changing or developing desired behavior. Schools as formal institutions are a means of achieving these educational goals through schools, students learn various things. In formal education, learning shows a positive change in nature so that in the final stage new skills and knowledge will be obtained. The results of the learning process are reflected in satisfactory learning achievements, a learning process is needed.

The learning process at school is a complex and comprehensive process, many people argue that to achieve high achievement in learning, a person must have a high intelligence quotient because intelligence is a potential provision that will facilitate learning and in turn will produce optimal learning achievements.

### **3. Factors That Influence Learning**

Learning factors are influenced by two factors, the two factors include the following:

- a. External factors related to the characteristics of learning objectives and the characteristics of learning materials. These two factors underlie teacher stimulation in teaching students.
- b. Internal factors that influence student learning activities are the abilities, interests, and learning motivation of the students themselves.

#### **4. Learning Independence**

The word independence comes from the root word diri which gets the prefix ke and the suffix - which then forms a word of state or noun. Because independence comes from the word diri, the discussion of independence is focused on the development of the student's self. Student learning independence is enforced so that students have the responsibility to organize and discipline themselves and develop their learning abilities of their own accord. Independent learning is learning that is free to determine the direction, plan, sources and decisions to achieve their learning goals.

Academics are not free from religious rules, state rules, customary or community rules. Independent learning is learning carried out by students freely determining their learning goals, learning directions, planning their learning process, learning strategies, using the learning resources they choose, making academic decisions and carrying out activities to achieve their learning goals.

Student learning independence is enforced so that students have the responsibility to organize and discipline themselves and develop their learning abilities of their own accord. Independent learning is learning that is free to determine the direction, plan, sources and decisions to achieve academic goals, not free from religious rules, state rules, customary or community rules. Independent learning is learning that is done by students freely determining their learning goals, learning direction, planning their learning process, learning strategies, using the learning resources they choose, making academic decisions and carrying out activities to achieve their learning goals. Learning independence plays an important role in achieving student success in the learning process. Independence can be explained as a person's attitude that is able to do something without relying on others. An independent attitude can be seen during learning activities, which is known as learning independence. Learning independence is an attitude shown by someone that he can do something without help from others. Independence in learning is very important, because students can do various activities to gain knowledge by their own efforts, without having to wait for help from others.

#### **5. Learning Independence Indicators**

Mudjiman put forward several indicators of students who have learning independence, namely:

- a. Self-confidence
- b. Active in learning
- c. Discipline in learning
- d. Responsibility in learning
- e. Motivation in learning

Aspects of Learning Independence

- a. Learning independence consists of several aspects, namely:

- 1) Emotional, this aspect is shown by the ability to control emotions and not depend on parents.
- 2) Economic, this aspect is shown by the ability to manage the economy and not depend on parents for economic needs.
- 3) Intellectual, this aspect is shown by the ability to overcome various problems faced.
- 4) Social, this aspect is shown by the ability to interact with others and not depend on or wait for action from others.

That aspects of independence in children come from within and from outside the child. Aspects of independence that come from children include: emotions, intellectual, values, and behavior. While aspects of independence that come from outside the child include: social and economic. Both aspects greatly influence children's learning independence at school.

#### a. Efforts to Develop Learning Independence

Efforts to develop the value of independence through development efforts or education are very necessary for the smooth development of student independence. Education in schools needs to make efforts to develop student independence. Desmita put forward the efforts that can be made by schools to develop student independence as follows.

- 1) Develop a democratic teaching and learning process, which allows children to feel appreciated.
- 2) Give children the freedom to explore the environment and encourage curiosity.
- 3) Unconditional positive acceptance of children's strengths and weaknesses, do not differentiate between one child and another
- 4) Encourage children to actively participate in decision making and in various school activities.
- 5) Establish harmonious and close relationships with children.

That efforts to develop children's independence include: taking actions to create freedom of involvement and participation of students in various activities, creating close, warm and harmonious relationships with students, creating openness, unconditional positive acceptance, creating freedom to explore the environment and creating empathy for students and providing continuous training that is adjusted to the age and abilities of the child.

