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The Effect of Learning Strategies and Learning Autonomy on Civics Learning Outcomes

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ABSTRAK

Sebagian besar siswa menganggap pendidikan kewarganegaraan adalah bidang ilmu yang kompleks dan sulit, sehingga menghasilkan nilai yang rendah. Tantangan yang muncul dapat diatasi melalui penggunaan strategi pembelajaran inovatif. Fokus penelitian ini adalah menganalisis dampak strategi pembelajaran dan kemandirian belajar terhadap hasil belajar PKn siswa. Sampel penelitian ini terdiri dari 60 siswa yang dipilih secara acak dengan menggunakan prosedur multistage random sampling. Informasi dalam penelitian ini dikumpulkan dengan menggunakan instrumen tes dan angket. Analisis statistik dilakukan dengan analisis varians (ANOVA) dengan taraf signifikansi = 0,05. Hasil penelitian menunjukkan bahwa Hasil belajar PKn lebih tinggi pada siswa yang diajar dengan masalah- strategi pembelajaran berbasis daripada siswa yang diajar dengan strategi pembelajaran berbasis proyek; dan terdapat interaksi yang signifikan antara strategi pembelajaran dan kemandirian belajar terhadap hasil belajar PKn; Penelitian ini menyimpulkan bahwa siswa dengan kemandirian belajar yang tinggi sebaiknya diajar dengan menggunakan teknik pembelajaran berbasis masalah dan strategi pembelajaran berbasis proyek karena dapat meningkatkan hasil belajar PKn siswa. Sebaliknya siswa dengan kemandirian belajar minim yang diajarkan strategi pembelajaran berbasis masalah dan strategi pembelajaran berbasis proyek tidak menunjukkan perbedaan hasil belajar PKn yang signifikan.

ABSTRACT

Most students believe civics education is a complex and difficult field of science, resulting in a low score. The challenges that arise can be overcome through the use of innovative learning strategies.The focus of this study is to analyses the impact of learning strategies and learning autonomy on student Civics learning outcomes. This study's sample consisted of 60 students chosen at random using a multistage random sampling procedure. The information in this study was collected using test instruments and questionnaires.The statistical analyses were performed using variance analysis (ANOVA) with a significance level of = 0.05.The findings revealed that: Civics learning outcomes were higher among students taught with problem-based learning strategies than students taught with project-based learning strategies; and there was a significant interaction between learning strategies and learning autonomy on Civics learning outcomes. This study concluded that students with high learning autonomy should be taught utilizing problem-based learning techniques and project-based learning strategies because they can increase student Civics learning outcomes. Students with minimal learning autonomy who are taught problem-based learning strategies and project-based learning strategies, on the other hand, show no significant differences in Civics learning outcomes.

1. INTRODUCTION

The success of a learning process is influenced by various components, including objectives, lessons or materials, methods, media, learning strategies, teachers, and students. Improving the quality of learning and student learning outcomes will be impacted through optimizing the utilization of various learning components (Irawaty et al., 2021; Supriadi, 2017; Yulius, 2020). However, many teachers continue to carry out the learning process by delivering as much material to students as possible, rather

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than allowing up room for an active, relevant, and engaging learning process, which will eventually have an impact on student learning outcomes (Anggrawan, 2019; Fatimatuzahroh et al., 2019; Hendra Anggryawan, 2020). Learning must be appropriately structured and planned in order to inspire students to be excited to learn, interested in the topic being taught, and satisfied with the learning strategies employed, particularly student-centered learning practices (Habibi et al., 2020; Hotchkiss et al., 2015; Reza Rachmadtullah et al., 2020). The teacher in this case functions as a facilitator and promoter of learning, so that students feel that the learning process they are going through is truly strengthening their learning potential (Rilianti, 2019; Silalahi & Hutauruk, 2020). Students take control over their learning, and the teacher is no longer viewed as the exclusive source of information, but rather as a facilitator of learning. Teachers must be able to construct a variety of learning strategies, as well as create conditions and a learning atmosphere that allows students to exercise their learning freedom (Copur-Gencturk & Doleck, 2021; Kurnaz et al., 2013; Yusuf, 2018).

