

Review Article

THE RELATIONSHIPS OF LEARNING INDEPENDENCE, FAMILY SUPPORT, FACILITIES AND SERVICE OF INSTITUTIONS THROUGH QUALITY OF LEARNING STUDENTS

Nove Dalas¹, Hadiyanto², Muhaimin³

¹The Graduate School, Universitas Jambi, Indonesia

dalasnove@gmail.com

²Faculty of Teacher Training and Education, Universitas Jambi, Indonesia;

Corresponding author: hadiyanto@unj.ac.id

³ Faculty of Teacher Training and Education, Universitas Jambi, Indonesia

Received: 05.02.2020

Revised: 20.03.2020

Accepted: 24.04.2020

Abstract

Education is a conscious endeavor and aims to develop human quality. Education has a very important role because, without education, the transformation process and the actualization of knowledge are difficult to manifest. One of the things that supports education in schools is the guidance and counseling service. Meanwhile, the problems in the school environment are the lack of learning quality of students in line with the maximization of learning independence, family support, and self-development services students of MTs Negeri Jambi. This research was correlational research conducted in six state Islamic junior high schools in 1 Jambi city, Indonesia. The samples of the study were 886 students taken by using a stratified sampling technique, and randomly for each class of each school. The instruments used were questionnaires with 100-item statements by Likert scale while data were analyzed by using a descriptive analysis, Pearson correlation test, and multiple linear regression tests. The results showed that the quality of learning, learning independence, family support, and self-development services had not been carried out maximally at six state Islamic junior high schools. Students who were less independent, got less family support and minimum in obtaining self-development services would also had less maximum learning quality. Simultaneously the independence of study, family support, and facilities and service of the institutions were associated very closely with the quality of students' learning, and in partial increments of each learning independence variable, family support, and service Self-development impacts on improving learning quality.

Keywords: family support, learning independence, learning quality, self-development services

© 2019 by Advance Scientific Research. This is an open-access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>)

DOI: <http://dx.doi.org/10.31838/jcr.07.06.140>

INTRODUCTION

This educational function should be properly observed in the planning of national education objectives. In a lifelong education, all subject matter must be systematically programmed and plan in every type and level of education to develop national personality, foster citizenship, and nurture and develop the nation's culture (Djamarah, 2005; Mukminin et al., 2019; Yaakob et al., 2019). According to Masino (2015), a policy that enhances the quality of education and learning of students in developing countries relies on the theory of typological changes (Mukminin et al., 2019). The three key of educational quality change, they are as follows: 1) the intervention of offering side capabilities that operate through the provision of physical and human resources, and learning materials; 2) policies that through incentives strive to influence behavior and preferences between time and teachers, households, and students; 3) the intervention of community and management from the up-down, and bottom-up which operates through decentralized reform, diffusion of knowledge, and increased community participation in the management of educational systems (Muazza et al., 2019).

According to Dean (2002), there are two educational objectives, the first being to expand the students' knowledge, experience, and understanding, thereby caring for the moral value and pleasure capacity, and secondly to allow him/her to enter the world after completing formal education, and entering the community and taking responsibility, and being able to learn independence as much as possible. Guidance is an integral part of the educational process and contributes to the success of the educational process in the school (Juntika, 2005). Counseling as an integral part of the school's education system plays an important role in dealing with improving the quality of education

in schools. Education can utilize counseling as a partner in carrying out its duties as a series of grant-giving efforts (Dahlan, 2008). The teachers are supporting the implementation of guidance and counseling in schools, teachers as counselors, is required to approach not only through an instructional approach but coupled with a personal approach in each learning process underway. With this kind of personal approach, the teachers' mentor will be directly acquainted and understand the participants in a deeper depth so that it can help in the overall learning process. In accordance with the role of the teacher as a counselor is he/she expects to be able to respond to any behavior problems that occur in the learning process. Therefore, a teachers' mentor must be prepared in order to help learners solve problems arising between learners and parents and can gain expertise in nurturing human relationships and can prepare to communicate and cooperate with various human beings (Muazza et al., 2018; Muazza et al., 2019; Suwarno, Randall, & Hite, 2019).