### **6. Learning outcomes**

Learning outcomes are essentially changes in a person's behavior that include cognitive, affective, and psychomotor abilities after following a particular teaching and learning process. Education and teaching are said to be successful if the changes that appear in students are the result of the teaching and learning process they experience, namely the process they go through through programs and activities designed and implemented by teachers in their teaching process. Based on student learning outcomes, abilities and developments as well as the level of educational success can be known. In principle, the disclosure of ideal learning outcomes includes all psychological domains that change as a result of students' experiences and learning processes. However, disclosing changes in behavior in all of these domains, especially the student's emotional domain, is very difficult. This is because some of the changes in learning outcomes are intangible (cannot be touched). Therefore, what teachers can do in this case is

only to take a snapshot of changes in behavior that are considered important and are expected to reflect the changes that occur as a result of student learning, both in the dimensions of creativity and feeling and in the dimensions of will.

The main key to obtaining measures and data on student learning outcomes is knowing the outline of the indicators associated with the type of achievement to be achieved, assessed, or even measured. Learning outcome indicators according to Surya, Barlow and Petty in Syah divide educational objectives into three domains, namely:

- a. The domain of Feeling (Affective), including acceptance, welcoming, appreciation (attitude of respect), internalization (deepening), and characterization (appreciation).
- b. The domain of Creation (Cognitive), including observation, memory, understanding, application, analysis (careful examination and sorting), and synthesis to create new and complete guidelines).
- c. The domain of Will (Psychomotor), including movement and action skills, and verbal and nonverbal expression skills.

Learning outcomes are the results that have been achieved by students after receiving instruction over a certain period of time. Learning outcomes can also be interpreted as a reflection of learning efforts. The better the students' learning efforts, ideally the better the learning outcomes they will achieve. Therefore, learning outcomes can be one of the references in assessing the success of learning experienced by students.

Student learning outcomes are one of the measuring tools to see how far students can master the subject matter that has been delivered by the teacher. There are different definitions of learning outcomes from learning experts. According to Bloom, the definition of learning outcomes includes cognitive, affective, and psychomotor abilities. The cognitive domain is knowledge, comprehension, explaining, summarizing, examples, application, analysis, synthesis, planning, and evaluation. The affective domain is receiving, responding, valuing, organization, and characterization. The psychomotor domain includes initiatory, pre-routine, and routinized. Psychomotor also includes productive, technical, physical, social, managerial, and intellectual skills.

W. Winkel stated that the definition of learning outcomes is the success achieved by students, namely student learning achievements in schools that are manifested in the form of numbers. According to Sudjana, the definition of learning outcomes is the abilities possessed by students after receiving their learning experiences.

One indicator of the success of learning in schools can be seen from student learning outcomes. Learning outcomes are changes in behavior that occur after following the learning process in accordance with educational goals. Generally, learning outcomes are shown through the values or numbers obtained by students after a series of learning outcome evaluation processes.

Learning outcomes are expressed as the level of learning success expressed in the form of a score, after carrying out the learning process. The learning outcomes achieved by students provide an overview of their level compared to other students. To see students have experienced changes, both changes in knowledge, skills, or attitudes can be seen from their learning outcomes. Not all

students get high learning outcomes but there are still some students who get low scores. The low or high level of student learning outcomes greatly influences learning.

Learning outcomes are a process of effort that has been achieved by someone to obtain a new change in behavior as a whole as an experience of that person with his environment. Learning outcomes are the abilities possessed by students after receiving their learning experiences. Learning outcomes are the result of an interaction between learning and teaching activities. From the teacher's perspective, learning activities end with the learning outcome evaluation process. From the students' perspective, learning outcomes are the end of the segment and the peak of the learning process.

Learning outcomes are a form of behavioral improvement after experiencing the activity of seeking knowledge. Learning and educating are rules that cannot be separated. This means that the formation of this personality is marked by a change in morals which is considered a learning outcome. Good learning outcomes can be achieved when students understand the material guided by an educator.

### **7. Learning Outcome Factors**

Students' learning outcomes can be affected by internal factors and external factors that can have good or bad effects on the learning outcomes obtained by students.

Internal factors include emotional factors and physical spiritual factors, namely emotional intelligence which is an element of internal factors that greatly affect students' learning outcomes. While external factors include educators, parents, curriculum, facilities and infrastructure and others.