Learning activities in schools frequently encounter a number of issues. Most students believe civics education is a complex and difficult field of science, resulting in a low score. Learning achievement has also been unsatisfactory, with many students still receiving scores below the specified standards. Civic Education, as one of the subjects taught in high school is frequently noted as having a poor value in comparison to other subjects, and is a subject that students dislike (Azizah et al., 2020; Dharma & Siregar, 2015; Santoso & Wuryandani, 2020). It is generally regarded as a tedious subject. This demonstrates that the Civics learning process still requires scientific research in order to develop alternative learning strategies that can lead to students reaching maximum learning outcomes (Komalasari & Saripudin, 2018; Mantiri, 2019; Widodo & Al Muchtar, 2020). Base on observation show that the achievement of student learning outcomes, specifically the average value of class XI students in Civics subjects at SMA Negeri 5 Kendari, provides empirical data to support this statement. This demonstrates that SMA Negeri 5 Kendari students' Civics scores are still below the school's Minimum Completeness Criteria (KKM), which is 75.00.The percentage of students who met the KKM in the 2019/2020 school year was 14.7 percent, while 85.3 percent were remained below the KKM. In the 2020/2021 school year, 13.2 percent met the KKM, while 86.8 percent fell short. In the 2021/2022 school year, 14 percent met the KKM, while 86 percent fell short. This empirical data paints a clear picture of students' performance in Civics subjects at SMA Negeri 5 Kendari failing to meet the basic competency levels that students must achieve (SMA Negeri 5 Kendari Curriculum Documents).

This poor score is a major concern for all parties, particularly those working to improve the quality of civics education. Efforts must be made to improve Civics learning results. One effort that can be made is to improve the factors that may influence student learning outcomes, such as those originating with the teacher, the students themselves, the curriculum, the quality of the learning process, learning strategies, the type of assessment used, and student learning autonomy (Mahfud et al., 2019; R. Rachmadtullah et al., 2020; Saputra, 2021). One of the reasons is that they are dissatisfied with teachers' invariable teaching methodsand poor learning strategies that can pique students' interest in learning. As a result, the low learning outcomes of Civics students can be attributed to students' lack of motivation to learn and their lack of process skills (Sekarwangi et al., 2021; Wahyuni et al., 2020; Yuzulia, 2021). This leads to low levels of critical and creative thinking, which has an impact on student learning outcomes. Civics Education teachers need continue to innovate by attempting to match different student-leveled and centered learning strategies (Dewantara et al., 2021; Komalasari & Saripudin, 2018). So far, it appears that Civics learning strategies have mostly focused on the ability to memorize facts (Constantinou et al., 2018; Fatimah et al., 2020; Quintela-del-Río & Francisco-Fernández, 2017). Students are compelled to memorize and store as much knowledge as possible. Students must be able to achieve the desired level of accomplishment or value. Teachers, on the other hand, are unfamiliar with student-centered learning. Civics learning outcomes can also be acquired by measuring students' abilities in cognitive domain levels C1 (remembering) to C3 (applying). This method of testing learning outcomes does not teach students to think broadly (Ningsih et al., 2019; Stuchlikova, 2016).

Of these many factors, learning strategies are regarded as the most important aspects influencing student learning results. Thus, one of the indications for accomplishing quality educational goals is the learning process, which is at the heart of the total educational process, with the teacher as the primary role holder (Bell, 2010; Constantinou et al., 2018; Hawari & Noor, 2020). The challenges that arise can be overcome through the use of innovative learning strategies. Problem-based learning and project-based learning are the learning strategies under question (Abidin, 2020; Made Sudana et al., 2019; Sumarno, 2019). The findings of various studies reveal that the learning outcomes gained by pupils are greatly influenced by the learning strategies used by teachers, which are problem-based learning and project-based learning strategies. In addition to enhancing student learning outcomes, problem-based learning and project-based learning strategies can boost motivation, skills, and confidence in tackling various

challenges, as well as develop students' thinking skills on an ongoing basis (Hikmawati & Suryaningsih, 2020; Nurbianta & Dahlia, 2018; Surya, 2017).

