

## Students Learning Results of IPS Open Junior High School in Jakarta

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**Abstract:** The objective of the research was to study the relationship between Reading Comprehension Ability, Self-Learning, The Utilization of Learning Resources with IPS Learning Outcome. The study was carried out at Open Junior High School DKI Jakarta. The study utilized the survey method. The sample size was 90 taken Multi Stage Sampling from the population. The data were collected using instrument in form of test and questionnaire. The data were analyzed using multiple regression and statistical correlation technique. The research concludes that there is a positive correlation between: 1) Reading Copenhension Ability with IPS Learning Outcome, 2) Self Learning with IPS Learning Outcome, 3) The function of Learning Resources with IPS Learning Outcome. Furthermore, the research finds out that there is a positive correlation between those three independent variables with IPS Learning Outcome. Therefore to improve IPS Learning Outcome can be carried out by improving Reading Comprehension Ability, Self-Learning and The Utilization of Learning Resources.

**Keywords:** Reading comprehension ability, Independence of learning, Learning resource utilization.

### Preliminary

Equitable distribution and improvement of the quality of education is an important problem that is currently being faced by the government in development national. Various efforts have been made to overcome these problems, both in the form of physical development and the provision of teachers. One of the great efforts that has the government, in this case the Ministry of National Education, took an innovative approach by taking a new method, namely establishing an Open Junior High School (SLTP Open) in 1979.

Based on the reality in the community, it shows that every year elementary school graduates (SD) who desire to become junior high school students have several obstacles such as geographical, demographic, social and economic location, so by establishing an Open Junior High School a large number of elementary school graduates can be accommodated and given the opportunity to attend education basis in order to increase knowledge and skills.

The implementation of the Open Junior High School does not only focus on quantity, namely trying to accommodate as many students as possible, but the main emphasis is placed on the quality of education. In other words, the implementation of the Open Junior High School is expected to not only increase the number of graduates, but also to have knowledge and skill competencies.

The hallmark of the Open Junior High School or what distinguishes it from the Regular Junior High School is the implementation of learning, namely using Independent Education or Media Education. In the concept of Educational Technology, various learning patterns are known, such as; Distance Education, Media Education, Independent Education (Self Learning), Packaged Education, Self-Awareness Education, Open Learning and various other terms.

Furthermore, Miarso explained that the Open Junior High School is not a distance education because the main characteristic of distance education is the distance in terms of space and time, between educators and students,

while the Open Junior High School is a "Child" whose parent is the nearest Regular Junior High School and the educators too. is nearby and the students. at any time when needed and desired, only the main material is duplicated in the form of modules and other supporting media (Yusufhadi Miarso, 1993). Learning materials delivered to students are developed and designed in a print media format in the form of modules. In addition to using modules as the main instructional media, Open Junior High School also uses audio cassettes and TV as supplements. The self-education system or media education applied in the Open Junior High School is more directing its students to independent learning through the instructional media that has been prepared for the Open Junior High School students. Independent education or media education is considered as a type of open learning in which the learning system gives students the freedom to choose the program to be studied and wherever they want to study and with the speed of learning according to their abilities. Independent learning for Open Junior High School students learning outcomes are very dependent on effort, discipline

Learning and students' own ability to study the module. In teaching and learning activities, the subject matter of social studies is quite broad, it becomes a fact that many students, at every level of education, often experience difficulties. This fact is seen in the test results (daily and general) which show that the average learning outcomes are still low. Social studies learning outcomes for SMP Open are the level of mastery or achievement of learning objectives (specific and general) that have been set in curriculum. Furthermore, by the teacher, students are measured through tests or exams, then presented by test scores. The more learning objectives that are mastered, the higher the learning outcomes or test scores achieved, on the contrary, the less mastery of learning objectives the lower the test scores. Furthermore, in teaching activities, it is necessary to pay attention to the ability to understand students' reading comprehension. Reading in everyday life plays an important role, because the knowledge that a person has is mostly obtained from what he reads. In the modern world, it feels very left out if one does not read. Based on the fact that information in all developments can be spread through the print media. Thus reading is a necessity that can no longer be offered.

As Olson stated that reading is today's abilities in a complex society for the future (Joanne P. Olson, 1976:6), it is clear that reading is the most powerful tool for seeking knowledge. Without reading a nation will not be able to progress quickly and it is difficult to imagine how progress will be achieved. In reading activities, students are required to be able to understand the meaning of what they read. It is not easy for a student to understand the contents of a reading, especially for students who are not used to reading. For this reason, it is necessary to get students used to reading in every learning activity and reading is a necessity for them, because by reading students can get better learning outcomes. From the study above, it is this that encourages researchers to find out what is problem and how get over it.

The research problem can be formulated as follows:

- (1) Is there a relationship between reading comprehension ability and social studies learning outcomes?
- (2) Is there a relationship between learning independence and social studies learning outcomes?
- (3) Is there a relationship between the use of learning resources with social studies learning outcomes?
- (4) Taken together, there is a relationship between the ability to understand reading, independent learning, and the use of learning resources with social studies learning outcomes?

## **Theoretical Framework and Proposing Hypotheses**

### **The nature of social studies learning outcomes**

Bell Gredler (1991:1) states that learning is a process of a person to acquire various skills, skills and attitudes. Winkel (1993: 53) states that learning as a mental/psychic activity that takes place in active interaction with the environment that produces changes in knowledge, understanding, skills and attitude values. The changes are relatively constant and scar. Sudjana (1989:5) suggests that learning is a relatively permanent change in a behavioral tendency as a result of practice or training. Wittrock cited by Good and Brophy (1990:124) defines learning is the term we use to describe the processes involved in changing through experience. It is the process of acquiring relatively permanent change in understanding, attitude, knowledge, information, abilities and skills though experience. Gagne (1977: 3) suggests that learning is a change in human disposition or capability that lasts for quite a long time and is not solely caused by the growth process of incremental change. The change that shows the performance (behavior) itself is called learning. The improvement (outcome) of learning can be done by comparing the performance of the capability (performance) before entering the learning condition with the appearance after doing the study. The change that shows the performance (behavior) itself is called learning. The improvement (outcome) of learning can be done by comparing the performance of the capability (performance)

before entering the learning condition with the appearance after doing the study. The change that shows the performance (behavior) itself is called learning. The improvement (outcome) of learning can be done by comparing the performance of the capability (performance) before entering the learning condition with the appearance after doing the study.

