International Journal of Innovation in Education and Social Studies (IJESS)
Vol. 1, No. 2, November2026, pp. 1-7

The Influence of Learning Independence, Learning Style and Learning Discipline on Economic Learning Outcomes (Survey of Grade XI Students of SMA Negeri 1 Singaparna)

Cecep Andi Haeruman Niljanah[1] , Yoni Hermawan[2] , Astri Srigustini[3]
[1]Universitas Siliwangi, Indonesia, 212165011@student.unsil.ac.id
[2]Universitas Siliwangi, Indonesia, yonihermawan@unsil.ac.id
[3]Universitas Siliwangi, Indonesia, astrisrigustini@unsil.ac.id

Article Info
Article history:

Received October 28, 2026
Revised November 5, 2026
Accepted November 8, 2026

Keywords:

Economics learning
Learning independence
Learning style
Learning discipline
Learning outcomes

ABSTRACT

This study aims to analyze the influence of learning independence, learning style, and learning discipline on the learning outcomes of Economics subjects of grade XI students of SMA Negeri 1 Singaparna for the 2024/2025 academic year. This study uses a quantitative approach with a descriptive survey method. The research population amounted to 215 students, with a sample of 133 students selected using probability sampling techniques using the simple random sampling method. Data collection was carried out through questionnaires and documentation, while data analysis used multiple linear regression with a t-test and an F test. Simultaneously, learning independence, learning style, and learning discipline had a significant effect on learning outcomes. The value of the determination coefficient of 0.642 showed that the three variables were able to explain 64.2% of the variation in learning outcomes, while 35.8% were influenced by other factors that were not studied. These findings show the importance of strengthening independence and learning discipline as well as the application of learning that is more adaptive to the characteristics of students.

Corresponding Author: Astri Srigustini, astrisrigustini@unsil.ac.id

INTRODUCTION

Rodliyah (2021), stated "Education is a human effort to foster their personality in accordance with values in society and culture". In terms of its implementation, Indonesia faces so many challenges. Based on the Central Statistics Agency (Girsing et al., 2024), some of the challenges that are being faced include equal access to education, where many small areas do not receive educational facilities and do not even have adequate infrastructure for learning. The highest challenge of all is the goal of education itself. According to Hidayat & Abdillah (2019), "The goal of education is the change that is expected in students after experiencing the educational process, both changes in individual behavior in their personal lives and community life". When looking at the reality, behavioral changes that are a reflection of the goals of education are still not visible. This is evidenced by the many irregularities among students such as 1.5 million students becoming online gambling players (Anjelina & Nugroho, 2024), many sexual violence, violent abuse, brawls and even murders. This series of problems indicates that learning outcomes are still not optimal.

Table 1. Student Exam Results

Value	Exam-1	Everage	Exam-2	Everage	Exam-3	Everage

<78	46 students	78,73	82 students	67,67	146 students	53,3
>78	169 students		133 students		69 students	
amount	215 students						

From the academic side, the table above shows that the goals of education have not been fully achieved. The exam scores of economics students at SMA Negeri 1 Singaparna have decreased over time. In each exam, the average score of students decreases, even the number of students who get substandard scores is increasing.

There are many factors that affect the success of the learning process. However, in general, the factors that affect learning outcomes can be divided into internal factors and external factors (Sudirman P et al., 2024). Internal factors are factors that come from oneself such as psychology, intelligence, intelligence, motivation, interest, attention, attitude, talent, and reasoning power of students. Meanwhile, external factors include attention in the learning process, infrastructure, parental guidance, and the surrounding environment.

Compared to external factors of learning outcomes, internal factors in students have higher challenges to influence them. To solve this phenomenon, researchers refer to Carl Roger's humanistic learning theory. Humanism learning theory is a learning theory that emphasizes personality formation, attitude change, analyzing social phenomena, and conscience applied through teaching materials (Arini et al., 2022). In this theory, a person is said to be successful in learning if students can understand the environment and themselves. Carl Rogers distinguishes two types of learning, namely meaningful learning and experiential learning. In humanism theory, Calr Rogers argues that students who learn should not be forced, but they are allowed to learn freely. Students are expected to be able to make their own decisions and be responsible for their choices. Calr Rogers emphasizes the freedom to learn and self-actualization on 5 important things in learning, namely the desire to learn, meaningful learning, learning without punishment, learning on their own initiative and learning and change. The final result is expected to be able to create an ideal learning process so that students feel happy, passionate about learning, take the initiative in learning and change in mindset, behavior and attitude of their own volition.