Aside from learning strategies, another element that has a significant impact on student learning results is student learning autonomy. Learning autonomy, in addition to improving student learning results, can engage the mind and inspire students to attain their learning objectives (Collie & Martin, 2017; Rogers et al., 2016; Thuneberg et al., 2018). Students with learning autonomy have a great ability to control their own behavior and an excellent self-response. As a result, students who believe they are capable of solving difficulties are more likely to complete assignments than students who do not (Beer & Mulder, 2020; Gurbanov, 2016; Solé-Llussà et al., 2020).This is consistent with the findings of previous study which found that individuals with high learning autonomy learn better, are able to monitor, evaluate, and manage their learning effectively, save time in completing tasks, manage learning and time efficiently, and score well (Zainuddin, 2018). Other research have found that students with high learning autonomy when taught problem-based learning strategies can boost Civics students' activeness and learning outcomes (Liu et al., 2021). Furthermore, students are more involved in solving issues assigned by the teacher, and they are constantly testing and refining their thinking skills.

Examining the outcomes of earlier research, we can see that this research has a novelty that sets it apart from previous research. This study is unique in that the learning strategies employed are problem-based learning and project-based learning strategies that are regulated by student learning autonomy, whereas earlier studies used problem-based learning strategies moderated by thinking anxiety. The focus of this study is to analyses whether there is a difference in Civics learning outcomes between students who are taught using a problem-based learning strategy and students who are taught using a project-based learning strategy.

2. METHOD

The method used in this study is a quasi-experimental design with a treatment level of 2 x 2. A total of 60 students were sampled using a multistage random sampling technique, with 15 students taught problem-based learning strategies with high learning autonomy (A1B1), 15 students taught problem-based learning strategies with low learning autonomy (A1B2), and 15 students taught project-based learning strategies with high learning autonomy. There are 15 students (A2B1), and 15 students with low learning autonomy are given project-based learning strategies (A2B2). Because all students are taught with the same curriculum, study in the same semester, have a significantly similar learning environment, and are generally the same age, the research sample is expected to share commonalities. The study hypothesis was investigated using analysis of variance (ANOVA) using the Univariate GLM procedure in the SPSS 22 program. If there is an interaction between the treatment variable and the attribute variable, the ANOVA t-test is used as a follow-up test. Analysis of variance (ANOVA) is a multivariate analysis approach that compares variances to examine the difference in the mean scores of more than two groups of data. In other words, analysis of variance (ANOVA) is performed to see if the mean scores of two or more samples differ significantly.

3. RESULT AND DISCUSSION

Result

The findings of hypothesis testing using analysis of variance (ANOVA) are provided in Table 1.

Table 1. Parameter Estimates for Factors A, B and X

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	746.495	4	186.624	9.717	0.000
Intercept	2030.681	1	2030.681	105.729	0.000
A	121.477	1	121.477	6.327	0.013
B	81.815	1	81.815	4.260	0.044
A * B	302.643	1	302.643	15.757	0.000
X	59.112	1	59.112	3.078	0.085
Error	1056.355	55	19.206		
Total	118227.000	60			
Corrected Total	1802.850	59			

Based on the results of the analysis as presented in Table 2, hypothesis 1 H_0 is rejected with a significance value of 0.013. The hypothesis testing is significant since the significance value is less than the significance level = 0.05. Parameter estimates factor is show in Table 3.

Table 4. Parameter Estimates Factor AB and X

Parameter	B	Std. Error	T	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	37.168	3.404	10.918	0.000	30.346	43.990
[A=1.00]	-1.542	1.623	-.950	0.346	-4.795	1.710
[A=2.00]	0	0.0	0.0	0.0	0.0	0.0
[B=1.00]	-1.896	1.680	-1.129	0.264	-5.263	1.470
[B=2.00]	0	0.0	0.0	0.0	0.0	0.0
[A=1.00] * [B=1.00]	8.989	2.265	3.970	0.000	4.451	13.528
[A=1.00] * [B=2.00]	0	0.0	0.0	0.0	0.0	0.0
[A=2.00] * [B=1.00]	0	0.0	0.0	0.0	0.0	0.0
[A=2.00] * [B=2.00]	0	0.0	0.0	0.0	0.0	0.0
X	0.166	0.095	1.754	0.085	-0.024	0.356

Based on the results of the analysis as presented in Table 3, for hypothesis 2 H_0 is rejected with a significance value of 0.000. The hypothesis testing is significant since the significance value is less than the significance level = 0.05.Thus, learning strategies and learning autonomy play a role in determining Civics learning outcomes. There is an interaction between learning strategies and learning autonomy on Civics learning outcomes, the ANOVA t-test statistic is used for further hypothesis testing (one party). The calculation results of each group pair can be presented in the Table 4.