From several studies of learning theory above, it can be formulated that learning is an activity of a person who is carried out consciously or intentionally through exercises, so that new skills are obtained and occur. Changes in Skills, understanding, knowledge and attitude values that are permanent and imprinted. Furthermore, from learning activities obtained results, learning outcomes are an illustration of the level of student mastery of all the material that has been studied. Learning outcomes are the results of learning efforts that can be achieved when an evaluation is carried out. This evaluation is intended to determine students' mastery of various things that have been taught/trained, so that an overview of the overall educational program achievement can be obtained.

Winkel (1993: 97) reveals that learning outcomes can be interpreted as an internal ability (capability) shown on the achievement of learning goals that a person has and makes it possible to do something or deliver results certain(performance). Sudjana (1989:5) suggests that there are four conditions that characterize the formation of behavior as a result of learning which is characterized by changes in behavior in students in the form of: (1) actual and potential abilities, (2) abilities that apply in a relatively long time and potential needs (3) is the result of experience and practice, (4) new abilities are acquired through effort.

Gagne and Briggs (1979: 47-55) mention that learning outcomes can be observed through student's performance as learning capabilities can be classified into five categories, namely: (1) intellectual skills (intellectual skills), (2) cognitive strategies (cognitive strategy), (3) verbal information (verbal information), (4) attitudes, (5) motor skills. Bloom (1979:7-9) classifies learning outcomes into three domains: (1) the cognitive domain, namely paying attention to the development of capabilities and intellectual skills, (2) the affective domain, which is related to the development or change in attitudes, values and emotions as a result of the learning process and (3) the psychomotor domain, which is related to activities manipulative or mastery motor skills. Furthermore, Bloom (1979: 7-9) classifies the cognitive domain into six components, namely knowledge, understanding (comprehension), application (application), analysis (analysis), synthesis (synthesis) and assessment (evaluation).

The implications of Bloom's cognitive domain classification in measuring cognitive learning outcomes should include the six learning outcomes domains. Each domain has at least one test item as a measure of its success. On that basis, in measuring social studies learning outcomes in this study, each domain has developed its test items. Furthermore, a person's learning outcomes can be known by holding In general, social science (IPS) can be defined as a collection of knowledge that is systematically arranged and has certain scientific methods. In addition, social science is a field of study combined or the result of the fusion of a number of subjects in geography, economics, politics, history, anthropology and others. These subjects have the same characteristics, therefore they are combined into a separate field of study.

Berhard G Killer (1992: 6) explains that social knowledge (IPS) is a study that provides an understanding or understanding of ways of life, basic human needs, and activities in an effort to meet those needs and the institutions developed in connection with human beings and their relationship to the social and natural environment.

From the description above, it can be concluded that Social Sciences (IPS) is a collection of knowledge about the symptoms contained in society by analyzing the relationship of individuals or groups with their social and physical environment. Social studies learning outcomes of open junior high school students in this study were the results indicated by students' test scores in mastering or achieving learning objectives that had been set in the curriculum. Operationally, the learning outcomes of IPS Open Junior High School referred to in this study are the total scores obtained by students measured by using social studies learning outcomes test in the cognitive domain of open junior high school students class II, chess wukan I. Learning outcomes instruments are arranged based on the applicable curriculum.

### **The Nature of Reading Comprehension Ability**

HG Tarigan (1970: 7) defines reading as a process carried out and used by readers to get the message that the author wants to convey through words or written language. Bond, Tinker, Wasson (1979: 5) suggest that reading is the recognition of printer or written symbols with serve as stimuli to the recall of meaning build up through the reader's past experience. Goodman(1978: 135-142) defines reading as a psycholinguistic process in which the reader use language for re-express the impression that has been conveyed by the author by giving signs in the

form of graphic displays. Anderson quoted by Tarigan (1970:8) suggests that reading can also be considered as a process to understand what is implied in the explicit, seeing the thoughts contained in the written words. The level of relationship between the meanings that the author wants to put forward with interpretation (interpretation), the reader also determines the accuracy of reading the meaning of the reading which is not located on the written page, but is in the reader's mind (bringing meaning to and getting meaning from printed or written materials).

Thus the meaning will change because each reader has a different experience and uses it as a tool to interpret words. Furthermore, Clack and Clack (1977:43) suggest that understanding is a process of forming interpretation and understanding formation definition (comprehension is a matter of interpretation and expectancy). Mackey (1965: 127) says that understanding is a matter of interpretation and expectation. Interpretation of what is obtained from the writings read and hopes to find and use the things found in the reading. Sudjana (1995:24) suggests that there are three types of understanding that apply in general, namely: 1) Understanding translation, a person's ability to understand the meaning contained in a concept, 2) understanding interpretation, connecting the previous part with what is known next, distinguishing what is essential and what is not, 3) Extrapolation understanding, a person's ability to see behind what is written, can make predictions about consequences or broaden horizons in terms of time, dimensions, cases or problems.

Grellet (1981:3) reveals that reading comprehension is an activity to obtain information from a written discourse efficiently through stages including: guessing, predicting, checking and conforming. This means that people who read must first guess the meaning of the discourse, then predict, check and confirm the predictions that have been made based on the text being read.

Based on the theoretical study above, it can be concluded that reading comprehension is a cumulative activity to understand the meaning contained in the reading text conveyed by the author to the reader so that they can interpret the ideas from the reading. In reading activities, a reader is required to have an ability to understand because reading is essentially a direct communication between writing and the reader's mind. Next the author means by ability understanding the reading in this writing is a level of mastery in obtaining the meaning contained in the text. To gain mastery the teacher plays an important role in helping students by providing systematic and directed exercises. Teachers need to provide convenience in learning and create a conducive atmosphere.

Rivers (1968:214-215) argues that the ability to understand reading is the ability to understand the meaning of the text read. To understand the meaning in the text, the reader needs to master a number of abilities. The author is supported by the opinion of Shaw (1969: 539) saying that in reading to understand, to comprehend one should keep in mind that every students ought to learn to read well enough to: 1) gain and understand accurate information and ideas, 2) recognize the organization and style of what he is reading, 3) interpret what he is reading in terms of his own experiences, 4) analyze and evaluate what is reading. Based on the theoretical analysis above, it can be concluded that the ability to understand reading is a level of mastery of a person to capture information or ideas conveyed by the author through reading both implied and explicit meanings.

