

**THE INFLUENCE OF CREATIVITY AND LEARNING
MOTIVATION ON STUDENTS' LEARNING INDEPENDENCE
WITH FRIEND SUPPORT AS MODERATING VARIABLES**

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Abstract

The purpose of this study was to determine the effect of creativity on student learning independence at SMK Negeri 3 Kendal. Knowing the effect of learning motivation on student learning independence at SMK Negeri 3 Kendal. Knowing the effect of creativity on student learning independence at SMK Negeri 3 Kendal moderated by the support of friends. Knowing the effect of learning motivation on student learning independence at SMK Negeri 3 Kendal moderated by the support of friends. This study uses quantitative methods with a total sample of 100 out of 134 existing populations. Research data obtained by observation, interviews and documentation studies. It was concluded that creativity had a positive and significant effect on learning independence. Learning motivation has a positive and significant effect on learning independence. Support from friends moderates the effect of creativity on student learning independence. Support from friends moderates the effect of learning motivation on student learning independence.

Keywords: peer support, learning motivation, independent learning, creativity

INTRODUCTION

Based on the Student ability Survey released by the Programme for International Student Assessment (PISA), in 2019 in Paris, Indonesia ranked 72nd out of 77 countries. This data makes Indonesia's quality in the bottom six, still far below neighboring countries such as Malaysia and Brunei Darussalam. The PISA survey is a reference in assessing the quality of education in the world, which assesses reading, math and science skills. (www.dw.com). The quality of an education can be seen from the success of learning learners. The success of learners can be seen from the achievements achieved, if academic achievement is high then the educational process that takes place can be said to be successful, and vice versa. But to achieve success is not easy, many factors must be considered in achieving learning success. One of the factors that determines the success of learning is the potential and ability that exists in students. The potential and ability of every student who attends school is not the same. A student's individual differences can have to do with his or her intellectual capacity. With differences in intellectual capacity, students are still required to achieve maximum and optimal learning outcomes. The obligation to learn for students is a dead price that must be paid to achieve maximum learning goals. The problem that occurs, students often lose the ethos of learning when encountering difficulties in learning. Many students have not been able to overcome their learning difficulties. This is because the independence of learning owned by students is relatively low. The low independence of learning students is indicated by the lack of student responsibility in learning and doing tasks, less tenacious when facing learning difficulties and less creative in doing tasks. Moreover, in the time of the Covid 19 pandemic that is still ongoing for a long time makes the student learning independence factor an important and significant factor. The portion of learning independence becomes larger, whereas to be able to apply the pattern of learning independence, students are required to be more creative and motivated.

According to Utami Munandar (2010: 12), it is proposed that creativity is the result of interaction between individuals and their environment, the ability to create new combinations, based on data, information, or elements that already exist or are known before, namely all the experiences and knowledge that have been gained during their lives be it in the school environment, family, or from the community environment. With the creativity of learning embedded

in learners will also make it easier for learners to solve problems faced in learning in school and problems outside of school.

Motivation according to Sardiman A. M (2010: 75) in motivational learning activities can be said to be the overall driving force in students that give rise to learning activities, so that the desired goals of the learning subject can be achieved. Hamzah B. Uno (2011: 23) the nature of learning motivation is an internal and external impulse in students who are learning to make changes in behavior, generally with some indicators or elements that support. Motivation as an effort that can give encouragement to someone to take an action desired, while motive as one's movement to do, because one's behavior tends to be goal-oriented and driven by the desire to achieve certain goals. In the context of work, motivation is one of the important factors in encouraging someone to work in this case students in doing learning independence. Motivation represents psilkological processes, which cause the onset, direction, and persistence of voluntary activities directed toward specific goals (Winardi, 2011:81).

The reality obtained at SMK Negeri 3 Kendal based on initial observations conducted there is a gap in research that shows that students who are studying and trying to do self-learning through the online system, it turns out that they need the support of friends to be more creative and motivated to do learning, such as parktic work such as those that are difficult to do alone. It turns out that the creativity and motivation of students so far is still less maximal so that the impact on independent learning has not been effective. The support of a good friend will affect everything the student will do. This influence can be obtained from parents, school communities such as teachers, or peers. Friend support can affect many things, one of which is learning motivation (Despot, 2011). The support of friends becomes important for human creativity, especially for students, because in essence humans are social creatures who if he receives support will feel that he is accepted by the surrounding community such as in the family, at school or in the environment in which he lives. The need for social acceptance is one of the vital needs needed in the development of vocational students who fall into the category of adolescents.