Self-development is not a new thing for teacher guidance and counseling (teachers' mentor). During this time teacher guidance and counseling have actually been doing service activities to the students, which is a self-development activity. This can be seen in the competency-based curriculum (KBK) year 2004, said that counseling guidance is a service of assistance for students, both individually and in groups, to be independent and to develop optimally. In terms of self-development services, according to Ormford as revealed by Yamin (2011) to create learning students it needs to be created a good school environment, which is a comfortable environment so the child is encouraged to excel and build up his own knowledge. Self-development services are an educational activity outside the subject which is an effort to

develop the character and personality of students conducted through counseling services activities with respect to personal and social life issues, Learning activities, and career development, as well as extracurricular activities (Susanto, 2018).

The role of teachers or parents is very important, besides learning activities are also not separated from the quality of learning (Mukminin et al., 2019; Syaiful et al., 2020). This relates to its own student nature, according to Dean (2002), students in middle school are the most problematic level in their development, even when students become increasingly mature they tend to adopt a surface approach and more tends to adopt a profound approach (Gow & Kember, 1990). The problems in the school environment are not optimal student learning quality in state Islamic junior high schools. Based on the observation of researchers as long as the teacher of BK indicated that most students complained or felt reluctant to accept a homework assignment or homework (PR) of the teacher, in which students not more to learn, in addition if there is no teacher they are more playing than to reading books? In addition, the unharmonious interaction between students and teachers, and there is no resolution in the process of learning to teach between teachers and students. Another thing seen from the conditions that occur in schools related to the quality of student learning independence is a low-level by student.

According to Susanto (2018), independence is how a student is able to demonstrate his/her creativity, and self-esteem. Thus, independent individuals are able to manage themselves, the ability to not rely on the emotional support of others especially parents, able to make decisions independently, and able to accept the consequences of the decision. Other phenomena are observed the relationships of parents and students who are not harmonious in the family environment. This is evidenced by the story of the child to the researcher as a guiding teacher at the school. Students say, parents who are often angry at home, fathers, and mothers who always compel his will/desire too much, parents force his/her students to work, and do not give affection that is more than his/her sister. Then there are many parents who are only concerned with money for economic needs and low levels of parental education. This shows the weakness of family support for the child.

The study aimed to examine students' responses to learning quality, learning independence, family support, and the implementation of self-development services, as well as reviewing relationships between learning independence, family support, and service Self-development with the learning quality of students in state Islamic junior high schools, both partially and simultaneously.

RESEARCH METHODS

This research is a quantitative study of associative correlation that is research conducted to determine the level of relationship between two or more variables, without making changes, additions or manipulation of data that already existed (Arikunto, 2013; Marzulina et al., 2018; Marzulina et al., 2019). This

research was conducted in six state Islamic junior high schools in Jambi city, Indonesia. The samples of this research were 886 students of the state MTs in Jambi City taken from each school, and each school was taken representatives from each class. This study used two sampling techniques, which were stratified sampling techniques to determine the number of samples of each class in each school, followed by random sampling to determine the students being sampled from each class. The instrument used in this study was a questionnaire, which is a number of written questions used to obtain information from the respondent in the sense of his/her personal report, or the things she/he knows (Arikunto, 2014; Setambah, 2018). In this study, multivariate analysis was used to answer research questions on the impact of learning independence, family support, and independence to learn about the quality of learning at state Islamic junior high schools. According to Dawson (2007), a multivariate analysis is used if researchers are interested in knowing the relationship between more than two variables. According to Freud and Wilson (2003), regression analysis is a method for analyzing the relationship of two or more variables with specific situations where one variable can be predicted or described using information from other variables.

Analysis of the correlation coefficient was used to determine how large the level of relation or strength of the relationship between the variables is free and bound to use the Pearson Product Moment. According to Sarwono (2006), the tested coefficient of determination (R^2) shows the percentage contribution of independent variables examined against the ups and downs of dependent variables. The coefficient of determination ranges between zero and one ($R^2 < 1$). This means that when $R^2 = 0$ indicates an absence of influence between independent variables against the dependent variable and when R^2 is smaller and closer to zero, it can be said the less the effect of independent variables on dependent variables.

RESULTS AND DISCUSSION

Descriptive analysis

The entire research variable gets good judgment with an average score of 3.54 for quality variable learning, 3.70 for learning self-reliance variables, 3.83 for family support variables, and 3.80 for self-development service variables. As for the tiers on each dimension, the entire dimension also gets a good judgment, except for the variable dimensions of quality learning. There are two categories less and good, i.e. the dimension utilizes a meaningful knowledge with an average value of 3.17 and the dimension of productive thinking habits by an average of 3.16.