### **The Nature of Independent Learning**

The term independence comes from the word independent which means independently as independent. Standing alone means not being dependent on others and doing something on your own initiative, creativity and responsibility or your own behavior in daily activities. Witherington in Spencer (1970: 17) suggests that independent behavior is indicated by the ability to take the initiative, the ability to overcome problems and the desire to do things without the help of others. Bhatia (1977: 28) states that independence is a behavior whose activities are directed at oneself, not expecting help from others and even trying to solve problems on their own. Furthermore, Munandar (1985: 4) suggests that independence or independence can be interpreted as a human quality that is able to stand up themselves, both in thinking, behaving and behaving as well as in their statements and manifestations. Independence is an attitude that is able to take care of one's own life and not be a burden to others. An independent attitude is not an attitude of selfishness or living alone, but an attitude of being willing and able to build one's own life in the context of togetherness. Independent activities can also occur in learning activities. Independent learning is a person's ability to learn with activities and self-direction. This will be seen through various efforts, initiatives and activities in dealing with situations and learning activities. But independent does not mean always alone, but independence arises because of an impulse from within oneself, which results in the growth of intention to act or act.

From the theoretical analysis above, it can be concluded that independence is an aspect of a person's personality that shows an attitude of initiative, confidence, creativity, being able to overcome the problems faced and being

responsible and without or at least getting help from others. Kozma (1978: 353) explains that independent learning is an autonomous individual (student) effort to achieve an academic competence (a student self-directed pursuit of academic competence in as autonomous a manner as he (or she) is able to exercise at any particular time). Furthermore, in an independent learning system, a student is expected to study more alone or in groups with minimal assistance from others, therefore students need to have a strong will and high discipline in carrying out learning activities knowles (1975: 18) suggests that independent learning is a learning process from a student not dependent on a supervisor (supervisor) and teacher direction which is carried out continuously, but a student is required to have his own creativity and initiative and be able to work alone with reference to guidance which he obtained.

Initiatives can be in the form of diagnosing learning needs, describing learning objectives, identifying human and material resources for learning, selecting and implementing appropriate learning strategies and evaluating learning outcomes. This means that in an independent learning system, it is based on self-discipline that must be owned by students and adapted to the needs of students individual circumstances include ability, speed of learning, willingness, interest, time and socio-economic conditions.

Furthermore, Hammond and Collins (1991: 13) define independent learning as a process in which participants learn to take the initiative with the help and collaboration of others, to increase social awareness, critical analysis of situations, diagnose learning needs with special reference to competition that they set, formulate learning objectives that are relevant private or social, identify human resources, materials for learning, select and implement appropriate learning strategies and reflect and evaluate learning. From some of the theoretical analysis above, it can be concluded that learning independence is a student's ability to take initiative, be creative, disciplined, responsible, standalone without or at least the influence of others in doing the task.

### **The Nature of Utilizing Learning Resources**

Donald P. Ely (1978:3) suggests that: learning resources are those data, people and or things with which a person can interact order to learn. Furthermore Silber (1977: 8) explains that "learning resources (for educational technology) all of the resources (data, people and things) which may be used by the learner in isolation or in combination, usually in an informal manner to facilitate learning, they include messages, people, materials, techniques, devices and settings". Percival and Ellington (1988: 124) suggest that learning resources are a set of materials or situations that are intentionally created to support students' independent learning. Furthermore, Percival and Ellington explained that learning resources are "Basically a resource in education or training is a system, set of materials or situation that is deliberately created or set up in order to enable an individual student to learn. To qualify as a true learning resource, the resource must satisfy all of the following three conditions; (a) it must be readily available, (b) it must allow student self-pacing and (c) it must be individualized; ed.it must cater for the needs of students working on their own. It therefore follow that a resource must be student centered".

In the technology area In education, learning resources are recognized as an important component of educational technology that provides facilities for the learning process (Arief Sadiman, 1986: 5). The components mentioned above can be realized in the form of; 1) people, namely humans who act as managers, message holders, 2) messages, namely teachings / information to be studied, accepted by students / trainees, 3) materials or software contained in messages that need to be presented with the help of presenters or without presenting tools, 4) tools or hardware used to present messages, 5) techniques and methods, namely routine procedures or references that are prepared to use material and environmental tools to present messages, 6) an environment that allows students to learn. Sudjarwo (1989: 141-142) suggests that learning resources can be in the form of: 1) messages consist of subjects or information that is forwarded by other components in the form of ideas, facts, meanings or data, 2) people are students, teachers, principals, community leaders who act as custodians, managers or message presenter, 3) material is something that contains a message to be presented using a tool, 4) tool is something that is used to convey the message contained in the material, 5) technique is a routine procedure that is prepared to use tools, materials, people or the environment learning to present the subject matter, 6) the environment is a situation around the teaching and learning process occurs.

From some of the theoretical studies above, it can be concluded that learning resources can be in the form of people (people), messages (messages), materials (materials), tools (devices), techniques (procedures), environments (settings) that contain learning messages and mutual interactions occur. Feedback between learning participants and learning resources. In an effort to improve the quality of the learning process and its results, one must not forget one thing that is certain, namely that students must interact with learning resources as much as possible. Wiryokusumo (1989: 1) suggests that without adequate learning resources, it is hoped that a learning



process can be realized that leads to the achievement of optimal learning outcomes. Therefore, in utilizing learning resources, the added value and interests of students must be considered. In social studies lessons, learning resources have the benefits of:

- 1) avoiding or reducing miscommunication,
- 2) improving results learning process,
- 3) arouse students' interest in learning,
- 4) help understand concepts and
- 5) help insight in understanding relationship between concepts and the environment.

