Proceeding of 2nd International Conference on Research and Development (ICORAD) 2022
Indonesia, November 05-06, 2022
ISSN:2828-4925
DOI: https://doi.org/10.47841/icorad.v1i2.31
Page:166-172

DIFFERENCES IN LEARNING INDEPENDENCE BETWEEN MEN AND WOMEN THROUGH ANNIBUKU's E-BOOK

NUGRAHA PERMANA PUTRA[1], PUTIK RUSTIKA[2]
[1]Universitas Muhammadiyah Cirebon/PGSD, Jawa Barat, Indonesia
[2]Universitas Muhammadiyah Cirebon/,Pendidikan Matematika Jawa Barat, Indonesia**Corresponding email: nugrahapermana1990@gmail.com**

Received: September, 13, 2022 Revised: October, 24, 2022 Accepted: November, 5, 2022

Abstract: The purpose of this study is to determine the differences in learning independence through Annibuku e-books. The subjects are the tenth grade students of the Cimahi City SKB Package C, which include 30 people. The data collection technique is carried out using a questionnaire in order to find out the interpretation of students' mathematics learning through the Annibuku e-book. Based on the description of the research data and after analyzing it, it can be said that the tenth grade students of Package C at SKB Cimahi City have low, medium, and high levels of learning independence. The average self-reliance in learning mathematics for male is higher than for female students, where it can be seen that the average independence in learning mathematics for male students is 67.1 and the average independence of female students for learning mathematics is 57. SKB is expected to continue to pay attention to the independence of learning mathematics and the development of its students to participate in activities held at SKB, for example activities using interesting learning media, so that they can learn more optimally. In addition, tutors are expected to attend training or workshops related to the use of effective learning media for learning activities, and tutors are always given praise and encouragement when needed so that a feeling of respect and acceptance will arise in the Cimahi City SKB environment.

Keywords: *annibuku e-book, covid-19, independent study*

INTRODUCTION

The challenges faced by society today are different from those in the previous century or even in the century to come. The biggest challenge faced by many young people, especially teenagers, is that on their shoulders there is a big and noble responsibility, namely to continue the continuity of the nation's future. However, with teenagers as the successors to the leadership baton in this country, it is suspected that many parties lack independence, even though achieving independence is one of the developmental tasks that must be achieved by teenagers. Independence as an aspect of personality is very important, especially for the younger generation. This is in line with Masrun's (1986) opinion that independence is the basic capital for humans in determining their attitudes and actions towards the environment. In other words, independence encourages individuals to excel and be creative so that they become productive human beings and are able to drive themselves to progress (Masrun 1986, Irene 2002). However, if this independence cannot be realized as expected, then it is not only a loss for the individual itself but is already a loss for the nation.

Masrun (1986, in Yulianti 2004) defines independence as a personality component that encourages individuals to be able to direct and regulate their own behavior and solve problems without the help of others. Havighurst, cited by Satmoko (1989), suggests that independence is the act of a person trying to solve the problems they encounter without the help of others. According to the theory of "Psychological Needs" by Murray (1994 in Yulianti 2004), human psychological behavior is driven by a number of psychological needs. There

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Page:166-172

are two needs that exist in humans, namely the need for independence (need for autonomy) and the need for dependence (needs for differentiation). Masrun (1986 in Setyo, 2005) defines independence as a personality component that encourages individuals to be able to direct and regulate their own behavior and solve problems without help from others. According to Barnadib (in Yulianti, 2004), the meaning of independence is the state of the soul of a person who is able to choose norms and values for his own decisions and is able to be responsible for all the behavior and actions of the individual concerned. (Saludung, 1998; Yulianti, 2004).