Learning independence relationship with the quality of learning students

The test results of responsible relationships, decision making, being critical, and the independence of overall learning can be seen in the table below:

Table 1. The result of the relationship between learning Independence (X1) and the quality of learning (Y)

Variable	Pearson Correlation	P value
Responsible	0,899	0,000
Decision	0,882	0,000
Be critical	0,730	0,000
Self-Reliance Learning	0,924	0,000

The findings show that the more self-reliant a student in the context of the more responsibility will be in line with the learning quality of students. This is in line with the results of a

descriptive analysis that finds that the students' learning quality level is still not optimal, with an average score of 3.54. Deal with the average student learning independence score of 3.70 is not

optimal even in the category of good for overall study independence, for the responsible indicator is also in good category with the average score of 3.66, in terms of decision making also in good category with an average score of 3.74, as well as for a critical attitude with an average score of 3.74 which is also in good category. Based on these findings, it can be said that independent students also have a good quality of learning, as well as responsible students, right in decision making, as well as students who are able to be critical. The teacher's role in helping students to learn how to become independent learners is important because students do not become effective self-taught learners (Meyer, 2010). The similarity of the results revealed with research by Kulsum (2017) and Miftaql (2016) there is a

significant link between learning independence outcomes similarly Yanti (2017) said that the independence of learning is one of the Aspects that can affect learning quality. Because learns to make students work on everything according to their optimal abilities and not to rely on others. Students with high self-reliance will strive to complete all exercises or assignments provided by the teacher with their own abilities. So indirectly affects the quality of learning.

Family support relationship with the quality of learning students

The results of the social-economic status, home environment, and overall family support tests can be seen in the table below:

Table 2. Test result relationship between family support (X2) with learning quality (Y)

Variable	Pearson Correlation	P value
Socio-economic Status	0,750	0,000
Home environment	0,845	0,000
Family support	0,859	0,000

Socio-economic status relates positively and significantly to the quality of learning family support in terms of social and economic status. Students with families who have good socioeconomic status also have a good quality of learning. Thus, the H_{02_1} stated that no significant positive relationship between the socio-economic status and the quality of learning is rejected. Similar results also occur at home environment which has a positive and significant relationship with the quality of learning. Students who are in a good home environment also have good learning quality. Thus, the H_{02_2} states that no significant positive relationship between the home environment and the quality of learning is rejected. Similarly, family support relates positively and significantly to the quality of learning. The existence of a family that supports the student education process also has good learning quality. Thus, the H_{02_3} states that no significant positive relationship between family supports with the quality of learning is rejected. These results are dealing with the research results of

Djuhaemi (2014) with a significant relationship between family support and learning outcomes, so it is necessary to build good relationships with the family in support of success. Social support is crucial in achieving parenting functions, which, among other things, can be reflected in the design of adequate programs for families where it will promote the importance of togetherness and unity in family function for development Youth (Matejevik, 2014). So, with the scrutiny of the research done by Noraini (2012), who found that students who had good family knowledge showed better performance in school.

Relationship of self-development services to the quality of learning students

The results of the test of the family support relationship in socio-economic status, family in the home environment, and overall family support can be seen in the following table:

Table 3. Test results of the relationship between self-development services and learning quality (Y)

Variable	Pearson Correlation	P value
Academic Development Services	0,813	0,000
Social development Services	0,771	0,000
Personal development Services	0,802	0,000
Career Development Services	0,789	0,000
Self-development services	0,878	0,000

Academic development services are positive and significant with students' learning quality. Students who get good academic development services also have good learning quality. Thus, H_{03_1} no significant positive relationship between academic development services and learning quality is rejected. Social development services relate positively and significantly to the learning quality of students. Students who get good social development services have a good quality of learning. Thus, the H_{03_2} stated that no significant positive relationship between social development services and learning quality was rejected. Personal development services relate positively and significantly to the learning quality of students. Students who get good personal development services have good learning quality. Thus, the H_{03_3} stated that no significant positive relationship between personal development services and learning quality was rejected.

Career development services are positive and significant with students' learning quality. Students who get good career

development services have good learning quality. Thus, the H_{03_4} stated that no significant positive relationship between career development services and learning quality was rejected. Self-development services relate positively and significantly to the quality of student learning. Students who get good self-development services have good learning quality. Thus, the H_{03_5} stated that no significant positive relationship between self-development services and learning quality was rejected. According to Aswandi (2018), the role of the school committee is required to fulfill facilities and education infrastructure. The results of this study were not in line with research conducted by Mcgowen (2007) stating that the school facilities are not related to student achievement, attendance and graduation rates.