LITERATURE REVIEW

A. Learning Independence

Ali and Asrori (2016:114) define that "self-reliance is the internal power of the individual gained from the process of individualization". If independence is associated with learning activities then there are independent learning activities. According to Haris M (2017: 7), self-study is an active learning activity, driven by intention or motive to master the skills to solve problems faced armed with the knowledge already possessed. Johnson (2010:152-153) explains that "self-study is a learning process that invites students to take independent action involving one person or one group".

Self-study activities aim for students to be able to connect learning in school with daily life. Learning independence can train students' responsibility for their learning activities. The statement of concurrence was conveyed by Karnita quoted by Aisha (2010:27-28) that "learning independence is a state or condition of learning activities with one's own abilities, without depending on others". Learning independence is the behavior of students who are free (autonomous) and responsible in carrying out learning activities to achieve a goal that has been laid out. Students with high learning independence will strive earnestly to complete their tasks and not rely on the help of others. According to Johnson (2010:153-154), the self-learning process consists of two perspectives: students must have certain knowledge and students must take consistent steps. Students with learning independence are always consistent and eager to learn. Learning activities can be done anywhere and anytime because in him has embedded awareness and learning needs so that the student is not too dependent on others in completing his learning tasks.

The above description can be concluded that learning independence is a state or learning activity that is manifested in student behavior that is free, responsible and independent of others in achieving learning goals.

Indicators of Learning Independence

Independence is not a birth, even if there is a tendency to be independent in its development will be influenced by many factors. Ali and Asrori (2006: 118) present four factors that affect learning independence, namely: 1) genetic or hereditary factors, 2) parental parenting, 3) the education system in schools, 4) community life systems. The characteristics of individuals who have learning independence are based on aspects of independence. According to Rifaid quoted by Siti (2010: 13) the characteristics of independent students are: 1) have a sense of responsibility, 2) do not depend on the direction of others, 3) have a high work ethic, 4) discipline and dare to take risks.

Ali and Asrori (2006: 116) state that the development of one's independence takes place gradually according to one's level of independence. The characteristics of a person who has reached the level of independence are: 1) tend to be realistic and objective towards themselves and others, 2) be able to integrate conflicting values, 3) there is the courage

to address internal conflicts, 4) be responsive to the independence of others, 5) be aware of interdependence with others.

The study used Steinberg's independence variable which includes three aspects of indicators, namely: (1) Emotional Autonomy, which is an aspect of independence that states changes in the closeness of an individual's emotional relationship with parents or with others; (2) Behavioral Autonomy, is an aspect of independence that has the ability to make decisions without relying or involving others, so as to be able to take responsibility for decisions that have been made; and (3) Cognitive autonomy, which is an aspect of independence that has the ability to interpret principles of right and wrong, as well as important or unimportant principles. (Steinberg LD 2017).

Then the Learning Independence Indicator, according to Mudjiman (2016: 8), consists of: 1) Confidence, 2) Active in learning, 3) Discipline in learning, 4) Responsibility in learning.

B. Creativeness

According to Utami Munandar (2010: 12), it is proposed that creativity is the result of interaction between individuals and their environment, the ability to create new combinations, based on data, information, or elements that already exist or are known before, namely all the experiences and knowledge that have been gained during their lives be it in the school environment, family, or from the community environment Slameto's view (2010: 138) says that "Creativity is the result of learning in cognitive skills, so to be creative can be learned through the process of teaching and learning". According to Rachmawati (2010: 13), it says that "Creativity is a person's ability to give birth to something new, both in the form of gagsan and real works that are relatively different from what already exists". Creativity is the ability to think at the level of *tiggi* that implies an escalation in the ability to think, marked by succession, discontinuity, and integration between every development.

Indicators of Creativity

Indicators according to Nurhayati (2011: 10), mentioned the characteristics of creativity include: Showing extraordinary curiosity Creating a variety and number of ideas to solve problems Often ask unique and smart responses Dare to take risks Like to try to be sensitive to the beauty and aesthetic aspects of the environment.