## **Framework of Thinking**

### **The Relationship between Reading Comprehension Ability and Social Studies Learning Outcomes for Open Middle School Students**

The relationship between the ability to understand reading and learning outcomes shows the extent to which there is a change in the level of student mastery in capturing information or ideas conveyed by the author through reading (modules). These changes also occur in the cognitive, affective and psychomotor domains obtained after interacting with the environment or in certain learning conditions. In this study, ability is one of the important factors that a reader must have when reading activities take place. The ability required in reading is the level of mastery in understanding the contents of a reading. Understanding itself is defined as a process of formation of interpretation or formation of understanding. The ability to understand reading is a person's ability to receive information or ideas conveyed by the author through reading both at the literal level and at the inferential level, meaning that students not only understand the words in the discourse, but can also draw conclusions about the discourse they read.

Learning outcomes are the level of mastery of learning objectives by students who are measured through tests or exams are then represented by test scores. The more learning objectives that are mastered, the higher the learning outcomes achieved or vice versa. From the discussion above, it can be seen that to obtain maximum social studies learning outcomes requires a mastery level of capturing information or ideas conveyed by the author through the readings contained in the module. On that basis, it is suspected that there is a positive relationship between the ability to understand reading and the social studies learning outcomes of open junior high school students. This means that the higher the level of understanding the content of a student's reading, the higher the social studies learning outcomes.

### **The Relationship between Learning Independence and Social Studies Learning Outcomes for Junior High School Students**

In general, the age of Open Junior High School students is still relatively young and psychologically they are not yet mature to study independently with high learning discipline. Learning independence is one of the factors that will determine the success or failure of Open Junior High School students in addition to other factors such as learning resources. In every learning activity without independence it is impossible to succeed well. Through good learning independence, gradually learning activities will be formed and allow for good results as well. Good learning results will be seen in students who are diligent and persistent in study. They get more opportunities than students who do not have perseverance, persistence and discipline in learning. Students who are diligent in taking lessons, diligently practicing to face tests or exams will certainly be more successful than students who rarely take lessons or read books.

Furthermore, independent learning is the effort of a student to learn without or receiving little help from others, they have the initiative and creativity to stand alone in learning. For this reason, students are required to have self-confidence, responsibility and try to overcome problems in learning. Independent learning as described above is the dominant factor that must be possessed by Open Junior High School students. Students who are accustomed to independent study and consciously carry out their obligations will have better learning outcomes compared to students who only do assignments when instructed to them. Students who have a large dependence and are not sure of their own learning goals, resulting in results far below other friends. Based on the above study, it can be assumed that there is a positive relationship between learning independence and social studies learning outcomes for open junior high school students. This means that the higher the learning independence of a student, the higher the social studies learning outcomes.

### **The Relationship between Utilization of Learning Resources and Learning Outcomes of Open Middle School Students**

As stated in the theory, learning is a complex process, meaning that each individual has unique characteristics to carry out learning activities. This is due to the efficiency receiving mechanism and response ability. From this explanation, it is shown that learning success cannot be separated from the influencing factors, including learning resources. In order to achieve learning objectives, learning resources have an important role. Therefore, learning resources need to be utilized as well as possible in the teaching and learning process with the hope that teaching objectives can be achieved. The learning resource itself can be defined as a system consisting of a set of materials or situations that were created intentionally and made in such a way as to enable students to learn individually.

In learning activities at the Open Junior High School, the use of learning resources is the use of learning resources in the form of modules or other supporting equipment that can be used to help or facilitate students' learning. The benefits of learning resources in the teaching and learning process include:

- 1) increasing productivity education,
- 2) give the possibility of education being more individual in nature,
- 3) providing a good basis for more scientific towards teaching,
- 4) more solidify teaching,
- 5) allow real-time learning,
- 6) enable a wider presentation of education.

Learning resources can also make the learning process more directly understood by students, because it bridges the gap between the world outside the classroom and the world in the classroom. In utilizing learning resources for open junior high school students, the learning process can be adjusted to the tempo and learning time they have. By utilizing learning resources, students can certainly achieve better learning outcomes. So the more often the use of learning resources in social studies subjects, the higher the learning outcomes achieved. Thus, it can be assumed that there is a positive relationship between the use of learning resources and the learning outcomes of open junior high school students.

### **The Relationship between Reading Comprehension Ability, Learning Independence and Utilization of Learning Resources with Social Studies Learning Outcomes of Open Junior High School Students.**

As stated above, the ability to understand reading is a person's level of mastery to capture ideas and information conveyed by the author through reading. In learning activities for Open Junior High School students, the ability to understand reading is very necessary in order to achieve good learning outcomes. Learning outcomes are also largely determined by the independence of learning from a student. The independent learning of open junior high school students is a student's ability to take initiative, responsibility, be creative and standalone without the help of others. Next in activity Utilization of learning resources by Open Junior High School students can be adjusted to the time and tempo of learning they have.

Learning outcomes are characterized by behavioral changes that can be tangible: intellectual skills, cognitive strategies, verbal information, attitudes and motor skills from a set of learning evaluation materials. These dimensions can be measured during the individual following the lesson or after completing a subject.

So the higher the level of reading comprehension ability, the higher the independence of learning and the more frequent use of learning resources, the higher the social studies learning outcomes achieved. Thus, it can be assumed that there is a positive relationship between the ability to understand reading, independent learning together with the social studies learning outcomes of open junior high school students.

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## Research Methodology

This research aims to know the relationship Among the ability to understand reading, independent learning and use of learning resources together with the learning outcomes of students at the Jakarta Open Junior High School. This research was conducted at the DKI Jakarta Open Junior High School which is based on the State Junior High School. The time of data collection was carried out in the first quarter of the 2005-2006 academic year. The method used in this research is survey and observation method. The target population in this study is all open junior high school students in five areas of DKI Jakarta, while the affordable population is grade students II. Open junior high schools in five main schools in DKI Jakarta. The sample was determined using a multi-stage sampling technique with a total of 90 students.

In this study, four kinds of instruments were used and before being used to collect data, an empirical trial was conducted. Based on the results of the trial, it can be seen that (1) the social studies learning outcome instrument contains 100 items with historical instrument reliability 35 items = 0.68, economics 35 items = 0.69 and geography 30 items = 0.72 with an average reliability coefficient of 0.70. (2) the reading ability instrument consists of 20 items with a reliability of 0.76. (3) the learning independence instrument consists of 31 items with a reliability coefficient of 0.824 and (4) the learning resource utilization instrument consists of 42 items with a coefficient of 0.84.