Family support relationships with self-reliance learning

The results of the test of the family support relationship in socio-economic status, family in the home environment, and overall family support can be seen in the following table:

Table 4. Test result of the relationship between family support (X2) with self-reliance Learning (X1)

Variable	Pearson Correlation	P value
Socio-economic Status	0,769	0,000
Home environment	0,851	0,000
Family support	0,871	0,000

Family support is positive and significant with the independence of students learning. Similarly, the dimensions of family support, namely socioeconomic status, and home environment. Results of the analysis through the correlation test Product Moment showed a significant positive relationship between family support and learning independence.

The findings suggest that the better support received by the family of students will related with the independence of learning students. The results of a descriptive analysis that finds the students' learning independence level is good, with an average score of 3.70. The average of student family support score of 3.83 with good categories for overall family support, for the dimension of socioeconomic status also in a good category with an average score of 3.74, similarly, the home environment Students are also in good condition, with an average score of 3.86. Families are group of people who live together in living places and each member feels the presence of inner linking to influence each other, pay attention and give themselves (Djamarah, 2004). Based on the characteristics of the respondent, the majority of the Respondent lived with the biological parents (95.37%), while the students who lived with others claimed to be

living with their uncle, brother, or with his grandfather or grandmother. This illustrates that most student living environments are in parental supervision. Hearn (1995) states that family support is about creation and enhancement, with and for families in need, activities, facilities, and locally-based (accessible) networks, whose use will have results such as reduced stress, increased self-esteem, promoted parents/caregivers/competencies and family behaviors and increased parental capacity/caregivers to nurture and protect children. The results of this study are related with the research conducted by Noraini (2012) stating that there is a positive and significant influence over the support of students' learning independence, as well as the research conducted by Adams, Hayes, Dekkers, Elliott, & Atherton (2012).

Relationship development services with self-reliance learning

The results of the test of the family support relationship in socio-economic status, family in the home environment, and overall family support can be seen in the following table:

Table 5. Test results of the relationship between Self development services (X3) with self-reliance Learning (X1)

Variable	Pearson Correlation	P value
Academic Development Services	0,813	0,000
Social development Services	0,781	0,000
Personal development Services	0,820	0,000
Career Development Services	0,788	0,000
Self-development services	0,894	0,000

Self-development services relate positively and significantly to the independence of students learning. Similarly, the dimensions of self-development services are academic, social, personal, and career development services. Analysis results through the correlation test Product Moment showed a significant positive relationship between self-development services and learning independence. The findings show the implementation of the students' self-development services will be better with independence of learning students. The results of a descriptive analysis that finds the students' learning independence level is good, with an average score of 3.70. The average score of 3.80 self-development services with good categories for overall self-development services, for the dimension of academic development services as well as in good category with an average score of 3.87, for The dimensions of social development services are also in good category with an average score of 3.80, for the dimension of personal development services also in good category with an average score of 3.72, similarly to the dimension of career development services also in good category with an average score of 3.79.

According to Sukardi (2008), guidance is the process of providing assistance to a person or group of people continuously and systematically by a mentor to allow individuals or groups of individuals to be self-reliant. According to Natawidjaja (2002), guidance and counseling have a key function and position in education in school, which is a companion of the primary function of the school in the field of teaching and intellectual development of students in the field of side handling Personal

social students. From the statement above, it can be concluded the self-development services, which are included in the school guidance and counseling program, can help students foster their confidence. Sumarmo (2004) states several indicators that can be used to measure self-reliance Learning are: 1) learning initiatives, 2) diagnosing learning needs, 3) setting goals and learning objectives, 4) monitoring, regulating and controlling progress Learning, 5) seeing difficulties as challenges, 6) utilizing and seeking relevant sources, 7) Choosing and implementing learning strategies, 8) Evaluating processes and learning outcomes and 9) having self-concept or self-concept.

However, this has not been carried out with maximum in MTs state in Jambi City. The results the research were conducted by Sueb (2015) which found that positive attitudes towards critical thinking that decreased one of the learning self-reliance indicators could be applied as development considerations academic curriculum for class discussions to integrate critical thinking. In developing a debate curriculum in the classroom, for example, it is important to distinguish the difference between policy-making debates and moral debates. Teachers do not need to hesitate to introduce critical thinking and class debate to their students, which has been characterized as a collectivist and non-critical thinker.