According to Semiawan (2009: 135) the characteristics of creativity are: (a) Dare to take risks, (b) Play a positive role, (c) think creatively, (d) Formulate and define problems, (e) Growth and development overcome problems, (f) Tolerance to double problems (*ambigutiy*), (g) Respect for others and the surrounding environment. According to Rahmawati and Kurniati (2001: 27), there are four things that are taken into account in the development of creativity, namely:

Providing mental stimulation to both cognitive and personality aspects and psychological atmosphere Creates a conducive environment that will make it easier for children to access whatever they see, hold, hear, and play for the development of their creativity. Mental and conducive environments can go hand in hand as can the simultaneous work of the left brain and right brain. The role of teachers in developing creativity, meaning that children want to be creative, it also needs a teacher who is creative and able to provide the right stimulation in children.

C. Motivation to learn

According to Oemar (2013: 105) explained that traditional teaching focuses on the method of imposition, which is teaching by pouring things that are considered important by teachers for their students. And this method does not consider how the ability, needs, interests and level of development and understanding of students. Recent research has found that the learner factor is considered something that determines the implementation and success of the learning process. This is where the role of a great teacher to strive so that learners want to learn and have a desire to learn continuously so that they have high motivation.

The concept of learning has been widely defined by psychologists. Gagne and Berliener (in Anni, 2011:82) state that learning is the process by which an organism changes its behavior due to the results of experience. Learning according to Dimiyati and Mudijono (2006: 6) is the occurrence of mental changes followed by physical growth in students. While according to Slameto (2010: 2) learning is a process of effort made by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with his environment.

Based on some of the above definitions it can be understood that learning is a conscious effort to obtain changes in behavior, knowledge, attitudes and habits as a result of experience and practice and interaction with the environment. Learning is an important process for changing everyone's behavior and learning encompasses everything a person thinks and does. So that learning motivation is something that encourages, mobilizes and directs students in learning (Endang Sri Astuti, 2010: 67).

Providing mental stimulation to both cognitive and personality aspects and psychological atmosphere Creates a conducive environment that will make it easier for children to access whatever they see, hold, hear, and play for the development of their creativity. Mental and conducive environments can go hand in hand as can the simultaneous work of the left brain and right brain. The role of teachers in developing creativity, meaning that children want to be creative, it also needs a teacher who is creative and able to provide the right stimulation in children.

D. Friend Support

Friend support is a learning independence that is done by empowering students who have high absorption from the student group itself to become tutors for their friends, where students who become tutors are tasked with providing learning materials and exercises to their friends (tutee) who do not understand the material / exercises provided by the teacher based on rules that have been mutually agreed in the group, So that it will build a group learning atmosphere that is cooperative rather than competitive. Sarafino (2004: 74) describes friend support as comfort, attention, appreciation or assistance that individuals receive from others or groups (Sarafino, 2004). In another sense it is mentioned that friend support is interpersonal transactions involving aspects of information, emotional attention, judgment and instrumental assistance (Sheridan & radmacher, 2002:156).

According to Alwi (2009) there is a significant influence of peer tutor methods on high school students' learning motivation. This means that the application of independence to learn friend support will increase students' learning motivation. Peer tutoring is the recruitment of one of the students to provide one by one teaching to other students, in completing the given task through the participation of tutor and tutee roles. Tutors have more ability than tutee, but on some variations of tutorials the distance of knowledge possessed between tutors and tutee is minimal (Roscoe & Chi, 2007).

Then to achieve success in learning, educators need to do testing in assessing that success rate. The function of assessment is to provide feedback to educators that can be used as an improvement in the learning process, especially if there are learners who have not succeeded. In assessing the success rate, educators need to know what are indicators of success in the learning process.