Havighurst, quoted by Satmoko (1989 in Irene, 2002), suggests that independence is the act of a person trying to solve the problems they face without the help of others. The person will be responsible for the decisions that have been taken based on his own considerations. However, some researchers have found that the dominance of the right hemisphere is stronger in men, resulting in higher spatial abilities. On the other hand, Buffery and Gray (in Dukapare, 2004) emphasize that bilateral development (balanced development of both hemispheres of the brain) is better in males, leading to superior spatial abilities in males. Camille Benbow (in Dukapare 2004) concluded that superior ability in men is related to differential hemisphere function, in which the differences are genetic. He reports on a study in which a group of girls were specifically taught spatial skills but did not achieve much change in their spatial abilities.

From various studies on the differences in abilities between men and women, in general, the results show that girls outperform boys in verbal abilities, verbal divergent thinking, and general intelligence, while boys outperform girls in quantitative and visual spatial abilities. (Dukapare, 2004). In a study conducted by Munandar in 1977 in the Jakarta and Cianjur areas of elementary and junior high school students, there were no significant differences between female and male students on tests of intelligence, creativity, memory, and school achievement. Actually, humans are born with the same potential but since birth have been treated differently. In the development of independence, men are more encouraged to behave independently while women are expected to love their parents and family and be caring (Afiatin, 1993; Yulianti, 2004). In line with Afiatin, Kagan and Moss (1983) stated that boys who show dependent behavior will be punished, while girls are not expected and are given the opportunity to be dependent (Johnson and Medinnus, 1974). These disparities in treatment and attitudes appear to be deeply ingrained in society, with men expected to be competitive, assertive, and dominant, whereas women are expected to be more dependent, sensitive, and motherly (Spencer and Kass, 1970; Yulianti, 2004).

A similar study was conducted by Yulianti (2004), who conducted research on differences in independence in terms of parenting styles and gender in the first grade students of SMP Negeri I Ungaran with a sample of 80 people. The study revealed a significant difference between the independence of male and female students. The level of independence of male students is higher than the level of independence of female students. Johnson and Medinus (1974) stated that in many cases, the eldest child is usually more independent because the eldest child is given more authority and responsibility by his parents. Irene (2002) conducted a study on student independence in relation to parenting patterns and birth order in SMP Negeri Sragen. The study revealed that the eldest child had a higher level of independence than the middle child and the youngest child, while the youngest child had the lowest independence. Based on the background and study of the results of the research

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Page:166-172

above, the researchers conducted a study on "The Differences in Independent Learning Between Men and Women Through Annibuku E-Books."

METHOD

The research method used in this research is descriptive qualitative. A qualitative approach is a process of research and understanding based on a methodology that investigates a social phenomenon or human problem. The purpose of this study is to determine the differences in learning independence between male and female students in the tenth grade of package C at SKB Cimahi City through the e-book Annibuku. The subjects of this study were 30 students in grade ten of package C at SKB Cimahi City. The selection of subjects in this study used purposive sampling, namely the determination of the sample with certain considerations. Research data is obtained through questionnaires by giving a set of questions to respondents. The data collection technique in this study is in the form of a questionnaire, and to find out the description of the independence of learning mathematics based on the gender of the students, it was adjusted to the indicators of the research variables. An analysis of the independence of learning mathematics is in terms of student gender. This study will classify research subjects into three categories, namely, low, medium, and high.

RESULTS & DISCUSSION

Based on research conducted on 30 students of grade ten in package C SKB Cimahi City using a learning independence questionnaire as many as 35 items obtained the following data:

Table 1. Results of Calculation of Learning Independence Questionnaire Score

Indicator	Low Category		Medium Category		High Category	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
Diagnosing learning needs	10	33,3%	19	63,3%	1	3,3%
Seeing difficulties as challenges	5	16,7%	21	70,0%	4	13,3%
Utilize and look for relevant sources	11	36,7%	14	46,7%	5	16,7%
Initiative and intrinsic learning motivation	12	40,0%	15	50,0%	3	10,0%
Self-concept/self-ability	9	30,0%	20	66,7%	1	3,3%
Evaluating	7	23,3%	22	73,3%	0	0,0%