Prediction of learning independence, family support, and self-development services with student learning quality

This test uses the SPSS version 20 program with the method to determine the most appropriate model to use. Based on the test results are obtained:

Table 6. The results of the conformity of learning independence Relationships Model (X1), Family Support (X2), and self-development services with learning quality (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
7	0,934 ^s	0,873	0,872	5,172

Predictors: (Constant), responsibility, decision, environment, social, critical, Status, academic.

With free variables responsible, decision making, home environment, social development services, being critical, socio-economic status, and simultaneous academic development services have a relationship with the learning quality of 0.934, with the ability of the model in predicting the indicated by R2 values by 87.3 percent. From the explanation it is known the best regression model is by placing responsible variables, decision making, home environment, social development services, being

critical, socio-economic status, and development services Academic as independent variables. This Model eliminates two variables, namely personal development services and career development services. The analysis used to prove the presence or absence of simultaneous positive predictions of study independence, family support, and self-development services to the quality of learning is an F test, with the following test results:

Table 7. Learning independence Prediction test results (X1), Family Support (X2), and a partial self-development Service (X3) in the quality of learning (Y)

Model		Sum of Squares	df	Mean Square	F	Sig.
7	Regression	157939,778	7	22562,825	843,484	0,000
	Residual	22977,878	859	26,750		
	Total	180917,656	866			

Predictors: (Constant), responsibility, decision, environment, social, critical, Status, academic
The analysis used to prove whether or not there is a partial

positive predicate of study, family support, and self-development services to the learning quality is t- test, with the following results:

Table 8. Study self-reliance Prediction test results, family support, and self-development services to learning quality.

Model	Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std.Error	Beta		
7	(Constant)	4,997	1,127		4,436	0,000
	Responsibility	0,788	0,057	0,382	13,787	0,000
	Decision	0,514	0,066	0,229	7,829	0,000
	Environment	0,298	0,054	0,147	5,542	0,000
	Social	0,593	0,140	0,086	4,246	0,000
	Critical	0,701	0,170	0,077	4,124	0,000
	Status	0,352	0,131	0,055	2,694	0,007
	Academic	0,176	0,085	0,050	2,079	0,038

From the results of the test are seen positive predictions are partially responsible variables (t = 13,787; sig = 0,000), decision making (t = 7,829; sig = 0,000), family environment (t = 5,542; sig = 0,000) Social development services (t = 4,246; sig = 0,000), being critical (t = 4,124; sig = 0,000), socio-economic status (t = 2,694; sig = 0,007), Academic development services (t = 2,079; sig = 0,038) to quality of learning. From a regression coefficient can be created regression equation as follows: Quality = 4.997 + 0,788Responsibility + 0,514Decision + 0,298Environment + 0,593Social + 0,701Critical + 0,352Status + 0,176Academic

Collectively, the three independent variables used in this study are study independence, family support, and self-development services relate positively and significantly to the quality of learning.

The test results show that learning independence, family support, and simultaneous self-development services with students' learning quality of 0.934, which demonstrates that between learning independence, family support, and service Simultaneous self-development with the quality of learning there is a positive relationship with a high level of relationship (more than 0.8). The ability of learning self-reliance variables, family support, and self-development services in explaining the quality

of learning is demonstrated by the coefficient of determination test result of 0.873 indicates that the variable Learning self-reliance relationships, family support, and self-development services are able to explain students' learning quality variables by 87.3 percent, while the remaining 12.7 percent is explained by other variables not included in the study. Simultaneously, learning independence, family support, and development services have a positive and significant effect on the quality of learning. The results of the analysis with the F test showed that the F value was 843.484 with a significance value of 0.000 < 0.05. This suggests that jointly learning independence, family support, and development services have a positive effect on the quality of learning.

While partially, if a self-reliance variable, family support, and constant self-development services, the quality of learning is 4.997 units, if the responsibilities of students of the state MTs in Jambi City increased by one unit, then the quality Study increased by 0.788 units, if the ability of students in the state MTs in Jambi City increased by one, the quality of learning increased by 0.514 units, if the home environment of students of MTs Negeri in Jambi City increased by one unit, the quality of learning Increased by 0.298 units, if the social development

services of the MTs state students in Jambi City increased one unit, the quality of learning increased by 0.593 units, if the ability of students in the state MTs in Jambi City increased by one unit, then the quality Study increased by 0.701 units, if the socio-economic status of students of MTs Negeri in Jambi City increased by one unit, the quality of learning increased by 0.352 units, and if the academic development services increased by one unit, the quality of learning increased by 0.176 units. These results are conducted to the research of Djuhaemi (2014), Yanti (2017), and Prastitya (2012) who found that there was a relationship between learning independence, family support, and self-development services with student learning quality. Sueb (2015), states that learning independence, one of which is indicated by a critical thinking indicator, will lead to contextual discussions, both the process and the outcome.