Referring to the internal side, each student has a different internal character. This is based on the fact that each individual often has to take a different way to be able to understand the same information or lesson, this is called learning style or learning modality (Irawati et al., 2021). In addition, the characteristics that each student has are different and have a different spirit for learning, one of the characters that affects the learning method is the character of student independence (Bungsu et al., 2019). And lastly, one of the internal factors, learning discipline greatly affects student learning outcomes (Handayani & Subakti, 2020). These three internal influences are the basis of the researcher's interest to be used as research on how it affects learning outcomes. Therefore, the researcher intends to research the influence of learning independence, learning style, and learning discipline on economic learning outcomes in grade 11 students at SMA Negeri 1 Singaparna.

RESEARCH METHODOLOGY

This study uses a quantitative approach with a descriptive survey method. The research was carried out on grade XI students of SMA Negeri 1 Singaparna for the 2024/2025 school

year. The research population amounted to 215 students consisting of six classes. Sampling used probability sampling using a simple random sampling technique. Based on the calculation of the sample size used in the study, 133 students were obtained as a research sample. Data was obtained through a closed questionnaire given to students to measure learning independence, learning style, and learning discipline. The instrument was compiled based on the indicators of each variable using the Likert scale.

Before being used in the collection of research data, the instrument was tested on 40 students. The instrument test included validity and reliability tests. The data were analyzed using multiple linear regression to determine the influence of learning independence, learning style, and learning discipline on Economics learning outcomes. Hypothesis testing was carried out partially using the t-test to determine the influence of each and simultaneously using the F-test to determine the influence of the three independent variables together. The amount of contribution of independent variables to the dependent variables was determined through the determination coefficient (R^2). All data processing was carried out with the help of SPSS version 25.0.

RESULT AND DISCUSSION

Questionnaire data that had passed the instrument test (validity and reliability) was then distributed to 133 students. Furthermore, the data from all samples were then tested on the analysis prerequisites, namely normality, linearity, multicollinearity, and heteroscedasticity. Because all data had met the prerequisite test, a multiple regression test was then carried out.

Table 2. Multiple Regression Test Result

Model	T	B	Sig
Contrant	9,750	48,419	0,000
Learning Independence	11,238	0,868	0,000
Learning Style	-5,745	-0,387	0,000
Learning Discipline	3,233	0,286	0,002
R Square	0,642		
F	77,045		
Sig	0,000		

$$\hat{Y} = 48{,}419 + 0{,}868X1 - 0{,}387X2 + 0{,}286X3$$

The constant value of 48.419 illustrates that when all independent variables are zero, the base value of learning outcomes (Y) remains at 48.419. This means that without being influenced by the factors of independence, style, and learning discipline, students have a minimum level of learning outcomes of 48.419. The regression coefficient for the learning independence variable is 0.868 this indicates that learning independence has a positive influence on learning outcomes. Meanwhile, the learning style variable has a regression coefficient of -0.387. This negative value indicates the opposite influence. For the learning

discipline variable, the regression coefficient is 0.286. This positive number shows that every increase of 1 unit of learning discipline will increase learning outcomes by 0.286 units, with the note that other variables are considered fixed.

Table 3. Simultaneous Test Result (*F* test)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6313.580	3	2104.527	77.045	.000[b]
	Residual	3523.728	129	27.316		
	Total	9837.308	132			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

Table 4. Partial Test Result (t-test)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	48.419	4.966		9.750	.000
	X1	.868	.077	.760	11.238	.000
	X2	-.387	.067	-.345	-5.745	.000
	X3	.286	.088	.215	3.233	.002

a. Dependent Variable: Y

Table 5. Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801[a]	.642	.633	5.226

a. Predictors: (Constant), X3, X2, X1

The R Square value of 0.642 shows that learning independence, learning style, and learning discipline together are able to explain 64.2% of the variation in learning outcomes. The remaining 35.8% is explained by other factors that were not studied in this study.