While according to Suci (2008) conducted research on assessing success in understanding courses by involving problem-based learning with a cooperative approach. The results of the study are that the method increases student activity in teaching and learning activities and improves the learning outcomes of accounting theory courses and gets a positive response from students because learning becomes more meaningful. Assessment feedback is a method or way of teachers in responding to students both oral and written. With writing for example given notes that are fun, uplifting, encouraging students to enjoy learning (Maonde, 2011: 45)

METHOD

A. Research design

The research method used to collect responden is to share questionnaires with tests conducted to see the relationships of the three variables used moderated regression analysis interaction tests. The results of the study wanted to show that the variables used affect learning independence and are strengthened by the support of friends from each individual. The study was conducted at SMK N 3 Kendal. Researchers deliberately took this location as a research setting because the school is a school that has good achievements in Kendal Regency. For the time of the research will be carried out in accordance with the schedule, namely in May 2021 until completion.

B. Data collection

The population to be studied must be clearly defined before the study is conducted. The population in the study was the entire smk N 3 Kendal numbered 134 students. A sample is part of the number and characteristics that the population has. For this reason, samples taken from the population must be very representative (Sugiyono, 2016: 81). The sample from this study, SMK N 3 Kendal, was randomly selected. The study used the Slovin formula to determine the sample size. The formula used is as follows:

$$n = \frac{N}{1 + N\alpha^2}$$

Description:

n = Sample size

N = Population size

α = Accuracy tolerance % (this study used tolerance of 5%)

This study used a tolerable error limit of 5% because the study was homogeneous, i.e. taken randomly regardless of existing strata. The results of the calculations known to the sample used in the study are as follows:

$$n = 134 / (1 + (134 \cdot 0.05)^2)$$

$$n = 134 / (1 + (134 \cdot 0.0025))$$

$$n = 134 / 1,335 = 100,374$$

rounded to 100 employees

Based on the formula above, it is known the number of research samples of 100 out of 134 student numbers.

Sampling technique is a method or way to determine the number and members of a sample. Each member is of course a representative of the selected population after being grouped based on character similarities. The sampling techniques used must also be tailored to the purpose of the research. In this study using the technique of simple random sampling, which is a very easy technique and the results are considered to have a high representative level representing the population (Winarni, 2011: 102). According to Sugiyono (2012: 57) it is declared simple because sampling of population members is done randomly regardless of the strata in that population. This technique can be used when the number of sampling units in a population is not too large as in this study, the sample of students of SMK N 3 Kendal numbered 100 students.

In this study there were four variables: two free variables (X_1 , X_2), one moderation (Z), and one bound variable (Y). The study intends to discover and measure the magnitude of the contribution of creativity-free variables (X_1), motivation (X_2), and friend support (Z) with student learning independence (Y).

Operational Definition of Variables

Learning independence is a state or learning activity embodied in the behavior of students who are free and responsible in achieving learning goals that are reviewed from the student's realistic attitude in learning, a brave attitude to try, a sense of responsibility, not dependent on the direction of others and the confidence of students of class XI of the Kendal State Vocational Skills Program.

According to Dimiyati and Mudjiono (2010) who say that motivation is seen as a mental drive that moves and directs human behavior, including learning behavior. Agus Suprijono (2010) explained that learning motivation is a process that encourages learning, direction, and behavioral persistence. That is, motivated behavior is behavior that is full of energy, directed and long-lasting.

Creativity is the result of interaction between the individual and his environment, the ability to create new combinations, based on data, information, or elements that already exist or are known before, namely all the experiences and knowledge that have been gained during his life be it in the school environment, family, or from the community environment.

Friend support is the actions provided by a friend towards an individual that can provide the physical and psychological comfort revealed from the score of the friend support scale. The higher the peer's social support score, the more individuals will feel loved, cared for and valued in this case supporting learning independence programs.

The measurement scale made against the variables studied is using the Likert Scale which is used to measure respondents' attitudes and opinions related to creativity, student learning motivation and friend support. To measure the attitude and opinion of the respondent using a question with seven alternative answers with the following score:

Strongly disagree = score 1

Disagree = score 2

Disagree = score 3

Agree = score 4

Strongly agree = score 5

C. Analysis data

Descriptif analysis is used in this study to provide an overview or description of the research variables. The study used frequency distribution tables that showed theoretical range, actual range, mean value, and standard deviation (Ghozali, 2011).

This analysis aims to obtain a comprehensive picture of the relationship between independent variables and dependent variables either directly or indirectly through moderation variables. The respondent's description is used to

provide information about the characteristics of the respondent's identity data using absolute frequency and proposal (percentage) based on the gender of the respondent.