The reliability coefficients of Social Studies learning outcomes and the ability to understand learning were determined using the KR-20 formula. The results of calculations with a reliability coefficient of 0.70 and above are considered sufficient for hypothesis testing, while the reliability of the learning independence questionnaire and the use of learning resources is determined by using the formula (Alpha Cronbach) To test the validity of the items, the Product Moment correlation is used from Pearson. Testing the validity (validity) of the research instrument was carried out by testing the validity of the content (Content Validity). Furthermore, to test the research hypothesis, descriptive statistics and analysis were carried out in ferential.

Statistics descriptive using mean, median, mode, standard deviation, frequency table and histogram. Test requirements analysis using the normality test performed with the Lilliefors formula and homogeneity test using the Barlet test. Hypothesis testing with simple correlation analysis, multiple correlation, simple regression, multiple regression and partial correlation.

## Research Results and Discussion

### The Relationship between Reading Comprehension Ability (X1) and Social Studies Learning Outcomes (Y)

Table 1. ANOVA for Testing the Significance and Linearity of Y Regression over X1 with the equation  $Y = 16.831 + 0.551 X1$

Sumber variasi	DK	JK	RJK	Uji F		
				Fhit	F <sub>tab</sub> (0,05)	F <sub>tab</sub> (0,01)
Total	90	41174	-	-	-	-
Koefisien (a)	1	39606,044	39606,044	9,917**	3,95	6,93
Regresi (b/a)	1	158,807	158,807			
Sisa	88	1409,149	16,013			
Tuna cocok	11	227,496	20,681	1,348	1,91	2,48
Galat	77	1181,653	15,346			

Information:

\*\* ) Very significant regression (Fhit. = 9.917 > Ftab = 6.93)

Testing the regression significance based on the ANOVA table above, the F-count test value in the regression line is 9.917. When compared with the value of the F table (significant level = 0.01) with a value of 3.95, it turns out that the F-count > F-table. This means that the regression that occurs is very significant. Linearity the regression was determined using the calculated F-value on the matched tuna line of 1.348, it was smaller than the F-table value of 1.91 (significant level = 0.01), then the regression equation was linear.



Table 2. Calculation of Correlation Coefficient and Significance Test in the Y Regression Equation over X1

Variabel	Koefisien		Uji Signifikansi		
	r	r <sup>2</sup>	t <sub>hit</sub>	t <sub>tab</sub> (0,05)	t <sub>tab</sub> (0,01)
Kemampuan memahami bacaan (X <sub>1</sub> ) dengan hasil belajar IPS (Y)	0,318	0,101	3,149**	1,98	2,64

Information:

\*\* ) Very correlation significant ( t<sub>hit</sub> > t<sub>tab</sub> )

Based on the results of the calculations summarized in the table above, it can be interpreted that the degree of relationship between the variables X1 and Y is 0.318. The results of the significance test (t-test) on the value of r showed that the correlation was very significant (significant level = 0.01). Thus, there is a positive relationship between the ability to understand reading, the higher the social studies learning outcomes. This means that the hypothesis which states there is a relationship between the two variables is accepted. Other interpretations of the value of r can be explained by the value of the coefficient of determination which is equal to r<sup>2</sup> expressed in percent. It can be concluded that 10.1% variation that occurs in Y (social studies learning outcomes) can be explained by the ability to understand reading (X1) through the regression equation  $Y = 16,831 + 0,551 X_1$ .

Table 3. The Results of the Calculation of the Partial Correlation Coefficient & the Significance Test of the Y Variable Pair with X1

Korelasi Parsial	Variabel kontrol	Koefisien korelasi parsial	Uji Signifikansi		
			t <sub>hit</sub>	t <sub>tab</sub> (0,05)	t <sub>tab</sub> (0,01)
ry <sub>1,2</sub>	X <sub>2</sub>	0,289	3,79**	1,98	2,64
ry <sub>1,3</sub>	X <sub>3</sub>	0,337	4,48**	1,98	2,64
rr <sub>1,23</sub>	X <sub>2</sub> dan X <sub>3</sub>	0,310	4,09**	1,98	2,64

Information:

\*\*:) Correlation very significant ( t<sub>hit</sub> > t<sub>tab</sub> )

Based on the results of the calculations summarized in the table above, it can be stated that: (1) by controlling the influence of the learning independence variable (X2) there is a positive relationship between Reading Comprehension Ability and Social Studies Learning Outcomes, the size of the relationship is indicated by a very significant partial correlation coefficient value of 0.289 ( real level = 0.01). (2) by controlling the effect of the variable Utilization of Learning Resources (X3) there is a positive relationship between the Ability to Understand Reading and Social Studies Learning Outcomes, the size of the relationship is shown by the value of the partial correlation coefficient of 0.337 which is very significant (significant level = 0.01). (3) by controlling the influence of the variable of Learning independence (X2) and Utilization of Learning Resources (X3) there is a positive relationship between Reading comprehension ability with social studies learning outcomes, the size of the relationship is indicated by the value of the partial correlation coefficient of 0.310 which is very significant (significant level = 0.01).

### The Relationship between Learning Independence (X2) and Social Studies Learning Outcomes (Y)

Table 4. ANOVA Table for Testing the Significance and Linearity of Y Regression over X2 with the Equation  $Y = 10.078 + 0.218 X_2$

Sumber variasi	DK	JK	RJK	Uji F		
				t <sub>hit</sub>	t <sub>tab</sub> (0,05)	t <sub>tab</sub> (0,01)
Total	90	41174	-	-	-	-
Koefisien (a)	1	39606,044	39606,044			
Regresi (b/a)	1	161,075	161,075	10,075	3,95	6,93
Sisa	88	1406,880	15,987			
Tuna Cocok	25	348,115	13,925	0,829	1,69	2,09
Galat	63	1058,765	16,806			

Information:

\*\*): very significant regression (F<sub>hit</sub> = 10.075 > F<sub>tab</sub> = 6.93)

Testing the regression significance based on the Anova table above, the test value is  $F_0 = 10.075 > F_t = 0.93$ . This means that the regression that occurs is very significant linear regression determined using the F-count value on the matched tuna line of 0.829, it turns out that smaller than the F-table value of 1.69 (significant level = 0.01), then the regression equation is linear.