The Influence of Learning Independence on Learning Outcomes

Learning independence has a positive and significant effect on Economics learning outcomes. The t-value of 11.238 with a significance of 0.000 < 0.05 indicates that the better the student's learning independence, the better the learning outcome. The regression coefficient of 0.868 indicates a positive direction of influence. These findings can be understood from the character of learning independence which includes the ability to manage the learning process, take initiative, take responsibility for tasks, and evaluate the learning process. Learning independence is also the variable with the largest contribution, which is 41.1%, so it is the strongest internal aspect in explaining the variation in learning outcomes in the context of this study. These results are consistent with Sudjana (2017), Susanto (2020), and Rahmawati (2021) who emphasize the importance of learning independence to academic achievement. In a humanistic perspective, learning independence is in line with the idea of learning that gives students space to make decisions and take responsibility for their learning process.

The Influence of Learning Style on Learning Outcomes

Learning style has a negative and significant effect on learning outcomes. A t-value of −5.745 with a significance of 0.000 < 0.05 indicates a significant influence, while a regression coefficient of −0.387 indicates the opposite direction of influence. These negative findings need to be understood contextually. Learning style is a student's preference in receiving and processing information, but preferences are not always synonymous with learning effectiveness. If students are too dependent on one preference and these preferences are not in accordance with the characteristics of the material or learning strategy, the adaptation process can become less flexible. In this context, the dominance of a learning style can be related to a decrease in learning outcomes. This finding is different from Hasanah (2021) who found a positive influence of learning style on academic achievement. Research by Zebua and Harefa (2023) shows that the maximum use of learning styles can provide good learning outcomes. These differences show that the influence of learning styles cannot be separated from the learning context and the extent to which teaching strategies are able to accommodate the diversity of students' preferences. Learning styles make an effective contribution of 16.9%. The implication is not to ignore learning styles, but to encourage more varied and adaptive learning and encourage students to develop flexibility in using various ways of learning.

The Influence of Learning Discipline on Learning Outcomes

Learning discipline has a positive and significant effect on learning outcomes. A t-value of 3.233 with a significance of 0.002 < 0.05 shows a real influence, with a regression coefficient of 0.286. Learning discipline is related to the regularity and compliance of students in carrying out learning activities, including time discipline and discipline of actions. Descriptive results show that learning discipline is in the high category. This condition supports the regression finding that order, responsibility, and consistency in the learning process help students maintain involvement in learning. These results are in line with Sari (2024) and Wijaya (2020) who affirm the contribution of learning discipline to academic achievement. Although the effective contribution of discipline is 6.2% smaller than that of learning independence and learning style, the influence is still significant so that discipline is an important supporting factor.

The Influence of Learning Independence, Learning Style and Learning Discipline on Learning Outcomes

Learning independence, learning style, and learning discipline simultaneously had a significant effect on Economics learning outcomes. An F value of 77.045 with a significance of 0.000 < 0.05 showed that the three independent variables together had a significant effect on learning outcomes. The R Square value of 0.642 showed that the three variables were able to explain 64.2% of the variation in learning outcomes, while the remaining 35.8% came from other factors outside the research model. These results show that learning outcomes are not only related to one internal characteristic, but are the result of a combination of students' abilities in managing the learning process, adjusting learning methods, and maintaining order.

In the perspective of humanistic learning theory, the findings can be understood through the relationship between autonomy, individual uniqueness, and responsibility. Learning independence reflects the ability to direct oneself, learning styles reflect different individual needs, while discipline reflects responsibility and consistency. These three can complement each other in shaping a meaningful learning process. Practically, the findings lead to the need for a comprehensive learning strategy. Teachers can encourage independence through activities that provide space for initiative and exploration, foster discipline through consistent time management and rules, and use a more flexible approach to diversity of learning methods. Students also need to develop independence, discipline, and learning flexibility simultaneously.