Table 4. Parameter Estimates Result of Hypothesis Testing 3 and 4

Parameter	B	Std. Error	T	Sig.	95% Confidence Interval		Partial Eta Squared
					Lower Bound	Upper Bound	
Intercept	37.168	3.404	10.918	0.000	30.346	43.990	0.684
X	0.166	0.095	1.754	0.085	-0.024	0.356	0.053
[B=1.00]	-1.896	1.680	-1.129	0.264	-5.263	1.470	0.023
[B=2.00]	0	0.0	0.0	0.0	0.0	0.0	0.0
[A=1.00] * [B=1.00]	7.447	1.639	4.544	0.000	4.163	10.731	0.273
[A=1.00] * [B=2.00]	-1.542	1.623	-1.428	0.246	-4.795	1.710	0.016
[A=2.00] * [B=1.00]	0	0.0	0.0	0.0	0.0	0.0	0.0
[A=2.00] * [B=2.00]	0	0.0	0.0	0.0	0.0	0.0	0.0

Based on the results of the analysis with the ANOVA t-test as presented in Table 4, hypothesis 3 H_0 is rejected with a significance value of 0.000. Because the significance value is smaller than the real level = 0.05, then the hypothesis testing is significant. Furthermore, based on the results of the analysis for hypothesis 4, H_0 is accepted with a significance value of 0.246. Because the significance value is greater than the significance level = 0.05, the test is not significant.

Discussion

The findings of hypothesis 1 testing, revealed that there were variations in student Civics learning outcomes between groups of students taught using problem-based learning techniques and groups of students taught with project-based learning strategies.This conclusion is supported by the obtained significance value of 0.013, which is less than the real level of 0.05. The level of the significant value produced in testing this hypothesis is entirely due to the effect of treatment employing the learning strategies provided to students. The findings of these calculations demonstrate that the average score of Civics learning outcomes in the group of students taught using the problem-based learning strategy is greater than the average score of Civics learning outcomes in the group of students taught using the project-based learning strategy. These findings demonstrate that students who are taught using problem-based learning strategies outperform students who are taught using project-based learning strategies in Civics. The significance of problem-based learning strategies in Civics learning contributes significantly to student Civics learning outcomes. Learning with problem-based learning strategies encourages collaboration and the completion of shared tasks, encourages students to observe and dialogue with

others so that they can gradually assume the observed role, and allows students who conduct investigations of their own choosing to interpret and explain real phenomena in order to construct their understanding of the phenomenon (Dharma & Siregar, 2015; Imam et al., 2018; Yazar Soyadı, 2015). Problem-based learning strategies can help students grow their knowledge and abilities while also improving their learning outcomes .

This is confirmed by research findings suggesting in problem-based learning strategies, meaningful learning occurs because students who learn to solve a problem use what they know or try to learn what they need to know (Rilianti, 2019). This means that learning occurs in the context of the concept's application. When students are presented with circumstances in which concepts are applied, learning becomes more meaningful and expansive. As a result, this can boost students' comprehension and learning autonomy. Other previous study state problem-based learning can improve student learning outcomes, and students grasp topics better since they discover them for themselves, as well as improve students' critical thinking skills to solve challenges (Takaria & Talakua, 2018).

Students who are taught using problem-based learning strategies have a strong desire to complete the tasks assigned to them by the teacher. Furthermore, they will have autonomy in problem solving and determining the correct solution to problems assigned by the teacher. Meanwhile, students who are taught using project-based learning strategies rely heavily on the teacher to complete the tasks assigned to them, especially when the assignments are difficult. They rely heavily on teacher direction while planning projects and presenting project results, and they are unable to solve difficulties assigned by the teacher. This problem based learning strategy aligns with the mastery of Civics concepts, which necessitates students demonstrating excellent critical thinking and analysis skills that are useful for problem solving. Students that are taught utilizing a problem-based learning strategy believe that the difficulties in completing Civics projects motivate them to work even harder. According to the description above, students who are taught utilizing problem-based learning strategies can increase their Civics learning outcomes. Students who are taught utilizing project-based learning strategies, on the other hand, would quickly give up when they feel their goals are tough to reach because they lack confidence in their ability to overcome problems in completing the tasks assigned.Therefore, students will feel bored, uninspired, and unmotivated to complete assignments, particularly if they do not receive guidance from the teacher. As a result, students have less opportunities to maximize their learning outcomes.