A positive attitude towards critical thinking may be applied as a consideration for the development of an academic curriculum for class discussions to integrate critical thinking. Therefore, in his research, Adams (2012) revealed that the provision of support units and access to learning referrals should be improved to stimulate students to think critically. In general, Trigwell (1991), states that the perceived environment that encourages a deep approach is more likely to facilitate higher quality learning than the environment designed to prevent surface approaches.

CONCLUSION

Descriptive analysis shows that quality of learning, learning independence, family support and self-development. The result of correlation Product Moment test shows that learning independence, family support, and self-development services have a positive and significant relationship with the quality of learning. This suggests that students who are independent in learning, getting good learning support from the family, and getting good self-development services from the school also have a good quality of learning. The result of correlation Product Moment test shows that family support and self-development services have a positive and significant relationship with the independence of learning. This suggests that students who get the support of good learning from the family and get good self-development services from the school also have independence in good learning.

Linear regression test results show that independence is learning (responsible, decision making, and being critical), family support (socio-economic status and home environment), and self-development services (Academic development services, and social development services) has a positive and significant prediction on the quality of students' learning in the city of Jambi both partially and simultaneously. From this conclusion, it can be understood that students who are self-reliant in learning, getting family support and obtaining good self-development services will have good learning quality too. Based on the research findings above, it is recommended for parents to improve support for children's learning activities by enhancing children's confidence in social and economic status and increasing the intensity of communication with the child by creating a good family environment.

For the school, it is advisable to improve academic facilities and services by enhancing facilities and services, whether in academic, social, personal, or career development services. For the teachers of BK, it is advisable to be able to become a new understanding for all counselors as well as teachers of tutoring and counseling and other subjects teachers at one time in the provision of guidance and counseling services so that the results can be effective. For students it is advisable to increase self-reliance by increasing the sense of responsibility, learning to make the right decision, and increasing the critical attitude.

It is also advisable to improve the quality of learning by paying more attention to the organizing of teachers in learning, paying more attention to learning, and more instrumental in the management of the learning conducted by teachers. In addition, the BK services should base on the effort to empower all elements of the school to solve the students' problems. The BK service should be carried out continuously, directed, and directed starting from the first day the learners begin their studies at Junior High School/Madrasah. Counseling services, extracurricular activities and 17 + service patterns should be considered to be maximized as a pattern of coaching service learners. The success of tutoring and counseling services in schools is not only determined by the skills and skills of the guidance officers and counseling itself but also highly determined by the commitment and skills of the entire school staff, especially from the headmaster as Administrator and supervisor. As an administrator, the headmaster is responsible for the smooth implementation of the entire school program, especially the Guidance and Counseling Service program in the school. Because of its central position, the headmaster is the most influential person in the development or improvement of guidance and counseling services in his/her school. As a supervisor, the principal is responsible for implementing assessment programs, research, and repair or improvement of guidance and counseling services. He helped develop policies and procedures for the implementation of the mentoring and counseling programs in his/her school.

SOURCE OF FUNDING

Authors have not received any research funding for the study.

CONFLICT OF INTEREST

No potential conflict of interest was reported by the author.