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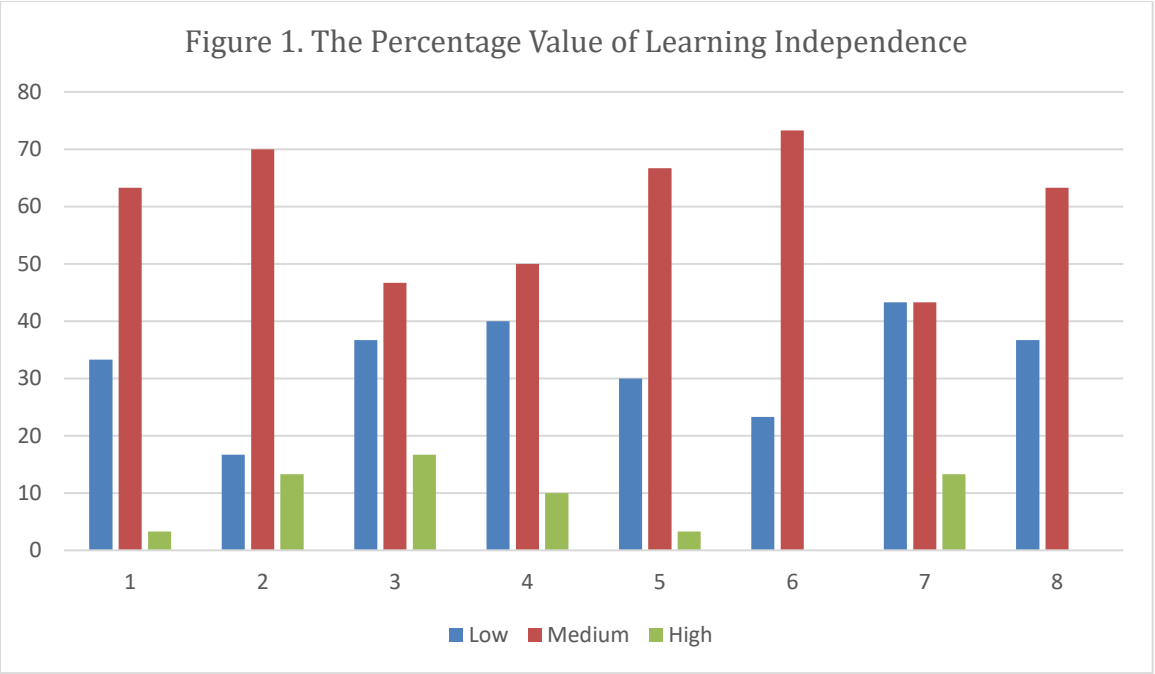
Page:166-172

learning processes and outcomes						
Setting learning goals/targets	13	43,3%	13	43,3%	4	13,3%
Selecting and setting a learning strategy	11	36,7%	19	63,3%	0	0,0%

Thus, based on Table 1, the results of the Calculation of the Learning Independence Questionnaire Score from eight indicators of students' mathematics learning independence filled in by 30 students were in the medium category, namely diagnosing learning needs, viewing difficulties as challenges, self-concept/self-ability and choosing to set learning strategies. with the percentage of student learning independence above 50%. The indicator views difficulty as a challenge and evaluates the learning process and outcomes have the highest percentage, which is above 70%. Then there are two indicators of independence that do not meet the criteria for the category of student independence, namely indicators of utilizing and finding relevant sources and setting learning goals/targets that have a percentage of <50% in the low learning independence category. For more details, see the diagram below:

Figure 1. The Percentage Value of Learning Independence



Caption:

1. 1. Diagnose learning needs
2. 2. Seeing difficulties as challenges

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Page:166-172

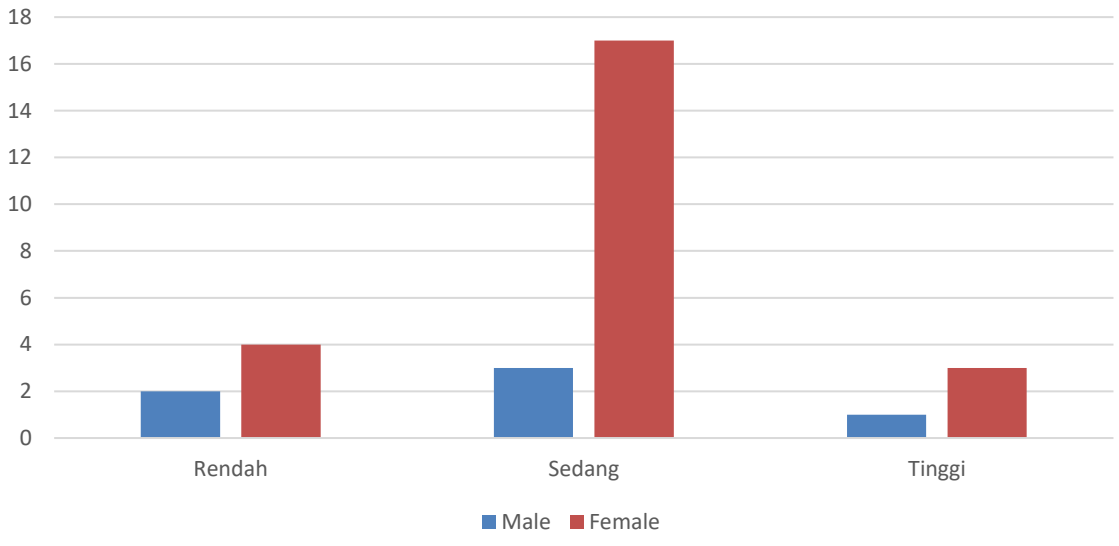
3. 3. Utilize and look for relevant sources
4. 4. Initiative and intrinsic learning motivation
5. 5. Self-concept/self-ability
6. 6. Evaluating the process and learning outcomes
7. 7. Set learning goals/targets
8. 8. Select and define learning strategies

Overall, the level of learning independence of the tenth grade package C students at SKB Cimahi City in mathematics has a maximum score of 82 and a minimum score of 48 out of 25 items, with a score of 1 to 4. Furthermore, the data is categorized according to a predetermined formula into three categories, namely low, medium, and high categories. The level of learning independence in terms of the gender of the tenth grade package C students at SKB Cimahi City in mathematics lessons is presented in the following table:

Table 2. Results of the Independent Mathematics Learning Questionnaire in terms of Gender

Category	Number of Students		Percentage	Questionnaire Score	
	Male	Female		Male	Female
Low	2	4	20%	49	340
Medium	3	17	66,7%	293	1030
High	1	3	13.3%	81	226
Total	**6**	**24**	**100%**	**470**	**1596**
Total Amount	**30 students**			**67,1**	**57**

Figure 2. The Level of Learning Independence in terms of Gender of Learning Citizens



The results of the mathematics learning independence questionnaire are contained in Table 2. It can be seen that in grade ten package C at SKB Cimahi City, students who are included in the category of low mathematics learning independence are 20% or as many as

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Page:166-172

six students, where two are male students and four are female students. Then, moderate mathematics learning independence is 66.7%, or as many as 20 students, with three male students and 17 female students. Then, high mathematics learning independence is 13.3%, or as many as four students, with a male student and three female students. The average learning independence of male students is 67.1 and 57 for female students.

CONCLUSION

Based on the description of the research data and after analyzing it, it can be concluded that the tenth grade students of Package C at SKB Cimahi City have low, medium, and high levels of learning independence. The average level of independence in learning mathematics for males is higher than for female students. This can be seen from the average mathematics learning independence of male students of 67.1 and the average of female students' mathematics learning independence of 57. SKB is expected to continue to pay attention to the development of students to participate in activities held at SKB, for example, activities using learning media that are interesting so they can learn more optimally. In addition, tutors are expected to attend training or workshops related to the use of effective learning media for learning activities, and tutors always give praise and encouragement when needed so that they will create a feeling of respect and acceptance in the Cimahi City SKB environment.

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