Student learning outcomes are divided into three factors, namely physical factors, psychological factors, and fatigue factors. In this discussion, physical factors are explained as health factors and physical disabilities that can affect student learning. Factors that are classified as psychological factors include intelligence, attention, interest, talent, motives, maturity, responsibility according to Slameto, there are many types of factors that influence learning, but they can be classified into only two, namely internal factors and external factors. Internal factors are factors that exist within the individual who is learning, while external factors are factors that exist outside the individual. According to Syah, the factors that influence learning outcomes can be divided into three types, namely internal factors (factors from within the student), namely the physical and spiritual condition of the student, external factors (factors from outside the student), namely the environmental conditions around the student, learning approach factors (approach learning), namely the type of learning effort. Internal factors that influence student learning outcomes are factors that come from within the student, including physiological (physical) aspects such as hearing, vision, fitness of body parts, health conditions, and psychological (spiritual) aspects such as awareness, attention, and interest.

According to Slameto, discussing internal factors that influence and readiness. While fatigue factors are divided into two types, namely physical fatigue and spiritual fatigue (psychological).

Meanwhile, according to Syah, factors that come from within the student themselves include two aspects, namely:

a. Physiological aspects (physical)

This physiological aspect is explained as a general physical condition and muscle tone (muscle tension) marked by the level of fitness of body organs and joints, such as hearing, vision and health conditions, can affect the enthusiasm and intensity of students in following lessons.

b. Psychological aspects (spiritual).

While the Psychological aspect is explained regarding Aspects that are considered more essential including: Student intelligence/Intelligence level, student attitudes, student talents, student interests, student motivation.

External factors (factors from outside the student), namely the environmental conditions around the student. These external factors also consist of two aspects, namely, social aspects (family environment, teachers, and friends) and non-social aspects (building conditions and location of the place of study/classroom and other supporting facilities).

According to Syah, external factors of students also consist of two types, namely the social environment, the social environment of the school such as teachers, staff, and also friends at school. Then the community and also friends in the environment around the student's house, and also the environment that has the most influence on learning activities is parents and family. All of these social environments have an influence on student learning outcomes. A good social environment will also have a good influence on the atmosphere of students in learning and this will also provide good learning outcomes, and the non-social environment, non-social environmental factors are the school building and its location, the house where the student's family lives and its location, learning tools, weather conditions and study time used by students. These factors are considered to also determine the level of student learning success. According to Slameto, "external factors that influence learning can be grouped into 3 factors, namely: family factors, school factors, and community factors". Based on several opinions above, the researcher concludes that external factors that influence student learning outcomes are the environmental conditions around students. These external factors also consist of two aspects, namely, social aspects (family environment, teachers, and friends) and non-social aspects (building conditions and location of the place of study/classroom and other supporting facilities).

### **8. Theory of the Influence of Learning Independence on Learning Outcomes**

The idea of "humanistic psychology" came from a group of psychologists under the leadership of Abraham Maslow in the early 1960s, who worked to build a viable alternative theory besides psychoanalytic and behaviorist theories, and influential schools of psychology at that time.

The humanistic concept teaches humans to have a deep sense of humanity; eliminates selfish, authoritarian and individualistic traits; does not arbitrarily force the other person to understand, accept or enter into our conversation. The behavioral view that emerged from humanistic theory focuses on how humans are influenced by personal meaning with their experiences with an emphasis on the subjective quality of human experience and personal meaning.

Humanistic psychology is concerned with the uniqueness, individuality, and humanity of each person. In many human terms, humanism, based on the basic observation, although we may have similarities with each other in many ways,

each of us is somewhat different from the others. Our uniqueness is our "self". The self is the most important concept in humanistic psychology. Unlike previous theories, humanists offer a view of the need for freedom and autonomy.

In Humanistic learning theory, the goal of learning is to humanize humans. The learning process is considered successful if the student understands his environment and himself. Students in their learning process must strive to gradually be able to achieve self-actualization as well as possible.

Ellis and Mariam said that each individual has the personal ability to choose and determine their life activities. Humanist principles emphasize the importance of individual human needs. Some of the assumptions of this theory include:

- a. Each individual is free and autonomous, where they can make their own choices.
- b. Each individual has the potential to develop without limits.
- c. Self-concept plays an important role in growth and development.
- d. Every individual has the ability to actualize themselves.
- e. Each individual defines reality.
- f. Every individual has a responsibility for themselves and others.