Table 5. Calculation of the Correlation Coefficient and Significance Test in the Y Regression Equation over X2.

Variabel Penelitian	Koefisien		Uji Signifikansi		
	r	r <sup>2</sup>	t <sub>hit</sub>	t <sub>tab</sub> (0,05)	t <sub>tab</sub> (0,01)
Kemandirian Belajar (X <sub>1</sub> ) dengan Hasil Belajar IPS (Y)	0,321	0,103	3,174**	1,98	2,64

Information:

\*\* ) Very correlationsignificant ( t<sub>hit</sub> > t<sub>tab</sub> )

Based on the results of the calculations summarized in the table above, it can be interpreted that the degree of relationship between the X2 and Y variables is 0.321. The results of the significance test (t-test) on the r value showed that the correlation was very significant (significant level = 0.01). Thus, there is a positive relationship between Independent Learning and Social Studies Learning Outcomes.

In other words, the higher the Social Studies Learning Independence, it means that the hypothesis which states that there is a relationship between learning independence and social studies learning outcomes is accepted.

Another interpretation of the value of r can be explained by the value of the coefficient of determination which is equal to  $r^2 = 0.103$  expressed in percent. It can be concluded that 10.3% of the variation that occurs in social studies learning outcomes can be explained by independent learning through the regression equation  $Y = 10.078 + 0.218 X_2$ .

Table 6. Calculation of Partial Correlation Coefficient and Significance Test for Paired Variable Y with X2.

Korelasi parsial	Variabel kontrol	Koefisien korelasi parsial	Uji signifikansi		
			t <sub>hit</sub>	t <sub>tab</sub> (0,05)	t <sub>tab</sub> (0,01)
r <sub>y2,1</sub>	X <sub>1</sub>	0,292	3,82**	1,98	2,64
r <sub>y2,3</sub>	X <sub>3</sub>	0,271	3,52**	1,98	2,64
r <sub>y2,31</sub>	X <sub>1</sub> dan X <sub>3</sub>	0,235	3,03**	1,98	2,64

Information:

\*\* ) Correlation very significant ( t<sub>hit</sub> > t<sub>tab</sub> )

Based on the calculation results summarized in the table above, it can be stated that:

- (1) By controlling the effect of the variable on reading comprehension ability (X<sub>1</sub>) there is a positive relationship between learning independence and social studies learning outcomes, the size of this relationship is indicated by the partial coefficient value of 0.292. The test shows a very significant correlation (significant level = 0.01).
- (2) by controlling the influence of the variable utilization of learning resources (X<sub>3</sub>) there is a positive relationship between the results of independent learning with social studies learning outcomes, the results of the calculation of the partial correlation coefficient value of 0.271, the test shows that the value is very significant (significant level = 0.01).
- (3) By controlling the effect of the variable on reading comprehension ability (X<sub>1</sub>) with the use of learning resources (X<sub>3</sub>) there is a positive relationship between learning independence and social studies learning outcomes, the size of this relationship is a partial correlation coefficient of 0.235 which is very significant (significant level = 0.01).

**Relationship between Social Studies Learning Outcomes (Y) and Utilization of Learning Resources (X3)**

Table 7. Anova for Testing the Significance and Linearity of Regression Y over X3 with the Equation  $Y = 14.517 + 0.094 X_3$

Sumber variabel	DK	JK	RJK	Uji F		
				Fhit	Ftab (0,05)	Ftab (0,01)
Total	90	41174	-	-	-	-
Koefisien (a)						
Regresi (b/a)	1	39606,044	39606,044			
Sisa	1	144,367	144,367	8,924**	3,95	6,93
	88	1423,588	16,177			
Tuna cocok	38	510,838	13,433	0,736**	1,63	2,00
Galat	50	912,750	18,255			

Information:

\*\*): very significant regression ( $F_{hit} = 8.924 > F_{tab} = 6.93$ )

Testing the regression significance based on the ANOVA table above, the test value is  $F_0 = 8.924 > F_t = 6.93$ . This means that the regression that occurs is very significant linear regression determined using the F-count value on the matched tuna line of 0.736, it was smaller when compared to the F-table value of 1.63, then the regression equation was linear. Next equation This regression can be used to conclude the relationship between the variable utilization of learning resources (X3) and the social studies learning outcomes variable (Y).

Table 8. The Results of the Calculation of the Correlation Coefficient and the Significance Test in the Y Regression Equation over X3

Variable Penelitian	Koefisien		Uji signifikansi		
	R	R2	Fhit	Ftab (0,05)	Ftab (0,01)
Pemanfaatan Sumber Belajar (X3) dengan Hasil Belajar IPS (Y)	0,303	0,092	2,987**	1,98	2,64

\*\*): Correlation very significant ( $t_{hit} > t_{tab}$ )

Based on the results of the calculations summarized in the table above, it can be interpreted that the size of the relationship between the variables X3 and Y is 0.303. The results of the significance test (t-test) have an r value indicating that the correlation is significant (significant level = 0.01). Thus, there is a positive relationship between the use of learning resources and social studies learning outcomes. In other words, the higher the utilization of learning resources, the higher the social studies learning outcomes. This means that the hypothesis that there is a relationship between variable utilization of learning resources with social studies learning outcomes are accepted. Another interpretation of the value of r can be explained by the value of the coefficient of determination which is equal to  $r^2 = 0.92$  expressed in percent. It can be concluded that 9.2% of the variation that occurs in social studies learning outcomes (Y) can be explained by the use of learning resources (X3) through the Y regression equation =  $14.517 + 0.094 X_3$ .