Descriptive variables are the absolute distribution frequency and proportion (percentage) of respondents' answers to each indicator. Based on the description of this variable will be obtained an overview of the tendency of respondents' answers to an indicator of questionnaire questions.

Data quality tests are intended to find out how much consistency and accuracy the data collected from the use of research instruments is. Testing of panelling data quality can be done with validity tests and reliability tests. Validity Test is used to test the extent to which the accuracy of the gauge can reveal the variables measured. Validity testing in this study used factor analysis. Before the factor analysis is first carried out kmo test. If the KMO value > 0.5 then factor analysis can be done, conversely if KMO < 0.5 then factor analysis cannot be done (Ghozali, 2011). Furthermore, to find out whether or not an indicator is valid through the loading factor value, if the loading factor value < 0.4 then the item in question is invalid, so the item must be dropped and cannot be included in the next test, and if the loading factor value > 0.4 then the item in question is valid. Once it is found that the statements used are valid, then the reliability test is carried out.

Reliability test is a test to find out the extent to which the measurement results remain consistent, if the measurement is taken more than once against the same symptoms using the same measuring instrument. A questionnaire is said to be reliable if a person's answer to a statement is consistent or stable over time (Ghozali, 2011). The reliability coefficient calculation technique used in this study is the alpha-cronbach method. A set of questions in the questionnaire is acceptable if it has a reliability coefficient value greater than or equal to 0.7 (Ghozali, 2011).

Operationally based on the problems and hypotheses that have been formulated, the variables to be analyzed are independent variables or commonly called free variables in this study are creativity (X1) and learning motivation (X2) and friend support variables (Z) as moderator variables or moderate ones. The friend support variable as a moderating variable will be able to strengthen or weaken creativity and learning motivation in generating learning independence. Dependent variables or commonly called variables bound to this study is learning independence (Y) which will be influenced by the variables of creativity and learning motivation that are strengthened or weakened by friend support variables.

In this study, researchers used the friend support variable as a moderating variable. In other words, the variables of friend support can strengthen or weaken the relationship between creativity and student learning motivation. Tests are done to see the relationship of the two variables, then in this study regression testing will use interaction tests. Interaction test or often called Moderated Regression Analysis (MRA) is a special application of linear multiple regression where in the regression equation contains elements of interaction (Ghozali, 2011). For it formulated the MRA model Mathematical models of relationships between variables are as follows:

Moderated Regression Analysis (MRA) is used to identify the absence of moderator variables as well as the type of moderator variables. Equations used for testing, namely:

$Y = \alpha_1 + \beta_1 X_1 + \beta_2 X_2 + e_1$ (Regression I)

$Y = \alpha_2 + \beta_3 X_1 + \beta_4 Z + \beta_5 X_1 * Z + e_2$ (Regression II)

$Y = \alpha_3 + \beta_6 X_2 + \beta_7 Z + \beta_8 X_2 * Z + e_3$ (Regression III)

Description:

Y = Learning independence

α = Constant

β1-8 = Regression coefficient

e1-3 = Standard error

X1 = Creativity

X2 = Learning motivation

Z = Friend support

X1*Z = Interaction between Creativity and Friend Support

X2*Z = Interaction between Learning motivation and Friend Support

Coefficient of Determination

The fit model test uses the coefficient of determination (Adjusted R²) which is used to measure how far the model's ability to explain the variation of dependent variables. The coefficient of determination is between 0 and 1. A value close to one means that an independent variable provides almost all the information needed to predict the variation of a dependent variable, because if the R² value is small it means that the ability of an independent variable to explain the dependent variable is very limited (Ghozali, 2011).

According to Ghozali (2011), this statistical F test is used to find out all independent variables whether it simultaneously affects dependent variables, while testing whether the regression model used is appropriate.

To test this hypothesis, the criteria that must be met are as follows: If the sig level. $\alpha < 0.05$ then the hypothesis is accepted, meaning that independent variables together have a significant effect on dependent variables. If the sig level. $\alpha > 0.05$ then the hypothesis is rejected, meaning that independent variables together have no significant effect on dependent variables.