Based on the analysis of variance (ANOVA) results from this study, it was shown that there was a significant interaction effect between the usage of learning techniques and learning autonomy on Civics learning outcomes. The level of the significant value achieved in testing this hypothesis is entirely due to the influence of treatment using learning strategies and focusing on students' learning autonomy. This suggests that students who get high-quality learning outperform their peers in terms of learning outcomes as determined by the learning outcomes test. Higher student results will arise from the use of effective learning strategies. As a result, when planning lessons, educators should consider relevant learning strategies. However, when choosing effective learning strategies, students' traits and learning styles must be considered. The selection will foster motivation and creativity, increasing student involvement in learning and, as a result, improving learning outcomes.

The findings of this study are corroborated by other studies that show a substantial relationship between problem-based learning strategies and project-based learning strategies and autonomous learning and student learning outcomes (Haryanto et al., 2021). Learning outcomes are higher in groups of students who are taught utilizing project-based learning strategies. This is because project-based learning is tailored to the qualities of the students, and the structure and nature of the material are appropriate for the learning technique employed. The study's findings revealed that problem-based learning and project-based learning strategies had a substantial influence on student learning outcomes (Nasrul, 2018).

Student Civics learning outcomes are determined by two factors: learning strategies and learning autonomy. To achieve the maximum Civics learning outcomes, however, there must be harmony (adjustment to settings and situations) between learning strategies and learning autonomy. Students with high learning autonomy are more engaged and challenged when learning Civics subject since the teacher assigns activities to be done independently by following the steps determined in problem-based learning. Students who have learning autonomy, the ability to govern their own behavior, and a good self-response, on the other hand, score very high. As a result, students who believe they are capable of solving difficulties will prefer to perform assignments over students who do not. A student who has learning autonomy, a strong desire or drive to learn, can make decisions on his own to deal with challenges, is responsible for what he does, and is confident in executing the tasks provided by the teacher independently. This implies that learning strategies and learning autonomy have an interaction impact. Civics learning outcomes of students taught with problem-based learning strategies in groups of students with high learning

autonomy outperform project-based learning strategies, whereas Civics learning outcomes of students taught with problem-based learning strategies in groups of students with autonomous learning outperform project-based learning strategies.

According to the findings of hypothesis 3 testing, the group of students taught by the problem-based learning strategy outperformed the group of students taught by the project-based learning strategy.This is demonstrated by the obtained significance value, which is 0.000, which is less than the significance level of = 0.05.The magnitude of the significance value generated in testing this hypothesis is solely due to the effect of treatment utilizing problem-based learning strategies and project-based learning strategies on students with high levels of learning autonomy. In other words, the average Civics learning outcomes of students obtained in this study are primarily related to the provision of problem-based learning methods or those taught through project-based learning strategies in groups of students with high learning autonomy. This condition demonstrates that students with high learning autonomy who are taught problem-based learning strategies outperform students who are taught project-based learning strategies in Civics learning outcomes.

The findings of this study are supported by various research findings showing the problem-based learning strategy is fairly effective in improving student learning activities in the classroom because it develops students' fundamental skills in generating and answering problems assigned by the teacher. Unlike traditional learning strategies, which do not engage students and make them want to study (Takaria & Talakua, 2018). Students gain significantly from problem-based learning strategies, which can lead to greater ability to: first, solve problems faced in everyday life using the concepts they have learned. Second, make the proper judgments utilizing the concepts they have acquired. employing scientific principles. Third, adopting a scientific approach to problem resolution in order to think and act scientifically (Abidin, 2020; Rilianti, 2019).