Table 9. The Results of the Calculation of the Partial Correlation Coefficient & the Significance Test of the y-Variable Pair with X3

Korelasi parsial	Variabel kontrol	Koefisien korelasi parsial	Uji signifikansi		
			t <sub>hit</sub>	t <sub>tab</sub> (0,05)	t <sub>tab</sub> (0,01)
ry <sub>3,1</sub>	X <sub>1</sub>	0,323	4,27**	1,98	2,64
ry <sub>3,2</sub>	X <sub>3</sub>	0,250	3,23**	1,98	2,64
ry <sub>3,12</sub>	X <sub>1</sub> dan X <sub>3</sub>	0,274	3,57**	1,98	2,64

Information:

\*\*): Correlation very significant ( $t_{hit} > t_{tab}$ )

Based on the results of the calculations summarized in the table above, it can be stated that: (1) by controlling the effect of the variable on reading comprehension ability (X1) there is a positive relationship between the use of

learning resources and social studies learning outcomes, the size of the relationship is shown by the partial correlation coefficient value of 0.323 which is very significant (significance level = 0.01). (2) by controlling the influence of the learning independence variable (X2) there is a positive relationship between the use of learning resources and social studies learning outcomes, the size of the relationship is shown by the value of the partial correlation coefficient of 0.250 which very significant (significant level = 0.01). (3) by controlling for the variable of reading comprehension ability (X1) and learning independence variable (X2) there is a positive relationship between the use of learning resources and social studies learning outcomes, the size of the relationship is indicated by a partial correlation coefficient of 0.274 which is very significant (significant level = 0, 01).

**The Relationship between Reading Comprehension Ability, Learning Independence and Utilization of Learning Resources with Social Studies Learning Outcomes**

**Conclusion**

Table 10. ANOVA for Testing the Significance of Y Multiple Regression over X1, X2 and X3 with the Equation  $Y = 4.315 + 0.499X1 + 0.149X2 + 0.080X3$

Sumber variasi	DK	JK	RJK	Uji F		
				Fhit	Ftab (0,05)	Ftab (0,01)
Regresi (b a)	3	375,665	125,222	9,032**	2,71	4,01
Sisa	86	1192,290	13,864			
Total	89	1567,955	-			

Information:

\*\*): very significant regression (Fhit = 9.032 > Ftab = 4.01)

Based on the regression significance test in the ANOVA table above, the test value  $F_0 = 9.032 > F_t = 4.01$ . This means that the regression that occurs is very significant. Interpretation of the equation and regression model  $Y = 4.315 + 0.499X1 + 0.149X2 + 0.080X3$  is if the variables of reading comprehension ability (X1), learning independence (X2), utilization of learning resources (X3) and social studies learning outcomes (Y) measured by the instrument used in this study, the social studies learning outcomes can be predicted by using the regression equation. For example, if the score for reading comprehension ability is  $X1 = 10$ , learning independence is  $X2 = 50$ , and the use of learning resources is  $X3 = 50$ , then the prediction of the social studies learning outcome score using the above equation is  $Y = 4.315 + 0.499(10) + 0.149(50) + 0.080(50) = 20.755$ .

Table 11. The Results of the Calculation of the Multiple Correlation Coefficient and the Significance Test in the Y Regression Equation for X1, X2, and X3.

Variabel Penelitian	Koefisien		Uji signifikansi		
	R	R2	Fhit	Ftab (0,05)	Ftab (0,01)
Kemampuan memahami bacaan (X1), kemandirian belajar (X2) dan pemanfaatan sumber belajar (X3) dengan hasil belajar IPS (Y)	0,489	0,240	9,032**	2,71	4,01

Information:

\*\*): Correlation very significant (thit > ttab )

Based on the results of the calculations summarized in the table above, it can be interpreted that the degree of relationship between the variables X1, X2, and X3 is together with Y is equal to 0.489. The results of the significance test (F-test) on the R value show that the correlation is very significant (significant level = 0.01). Thus the hypothesis which states that there is a positive relationship between Reading Comprehension Ability (X1), Learning Independence (X2), and Learning Resources Utilization (X3), the higher Social Studies Learning Outcomes. Another interpretation of the value of R can be explained by the value of the coefficient of

determination which is equal to R<sup>2</sup> expressed in percent. It can be concluded that 24.0% of the variation that occurs in social studies learning outcomes (Y) can be explained by the ability to understand reading (X1), independent learning (X2) and the use of learning resources (X3) together through the regression equation  $Y = 4,315 + 0.499X1 + 0.149X2 + 0.080X3$ .

## **Conclusions, Implications and Suggestions**

### **Conclusion**

This research is a correlational research through the stages in accordance with the rules in scientific research. Stages of this research includes proposals, making a test instrument, then making improvements to the instrument to be used in data collection and finally drawing conclusions. This research is intended to find factors that support student learning outcomes. This study uses a survey method and aims to determine the general description of the relationship between Reading Comprehension Ability, Learning Independence and Utilization

Learning Resources with Social Studies Learning Outcomes for Junior High School Open Jakarta students. The population of this study were all students of the Jakarta Open Junior High School, while the research sample was 90 students. Based on the results obtained in this study, it can be concluded as follows: First, there is a significant relationship between Reading Comprehension Ability and Social Studies Learning Outcomes of Open Junior High School students. The two go hand in hand, meaning that the higher the Reading Comprehension Ability, the higher the Social Studies learning outcomes. The degree of relationship between the two variables is indicated by the coefficient of 0.318 and the determinant coefficient of 0.101. This means that the percentage of variation that occurs in the tendency of Social Studies learning outcomes for Open Junior High School students can be explained by Reading Comprehension Ability. Second, there is a significant relationship between Independent Learning and Social Studies Learning Outcomes of Open Junior High School students. Both go hand in hand, meaning that the higher the student's learning independence, the higher the social studies learning outcome. The degree of relationship between the two variables is indicated by the correlation coefficient of 0.321 and the coefficient of determination of 0.103. This means that 10.30 percent of the variation that occurs in the tendency of social studies learning outcomes can be explained by Independent Learning. Third, there is a significant relationship between Utilization of Learning Resources and Social Studies Learning Outcomes of Open Junior High School students. The more frequent the use of learning resources, the higher the social studies learning outcomes will be. Rate The relationship between the two variables is indicated by a coefficient of 0.303 and a coefficient of determination of 0.092. This means that 9.2 percent of the variation that occurs in the tendency of social studies learning outcomes can be explained by the use of learning resources. Fourth, there is a significant relationship between Reading Comprehension Ability, Independent Learning, Utilization of Learning Resources together with Social Studies Learning Outcomes of Open Junior High School students. The three predictor variables go hand in hand with the response variable. The higher the Reading Comprehension Ability, the higher the Learning Independence, the more frequently the Utilization of Learning Resources will be, the higher the Social Studies Learning Outcomes of Open Junior High School students. The level of the relationship is indicated by a correlation coefficient of 0.489. Reading, Independence Study, Utilization of Learning Resources.