REFERENCES

1. Adams, N., Hayes, C., Dekkers, A., Elliott, S., & Atherton, J. 2012. Obtaining learning independence and academic success through self-assessment and referral to a Mathematics Learning Centre. *The International Journal of the First Year in Higher Education*, 3(2). 21-32. DOI: 10.5204/intifyhe.v3i2.126.
2. Arikunto, S. 2014. *Prosedur Penelitian, Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
3. Creswell, J.W. 2009. *Research design: Qualitative, quantitative, and mixed methods approaches*, 3rd ed. UK: SAGE Publications.
4. Creswell, J.W. 2015. *Riset Pendidikan Perencanaan, Pelaksanaan, dan Evaluasi Riset Kualitatif & Kuantitatif*. Yogyakarta: Pustaka Pelajar.
5. Dale, B G and Boaden, R J (1994) 'A generic framework for managing quality improvement', in B G Dale (ed) *Managing Quality*, 2nd edn, Prentice Hall, Hemel Hempstead.
6. Dattalo, P. 2008. *Determining Sample Size: Balancing Power, Precision, and Practicality*. New York: Oxford University Press.
7. Dawson, C. 2007. *A practical guide to research methods*, 3rd ed. United Kingdom: How To Content.
8. Dean, J. 2002. *Managing the Primary School*, 2nd Ed. USA: Routledge.
9. Dean, S and Illowsky, B. 2017. *Introductory Statistics*. Usa: College of Lake County Foundation.
10. Djamarah, S.B. 2004. *Pola Komunikasi Orang Tua dan Anak Dalam Keluarga (Sebuah Perspektif Pendidikan Islam)*. Jakarta: PT. Rineka Cipta.
11. Djamarah, S.B. 2005. *Guru dan anak didik dalam interaksi edukatif: Suatu pendekatan teoritis psikologis*. Jakarta: Rineka Cipta.
12. Djamarah, S.B. 2018. *Pola asuh orang tua dan komunikasi dalam keluarga: Upaya membangun citra membentuk pribadi anak*. Jakarta: Rineka Cipta.