One of the purposes of research is to test hypotheses. A hypothesis is the answer to a research problem rationally deduced by theory. The purpose of hypothesis testing is to determine whether the theoretical answers contained in the hypothesis statement are supported by facts collected and analyzed in the data testing process. Hypothesis testing is conducted to test the significant effect of free variables on their bound variables conducted through partial tests (test t).

The step taken on this hypothesis test is to test the effect of independent variables on dependent variables. Hypothesis testing in this study uses the t test. The t test is done by looking at the value of its significance, then compared to the value $\alpha = 5\%$ (0.05) with the following decision-making provisions: If the significant value is less than 0.05 then the hypothesis is accepted, meaning that the independent variable significantly affects the dependent variable. If a significant value is more than 0.05 then the hypothesis is accepted, meaning that the independent variable significantly affects the dependent variable with a confidence level of 95% ($\alpha = 5\%$).

RÉSULTS AND DISCUSSIONS

A. The Effect of Creativity on Learning Independence

The results of the first hypothesis test showed that creativity had a positive and significant effect on learning independence. These results show that the higher the creativity of students, the higher the independence of students' learning, and conversely the lower the creativity of students, the lower the independence of student learning. Factors that affect other learning independence are factors derived from students or psychological factors, including creativity. Creativity owned by an individual will be used to develop and optimize their abilities, so that individuals can be creative in learning activities. Someone who wants to have independence in the learning process must be able to be creative, because by having creativity then someone can develop ideas that are owned so that students not only accept what is given by the teacher but can make a constructive contribution. As it is said (Hurlock, 2004: 4) that creativity posits a person's ability to be able to produce any composition, product or idea that is essentially new, and previously unknown to the maker. So learning creativity is an attitude where a person can give rise to new ideas and develop them, so that it takes creative students, because creatively can organize, grow and develop education where education is increasingly widespread for the better. Learning creativity can help students to be independent, so if students' learning creativity is positive then it also has a positive effect on the growth of student learning independence.

Learning creativity has a role as the ability to see, discover, collaborate and make ordinary new things extraordinary that are certainly useful for others. Learning motivation has a role as an encouragement in someone who is learning to make changes in behavior, so that learning creativity can help grow the emergence of independence in learning. This is because thinking like creative someone can formulate ideas, estimates and beliefs that are different from others. Self-learning has implications for decision making. Individuals are expected to analyze problems, evaluate your work, make decisions and pay for purposeful action. The results of this study are in line with research conducted by Jumanto (2014), Isnawati and Samian (2015) where creativity has a positive and significant effect on learning independence.

B. The Effect of Learning Motivation on Learning Independence

The results of testing the second hypothesis showed that learning motivation had a positive and significant effect on learning independence. These results show that the higher the student's learning motivation, the higher the student's learning independence, and conversely the lower the student's learning motivation, the lower the student's learning independence.

Learning motivation is one of the factors that affect the self-sity of students. Learning motivation is an internal and external impulse in students—to effect behavioral changes, generally with some indicators or supporting elements (Uno, 2011:23) The drive that exists in this student will accompany the student from the beginning of his learning activities until the student feels sufficient to achieve his learning goals. Motivation generally refers to a person's desire

or desire, what he or she chooses to do and what he decides his commitment to. This means that in learning students who have motivation will be committed in doing their learning activities until he gets the learning goals he wants. In motivation is contained a desire that activates, moves, channels, and directs the attitudes and behaviors of learning individuals.

If the student has the desire to achieve good results in learning, then he will be encouraged to do certain activities so that the desire or goal is realized. These activities such as enterprising in learning, always rereading the subject matter, doing tasks on time, and so on. Conversely, if the student does not have the motivation to learn then he will be lazy in learning because he does not have a goal to be achieved. With the motivation of learning students will be encouraged to do something in order to get good results in the classroom. Learning motivation can help grow the emergence of independence in learning. Learning motivation has a role as an encouragement in someone who is learning to make behavioral changes in the form of student learning independence.

The results of this study are in line with research conducted by Isnawati and Samian (2015), Kemalasar (2018), and Santoso (2021) where learning motivation has a positive and significant effect on learning independence.

C. Friend Support Moderates the Influence of Creativity on Learning Independence

The results of the third hypothesis test showed that peer support moderated the influence of creativity on students' learning independence. These results suggest that hypothesis 1 that indicates the influence of creativity on students' learning independence will be stronger if supported by the support of friends. This means that the friend support variable strengthens (moderates) the influence of creativity on students' learning independence.