### **Implication**

Based on the conclusions of the research results above, to improve student learning outcomes at the Jakarta Open Junior High School, it can be done by increasing the Ability to Understand Reading, increasing Learning Independence, increasing the Utilization of Learning Resources.

### **Increase Ability Understanding Reading**

The implication of this research is the ability to understand reading contributing to Social Studies Learning Outcomes has a relatively small predictor value, so it must be considered in the face-to-face learning process or independent study. In improving the ability to understand reading through face-to-face for an open junior high school student, the role of the development teacher and tutor teacher can prepare lesson materials using complete modules, so that face-to-face goals can be achieved optimally. Teaching reading comprehension is not the only effort to train students to be able to answer questions about the content of the discourse which tends to be more "testing" than "teaching" reading comprehension. It should be realized that reading comprehension is a complex



process involving the reasoning process of written ideas through interpretation and interaction with language. Furthermore, the ability to understand reading is closely related to (1) understanding of the content/topic expressed by the author and (2) understanding of the way the author describes the content/topic he wants to convey ordered. Effort for developing reading comprehension needs to involve a meaningful learning process in which the entire content of knowledge or reading material is presented to students in a final form (Nana Sudjana, 1989: 76-77). This means that the task of the development teacher is to present material in ways that encourage students to be interested in social studies subjects.

The efforts that can be done are First, presenting the material in the form of a summary of the content of the discourse that shows the nature of the text in general, describing the purpose of writing the text in a flow of arguments that can be used in it or providing relevant questions within the scope of the study. Required students (teaching programmed). Second, presenting ideas briefly and relevant to the theme of the original reading text. This can be done responsibly both orally and in writing in order to help anticipate difficulties in understanding reading. Third, development teachers, especially teachers of subjects (History, Economics and Geography) are expected to further improve students' abilities through intensive face-to-face guidance in reading modules or scientific reading books used as literature.

### **Improving Learning Independence**

The independence of learning for Open Junior High School students is closely related to learning outcomes. In other words, learning through face-to-face alone is not enough to show student success directly, but with independent learning based on face-to-face that can be associated with learning outcomes. Students will have learning independence in learning activities. He must be able to feel that learning is very useful for participants to feel happy doing it. The role of the development teacher or civil servant teacher in the distance learning system is to be able to assist students in developing independence learn by discussing module material that has been read through meetings, so that use curiosity. Thus, students realize that learn can expand his knowledge.

Providing effective guidance, especially through face-to-face activities and learning strategies, will have an important role in learning activities. This learning strategy has been used in the Open Junior High School but must be developed systematically by paying attention to individual activities which are the main elements for independent learning. Thus the subject matter in the module which is one of the learning media for Open Junior High School students must be able to communicate with the users of the module, namely students. Furthermore, the learning system must appear in the face-to-face process based on student needs. Face-to-face managers, in this case the development teacher must be able to develop Theory the learning.

### **Increase Utilization Learning Resources**

Basically the pattern of learning activities in the Open Junior High School is emphasized on the independent learning process. In addition, it also utilizes available learning resources, both those owned by the government, families and communities. This learning resource is a supporting factor in student learning activities that can be useful and useful for these students. In the Open Junior High School implementation system, that learning resources can be specifically designed and prepared as the implementation of a predetermined curriculum such as teachers, modules, brochures, slides and other learning resources. Learning resources that are not specifically designed for curriculum implementation can be obtained and used for learning purposes such as how to grow crops, how to manage agricultural products, factories, museums, parks, works of art, KUD and others.

If you pay attention to the classification of learning resources according to Edgar Dale, it can be said that learning resources in the form of messages, people, materials, tools, techniques and the environment in the Open Junior High School learning pattern have been applied to assist students in achieving learning goals. The learning resources are endeavored to be utilized as well as possible, although they can still be improved so that they become better.

Learning resources in the form of techniques The procedure for delivering messages has been carried out and is also at the development stage at the Open Junior High School, this is in accordance with the development stage of the Open Junior High School system itself. Learning resources in the form of the environment both in the main school, sports fields and others are very important learning resources in the Open Junior High School system, for example in social studies (economics) class II with the IPS code II.3.10 with the topic "Cooperatives" there are student activities that can directly studied, observed and recorded cooperative activities through the local KUD.

It is hoped that this will help students learn and understand the module in question. In addition, there are still many examples that students can implement in understanding the module material. Although these learning resources have been used in the learning process of open junior high school students, they can still be improved, especially in terms of quality in the form of messages, people, materials, tools, techniques, and the environment so that they can better assist students in their learning process.

### **Suggestion**

Based on the conclusions and implications obtained from the results of the study, the following suggestions are proposed for various parties. First, To improve reading comprehension skills, it is recommended that the development teacher or civil servant teacher provide techniques for reading module books, especially Social Studies subjects (Economics, History, Geography) to students. In addition, as often as possible give reading comprehension exercises in addition to providing reading theories. Second, To improve social studies learning outcomes, it is recommended that the Principal of the Open Junior High School can make a selection in the acceptance of foster teachers or civil servant teachers who will teach especially social studies subjects, because so far the civil servant teachers who are appointed from elementary school teachers are unable to do so. or lack the ability to assist students in learning the field of study. For civil service teachers and development teachers who have been advised to empower them through training or upgrading, both training in the field of study and training related to the management of Open Junior High Schools. Third, this research was conducted in five areas of DKI Jakarta. As a sample is an affordable Open Junior High School and the results are as described in Chapter IV. Will the results of this research be the same if it is conducted in areas outside DKI Jakarta by taking quite a lot of samples? For that, further research is needed. Fourth, to support student learning activities at the main school and at the TKB in utilizing learning resources, it is necessary to prepare learning resources that can be used directly by students. In addition, the existing learning resources are well-managed and students must be able to take advantage of as many learning resources as possible. Fifth, one thing that Open Junior High School students need to realize is that learning at Open Junior High School is based on independent learning, although there are face-to-face learning methods at the Main School or studying at TKB, it is hoped that students can discuss with their peers or teachers.

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