13. Djuhaemi, N. 2014. Hubungan kesiapan belajar, motivasi dan dukungan keluarga dengan hasil belajar mahasiswa tingkat III Prodi DIII Kebidanan Stikes Medika Cikarang 2013/2014. *Jurnal Ilmiah Kebidanan STIKes Medika Cikarang* Volume 9 No. 1 Juli 2014.
14. Freud J. R., & Wilson J. W. 2003. *Statistical Methods*. USA: Elsevier Science.
15. Gow, L., & Kember, D. 1990. Does higher education promote independent learning?. *Higher Education* 19: 307-322.
16. Kulsum, U., Kustono, D., & Purnomo. 2017. Improvement of Learning Independence and Learning Outcomes on Textile Course through Hybrid Learning Model. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 22, Issue 8, Ver. III (August. 2017) PP 01-05. e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org
17. Kurni, D.K., Susanto, R. 2018. Pengaruh keterampilan manajemen kelas terhadap kualitas proses pembelajaran di sekolah dasar pada kelas tinggi. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* Vol. 2 No. 1 Februari 2018: 39-45 ISSN. 2615-1960.
18. Marzulina, L., Pitaloka, N. L., Herizal, H., Holandiyah, M., Erlina, D., & Lestari, I. T. 2018. Looking at the Link between Parents' Educational Backgrounds and Students' English Achievement. *IRJE (Indonesian Research Journal in Education)*, 2(1), 51-60. <https://doi.org/10.22437/irje.v2i1.4425>
19. Marzulina, L., Erlina, D., Pitaloka, N. L., & Paramika, F. A. 2019. Looking at the Link between Study Habits and Academic Achievement: The Case of Indonesian EFL Student Teachers. *IRJE (Indonesian Research Journal in Education)*, 3(1), 57-76. <https://doi.org/10.22437/irje.v3i1.6507>
20. Masino, S., Nin'o-Zarazu'a, M., 2015. What works to improve the quality of student learning in developing countries? *Int. J. Educ. Dev.*, <http://dx.doi.org/10.1016/j.ijeducdev.2015.11.012>
21. Mcgowen, S. R. 2007. The impact of school facilities on student achievement, attendance, behavior, completion rate and teacher turnover rate in selected Texas high schools. Dissertation. Graduate Studies of Texas A&M University.
22. Meyer, W.R. 2010. Independent learning: a literature review and a new project. Paper presented at the British Educational Research Association Annual Conference, University of Warwick, 1-4 September 2010.
23. Miftaql, A. 2016. Hubungan Antara Kemandirian Belajar dengan Prestasi Belajar Pai Siswa Kelas III SDN Panularan Surakarta. Volume. 1, No. 2, Juli - Desember 2016. ISSN: 2527-8231 (P), 2527-8177 (E).
24. Muazza, Mukminin, A., Rozanna, E. S., Harja, H., Habibi, A., Iqroni, D., Marzulina, L., Harto, K., Nurulanningsih. 2019. Caring the silenced voices from an islamic boarding school-pesantren: Stories of volunteer teachers and policy implications. *Dirasat: Human and Social Sciences*, 46(3), 270-279.
25. Muazza, M., Mukminin, A., Habibi, A., Hidayat, M., & Abidin, A. 2018. Education in indonesian islamic boarding schools: Voices on curriculum and radicalism, teacher, and facilities. *Islamic Quarterly*, 62(4), 507-536.
26. Muazza, M., Mukminin, A., Habibi, A., Rahma Sari, S., Haryanto, E., & Hidayat, M. 2019. Indonesian teachers' perception on classroom management: A sequential exploratory study on the process and problems. *Pegem Egitim Ve Ogretim Dergisi*, 9(4), 1159-1182. doi:10.14527/pegegog.2019.038
27. Mukminin, A., Habibi, A., Prasajo, L. D., Idi, A., & Hamidah, A. 2019. Curriculum reform in indonesia: Moving from an exclusive to inclusive curriculum. [Kurikularna prenova v Indoneziji: Prehod od izključujočega k vključujočemu kurikulum] *Center for Educational Policy Studies Journal*, 9(2), 53-72. doi:10.26529/cepsj.543
28. Mukminin, A., Fridiyanto, F., Hidayat, M., Habibi, A., Haryanto, E., Harto, K., Makmur, M., Muazza, M., & Masbirorotni, M. 2019. The reform of national final exam policy in indonesia: Jurisdiction, policy alternatives, and policy feasibility. *Library Philosophy and Practice*, 2019, 1-13. Retrieved from www.scopus.com
29. Mukminin, A., Masbirorotni, Marzulina, L., Erlina, D., Habibi, A., Fridiyanto, Aina, M., Fajaryani, N., Nurulanningsih. 2019. Documenting undocumented motives influencing the career choice of the first-year science and math student teachers in indonesia. *Library Philosophy and Practice*, 2019
30. Noraini, P., & Taman, A. 2012. Pengaruh kemandirian belajar dan lingkungan belajar siswa terhadap prestasi belajar akuntansi siswa kelas XI IPS SMA Negeri 1 Sewon Bantul tahun ajaran 2010/2011. *Jurnal Pendidikan Akuntansi Indonesia*, Vol. X, No. 1, Tahun 2012 Halaman 48 - 65.
31. Setambah, M. A. B. 2018. Measurement Model of Reasoning Skills among Science Students Based on Socio Scientific Issues (SSI). *IRJE (Indonesian Research Journal in Education)*, 2(1), 74-85. <https://doi.org/10.22437/irje.v2i1.4726>
32. Sueb. 2015. Students' Attitude towards Critical Thinking Practices in Classroom Discussion. Proceeding of International Conference of Educational Research and Development 2015. December 5th 2015, State University of Surabaya.
33. Sukardi, K.D. 2008. *Pengantar Pelaksanaan Program Bimbingan dan Konseling di Sekolah*. Jakarta: Rineka Cipta.
34. Sumarmo, U. 2004. *Kemandirian Belajar Apa, Mengapa dan Bagaimana Dikembangkan pada Peserta Didik*. Makalah disajikan pada Seminar Pendidikan Matematika di Jurusan Pendidikan Matematika FMIPA Universitas Negeri Yogyakarta, tanggal 8 Juli.
35. Susanto, A. 2018. *Bimbingan dan Konseling di Sekolah Konsep, Teori dan Aplikasinya*. Jakarta: Prenadamedia Group.
36. Suwarno, R., Randall, E. V., & Hite, J. M. 2019. Alignment of Classroom Instruction with Indonesian National Standards. *IRJE (Indonesian Research Journal in Education)*, 3(1), 6-28. <https://doi.org/10.22437/irje.v3i1.5611>
37. Syaiful, Kamid, Muslim, Huda, N., Mukminin, A., & Habibi, A. 2020. Emotional quotient and creative thinking skills in mathematics. *Universal Journal of Educational Research*, 8(2), 499-507. doi:10.13189/ujer.2020.080221
38. Trigwell, K., Prosser, M. 1991. Improving the quality of student learning: the influence of learning context and student approaches to learning on learning outcomes. *Higher Education* 22: 251-266, 1991.
39. Unesco. 2006. *Teachers and educational quality: Monitoring global needs for 2015*. Canada: UNESCO Institute for Statistics.
40. Warren, Jonathan (1992) 'Learning as an indicator of educational quality', *Studies in Higher Education*, 17 (3).
41. Warren, Jonathan (1992) 'Learning as an indicator of educational quality', *Studies in Higher Education*, 17 (3).
42. Yamin, M. 2011. *Paradigma Baru Pembelajaran*. Jakarta: Gaung Persada Press.
43. Yanti, S., Surya, E. 2017. Kemandirian belajar dalam memaksimalkan kualitas pembelajaran. <https://www.researchgate/publication/321833928>