Furthermore, students with high learning autonomy when taught with problem-based learning strategies are more active in their learning. It can boost learning activity and student Civics learning outcomes when taught with problem-based learning strategies. Furthermore, students are more involved in solving issues assigned by the teacher, in exploring difficulties assigned by the teacher, and in testing and strengthening their thinking skills on a continuous basis. The problem-based learning strategy places a greater emphasis on student activity in order to improve learning outcomes. This strategy can assist students in organizing subject matter, guiding individual/group experiences, developing and presenting work, as well as analyzing and evaluating problem-solving processes in learning. This can work successfully if students have a high level of learning autonomy.

This implies that students who are taught using project-based learning strategies will provide internal stimulation to groups with high learning autonomy, allowing them to process learning provided by challenging students' tasks, and allowing them to build on their knowledge and increase their in-depth understanding of the material lessons provided. Students who are taught using project-based learning strategies, on the other hand, will avoid work that they consider difficult, will not want to strive harder, will give up easily when faced with difficulties, and will pay less attention to the tasks that must be accomplished. This can be seen from Civics learning outcomes of students taught with a problem-based learning strategy in groups of students with high learning autonomy were higher than students taught with a project-based learning strategy.

According to the results of hypothesis 4 testing, the group of students with low learning autonomy who were taught problem-based learning strategies did not differ substantially from the group of students who were taught project-based learning strategies. The significant value obtained from testing this hypothesis is solely dependent on the effect of treatment utilizing problem-based learning strategies and project-based learning strategies on students with low learning autonomy.In other words, the average Civics learning outcomes obtained in this study are not influenced by other variables such as students' initial abilities, but are solely the result of the provision of problem-based learning strategies and project-based learning strategies to groups of students with low learning autonomy. This condition demonstrates that Civics learning outcomes for students with low learning autonomy who are taught using problem-based learning strategies are not significantly different from Civics learning outcomes for students who are taught using project-based learning strategies.

This is due to the fact that students with low learning autonomy rely more on the teacher's direction and explanation during the learning process. Students who have poor learning autonomy in the learning process using project-based learning strategies will benefit more because students who are taught with project-based learning strategies have a high reliance on the teacher.The teacher always assists students in overcoming challenges and developing assigned projects.The teacher's involvement in mentoring and leading students to solve difficulties and accomplish assigned project tasks is significant. Students with learning disabilities, or those with poor learning autonomy, will benefit from project-based

learning strategies because they will feel more challenged and active in the learning process with direct teacher assistance. This is consistent with the findings of several studies, which demonstrate that project-based learning strategies can assist students with low learning autonomy in determining good learning paths to achieve learning goals and allow students to investigate things in depth with direct teacher guidance (Mahasneh & Alwan, 2018). When taught to kids with low learning autonomy, project-based learning strategies can boost creativity and student learning outcomes (Abidin et al., 2020; Jalinus et al., 2019).

The implication of this study study providing information about the learning process is meaningful and can be used as an alternative to promote student learning outcomes and creativity. It is hoped that by paying attention to the student's learning autonomy, teachers can implement problem-based learning strategies and project-based learning strategies in the learning process, improving student learning outcomes and assisting students in understanding the subject matter easily and quickly during the learning process. Furthermore, the following recommendation are made in this study: First, because problem based learning learning strategies have a large impact on student Civics learning outcomes, teachers should prioritize problem-based learning learning strategies in Civics learning in schools. Second, when selectingCivics learning strategies, teachers should consider unique student characteristics, including such student learning autonomy. Third, because this research only applies problem based learning strategies and project based learning strategies, other researchers interested in this problem should perform additional research on learning strategies and learning autonomy on learning outcomes for students enrolled in other subjects, such that it enriches learning strategies for teachers who teach Civic Education or other subjects can use as references.

4. CONCLUSION

The research conclusions are. First, the learning outcomes of Civics students who are given problem-based learning strategies are higher than students who are given project-based learning strategies. Civics learning outcomes impact students who use problem-based learning strategies more than those who use project-based learning strategies. Second, learning strategies and learning independence influence interactions on Civics learning outcomes. Third, in the group of students with high learning independence, students who were taught with problem-based learning strategies outperformed students who were taught with project-based learning strategies in Civics learning outcomes. Fourth, in the group of students with low learning independence, the learning outcomes of Civics among students who were taught using a problem-based learning strategy was not significantly different from those taught with a project-based learning strategy. In groups of students with low learning independence, using problem-based learning strategies does not significantly affect Civics learning outcomes.

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