## **RESEARCH METHOD**

The type of research used in this study is ex post facto research with a quantitative approach. Ex post facto research is a study that examines the relationship between cause and effect that is not manipulated by the researcher. The relationship that occurs between cause and effect is based on a theoretical study where a certain variable causes a certain variable. This ex post facto research is usually also called after the fact, which means that the research is carried out after a certain event occurs. So, ex post facto research with a quantitative approach is research conducted to examine a cause and effect using data in the form of numbers, statistics, and so on. Population is a generalization area consisting of objects that have certain qualities and characteristics that are determined by the researcher to be studied and conclusions drawn. Population is defined as all individuals, groups of people, events, or things of interest that the researcher wants to investigate. In research methodology, the word population is also very common, used to refer to a group of objects that are the target of research. In this study, the population is class X MAN 3 Inhil. A sample is a group, number or part of the criteria owned by the population. Sample is part of the population, it has two meanings, first, all population units must have the opportunity to be skilled as sample units and second, the sample is seen as a population estimator (population in small form). This means that the sample size must be sufficient to describe the population. According to Arikunto, the sample is part of the population or representative of the population being studied. So this sample is part of the data that is used as an object of the population to be used as an object of research. If the number of respondents is less than 100, then the sample is all from the population. If the population is more than 100, then the sampling is 10% -15% or 20% -25%. From the population, which is 54 people.

## RESULTS AND DISCUSSION

Research on this variable relates the learning independence variable to learning outcomes in each question asked in the questionnaire answered by respondents, namely 54 questionnaires distributed to students of MAN 3 Inhil. The following is an explanation of the description related to the learning independence variable variable X. It is known that from all the questionnaires distributed regarding the learning independence variable, it is said to be valid. For that, all questionnaires in this research test can be continued in the study. It can be seen that the results of the primary data Reliability Statistics, from Cronbach's Alfa data of .978 and N of Items data of 29 are said to be Reliable.

**Table 2. Results of the Kolmogorov-Smirnov Normality Test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	8,10287590
Most Extreme Differences	Absolute	,104
	Positive	,104
	Negative	-,085
Test Statistic		,104
Asymp. Sig. (2-tailed)		,200 <sup>c</sup>

The Kolmogorov Smirnov value obtained has an Asymp. Sig (2-tailed) value of 0.200. If the Asymp.Sig value is greater than 0.05 then the data distribution is normal. If the Asymp.Sig value is less than 0.05 then the data distribution is not normal. So it can be concluded that the data is normally distributed.

**Table 3. Multicollinearity Test Results**

Coefficients <sup>a</sup>			
Collinearity Statistics			
Model	B	Tolerance	VIF
1 (Constant)	49,289		
x	,249	1,000	1,000

a. Dependent Variable: y

From the tolerance value of the independent variable which is greater than 0.1 and the VIF value is less than 10, there are no symptoms of multicollinearity.

The t-test aims to prove the hypothesis about the average of a population. The calculated t value will be compared with the t table value with a certain error rate with the following provisions:

1. If calculated  $t \leq t$  table, then  $H_0$  is accepted and  $H_a$  is rejected.
2. If calculated  $t > t$  table, then  $H_0$  is rejected and  $H_a$  is accepted.

**Table 4. Test Results**

Coefficients <sup>a</sup>					
Unstandardized Coefficients			Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	49,259	7,939		6,209	,000
x	,249	,088	,471	2,824	,009

a. Dependent Variable: Hasil Belajar y

The results of the hypothesis test for each independent variable against the dependent variable can be explained as follows: For the hypothesis of the learning independence variable is 2.824. It is said to have a positive and significant effect because the t-count value is greater than the t table of 1.674 with a significant value of less than 0.05, then  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that the Learning Independence variable has a positive and significant effect on the Learning Outcome variable which is in line with the initial hypothesis in the study, namely "Learning Independence affects Learning Outcomes at MAN 3 Inhil".