CONCLUSION

Based on the results of the study, learning independence and learning discipline are internal factors that support the achievement of Economics learning outcomes of grade XI students of SMA Negeri 1 Singaparna. Learning independence has a positive effect on learning outcomes, which shows that students' ability to manage, direct, and be responsible for their learning process is an important part of academic achievement. Learning discipline also has a positive influence, so that regularity in following the learning process, completing assignments, and carrying out learning responsibilities also supports the achievement of learning outcomes.

In contrast to these two variables, learning styles show a negative influence on learning outcomes. These findings show that ownership or dominance of certain learning style preferences does not automatically improve learning outcomes. When these preferences are not balanced with the ability of learners to adapt to various learning strategies and demands, learning styles can become less effective in supporting the achievement of learning outcomes. Overall, learning independence, learning style, and learning discipline are factors that are collectively related to students' Economics learning outcomes.

These findings confirm the importance of a learning process that not only pays attention to academic ability, but also encourages independence, builds discipline, and provides a flexible and adaptive learning experience to the diversity of student characteristics. In order to develop research, future researchers can expand the internal scope of students to find out their influence on learning outcomes.

ACKNOWLEDGMENT

The author expresses his gratitude to Siliwangi University, FKIP and especially the educators of the Department of Economics Education who have provided academic guidance throughout the research process. Furthermore, appreciation and gratitude to the principal, teaching staff, and all students of SMA Negeri 1 Singaparna for their permission, cooperation and full support in data collection.

CONFLICTS OF INTEREST STATEMENT

The author states that there are no conflicts of interest of any kind, be it personal, financial, or academic related to the implementation and publication of this research.

AUTHOR CONTRIBUTIONS

CA is involved in conceptualizing research ideas, data collection, statistical analysis calculation with the help of SPSS, as well as manuscript drafting. AS is involved in methodology validation, theory alignment, data analysis supervision, and critical review of manuscripts. YH contributes to the literature review and final editing of scholarly manuscripts. All authors have read and drafted the final version of the submitted manuscript.

REFERENCES

Anjelina, C. D., & Nugroho, R. S. (2024, October 18). *Kemenkominfo*. KOMPAS.Com.

Arini, N., Masruro, Z., Saragih, S. Z., Hasibuan, R., & Simamora, S. S. (2022). *BUKU AJAR BELAJAR DAN PEMBELAJARAN* (Rismawati, H. Ulfa, & H. Rohana, Eds.; Pertama). Widina Bhakti Persada bandung. www.penerbitwidina.com

Bungsu, titin K., Vilardi, M., Akbar, P., & Bernard, M. (2019). PENGARUH KEMANDIRIAN BELAJAR TERHADAP HASIL BELAJAR MATEMATIKA DI SMKN 1 CIHAMPELAS. *Journal On Education*, *1*(2).

Girsing, A. P. L., Agustina, R., Sulisyowati, N. P., Sulistyowati, R., & Nugroho, S. W. (2024). *statistik-pendidikan-2024*. Badan Pusat Statistik.

Handayani, E. S., & Subakti, H. (2020). Pengaruh Disiplin Belajar terhadap Hasil Belajar Bahasa Indonesia di Sekolah Dasar. *Jurnal Basicedu*, *5*(1), 151–164. https://doi.org/10.31004/basicedu.v5i1.633

Hidayat Rahmat, & Abdillah. (2019). *Ilmu Pendidikan Konsep, Teori dan Aplikasinya* (Candra Wijaya & Amiruddin, Eds.). Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).

Irawati, I., Ilhamdi, M. L., & Nasruddin, N. (2021). Pengaruh Gaya Belajar Terhadap Hasil Belajar IPA. *Jurnal Pijar Mipa*, *16*(1), 44–48. https://doi.org/10.29303/jpm.v16i1.2202

Rodliyah. (2021). *Pendiidkan dan Ilmu Pendidikan* (Moh Khusnurridlo, Ed.). IAIN Jember Press.

Sudirman P, Burhanuddin, & Fitriani. (2024). *Teori-Teori Belajar dan Pembelajaran "Neurosains dan Multiple intelligence"* (Kahar, Nurhayati, & Muyassarah, Eds.; 1st ed.). PT. Pena Persada Kerta Utama.