## CONCLUSION

Learning independence in fiqh subjects gets a total score of from the lowest value of 144 while the highest value is 161, based on the results of the table of scale ranges of 144 and 61 are in the good category range. Student learning outcomes in fiqh subjects in class X1, class X2, class X3, 10 students get above average scores, 11 students get normal averages and 33 students still get scores below KKM from 54 samples. There is a significant influence between learning independence in class X1, class X2, class X3, in fiqh subjects on the learning outcomes of students at MAN 3 Inhil. The results of the spss version 22 calculation from the calculation results above, the t-count value of 2,824 is greater than the t table which is 1,674, so  $H_a$  is accepted and  $H_0$  is rejected. So it can be concluded that learning independence (X) has an effect on learning outcomes (Y). Suggestions: 1) The need to pay attention to good learning media to facilitate and can help explain the learning material so that students do not have too much difficulty in understanding. 2) The need to pay attention to the amount of material and assignments, the level of learning difficulty and the deadline for submitting assignments so as not to make students bored and stressed in learning due to factors of difficulty in learning. 3) The need to pay attention to the amount of material and assignments, the level of learning difficulty and the deadline for submitting assignments so as not to make students bored and stressed in learning due to factors of difficulty in learning. 4) The need to pay attention to the amount of material and assignments, the level of learning difficulty and the deadline for submitting assignments so as not to make students bored and stressed in learning due to factors of difficulty in learning. 5) The need to pay attention to the amount of material and assignments, the level of learning difficulty and the deadline for submitting assignments so as not to make students bored and stressed in learning due to factors of difficulty in learning. 6) The need to observe the amount of material and assignments, the level of difficulty of learning and the deadline for submitting assignments so as not to make students bored and stressed in learning due to factors of difficulty in learning. 7) Further research to be able to see and examine other factors that influence learning outcomes in terms of internal and external factors such as motivation, interest, talent, environment and so on. 8) This research is expected to be a reference for other researchers who conduct similar research in order to help improve this research, other researchers should look for indicators that have been used to determine other phenomena or symptoms about independence in learning outcomes.

## BIBLIOGRAPHY

- Al-Hikamah, Al-Qur'an Dan Terjemahannya*. Bandung: Ponegoro, 2010.
- Ananda, Rusydi, and Fitri Hayati. *Variabel Belajar: Kompilasi Konsep*. Edited by m.pd muhamad padli. CV. Pusdikra MJ. medan, 2020.
- Variabel Belajar (Kompilasi Konsep)*. Edited by muhamad padli. Medan: cv pusdikra mj, 2020.
- Arikunto, Suharsimi. *Prosedur Penelitian: Satuan Pendekatan Praktek*. Jakarta: Rineka Cipta, 1998.
- Bramantha, Heldie. "Pengaruh Kemandirian Belajar Terhadap Hasil Belajar Siswa." *Madrosatuna: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 2, no. 1 (2019): 21–28.
- Hardianti, Hardianti. "Pengaruh Kemandirian Belajar Siswa Dan Keterampilan Mengajar Guru Terhadap Hasil Belajar Akuntansi Pada Siswa Kelas Xi Program Keahlian Akuntansi Dan Keuangan Lembaga Smk Negeri 1 Mamuju." Universitas Negeri Makassar, 2019.
- Hermawan, Iwan. *Metodelogi Penelitian: (Kualitatif, Kuantitatif Dan Mixed Methode)*. Hidayatul. Kuningan, 2019.
- Kenedi, Jon. *Metodologi Penelitian Untuk Ekonomi Dan Bisnis*. Padang, 2017.
- Nasution, Nurhidayah, Rizcka Fatya Rahayu, Siti Tami Maspupah Yazid, and Destari Amalia. "Pengaruh Kemandirian Belajar Terhadap Hasil Belajar Siswa." *Jurnal Pendidikan Luar Sekolah* 12, no. 1 (2018): 9–14.
- Riyanti, Yanti, Wahyudi Wahyudi, and Suhartono Suhartono. "Pengaruh Kemandirian Belajar Terhadap Hasil Belajar Matematika Siswa Sekolah Dasar." *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 1309–17.
- Suciati, Wiwik. *Kiat Sukses Melalui Kecerdasan Emosional Dan Kemandirian Belajar*. Rasibook, 2016.
- Sulistio, Andi, Neni Kusumawati, and Lilik Ulfah Chasanah. "Inovasi Pembelajaran & Tumbuhnya Kemandirian Belajar." *CV. Eureka Media Aksara*, no. July (2022): 1–23.
- "Inovasi Pembelajaran Dan Tumbuhnya Kemandirian Belajar," 2022.