This research proves the importance of the function of friend support related to creativity to the independence of learning students. The results of research conducted by Syahrina, et al. (2016) that friend support has a positive effect on student learning independence. Social support is the interaction between groups of individuals to other individuals that is the ability to be able to judge each other, support, and cooperate in the face of life's challenges.

The results of this study are in line with the research of Jumanto (2014), Isnawati and Samian (2015) which suggested that creativity has a positive and significant effect on learning independence. The research means that the higher the creativity of students, the higher the independence of learning students, and conversely the lower the creativity of students, the lower the independence of students' learning. On the other hand, based on research Syahrina, et al. (2016) that the support of friends has a positive effect on the independence of learning students. Research proves that the higher the support of friends, the higher the independence of learning students, conversely the lower the support of friends, the lower the independence of students' learning. The results of this study indicate that the influence of creativity on students' learning independence will be greater in students who have higher friend support.

D. Friend Support Moderates the Influence of Learning Motivation on Learning Independence

The results of testing the fourth hypothesis showed that peer support moderated the influence of learning motivation on students' learning independence. These results show that hypothesis 2 that indicates the influence of learning motivation on students' learning independence will be stronger if supported by the support of friends. This means that the friend support variable strengthens (moderates) the influence of learning motivation on students' learning independence.

This research proves the importance of the function of friend support related to learning motivation towards student learning independence. The results of research conducted by Syahrina, et al. (2016) that friend support has a positive effect on student learning independence. Social support is the interaction between groups of individuals to other individuals that is the ability to be able to judge each other, support, and cooperate in the face of life's challenges.

The results of this study are in line with the research of Samian (2015), Kemalasar (2018), and Santoso (2021) which suggests that where learning motivation has a positive and significant effect on learning independence. The research means that the higher where the student's learning motivation, the higher the student's learning independence, and conversely the lower where the student's learning motivation, the lower the student's learning independence. On the other hand, based on research Syahrina, et al. (2016) and Nugraha (2020) that the support of friends has a positive effect on the independence of learning students. Research proves that the higher the support of friends, the higher the independence of learning students, conversely, the lower the support of friends, the lower the student's learning independence. The results of this study indicate that the influence of learning motivation on student learning independence will be greater in students who have higher friend support.

Previous Research of the Same

Research conducted by Adiningsih (2012) discusses the influence of students' perceptions of teacher teaching methods and learning independence towards the accounting learning achievement of students in class X of the accounting expertise program of SMK Batik Perbaik Purworejo School Year 2011/2012. In the study, Adiningsih was able to see another factor that influences learning achievement is the learning independence factor. Some students are lazy in studying accounting and will only study when there will be exams. This indicates that students' learning independence is still low.

Research conducted by Aam Amaliyanti (2012) with the title "The Influence of Classroom Climate, Social Intelligence, and Student Independence in the Learning Process On Economic Learning Outcomes". This research was conducted at Sma Negeri in the southern region of Kuningan regency. This study shows a positive and significant influence between the class climate and the independence of learning students. This means that the more conducive the class climate, the higher the independence of learning students will be.

Umar Tirtarahardja and S.L. La Sulo in Adiningsih (2012) stated that "Self-reliance in learning is a learning activity that takes place more driven by one's own will, one's own choices and one's own responsibilities". With the independence of learning, students will learn to master the material with their own efforts without teachers or told by parents so that students will tend to be positive to achieve goals by mastering the material and achieving satisfactory achievements. In the study it is known that the method used by teachers in teaching is still monotonous, namely only the method of lectures, Q&A, and methods of assigning assignments.

Research conducted by Arif Widiyanto (2013) with the title "The Influence of Self-Efficacy and Student Learning Motivation On Independence of Learning Subjects Safety and Occupational Health (K3) in SMK N 2 Depok". This research was conducted with an ex post facto approach and the method of data collection that is used is angket. The results showed that self-efficacy has a positive and significant influence on students' learning independence with a contribution of 39%. Pudihastuti. (2013) Influence of student learning motivation and creativity on accounting learning achievement in students of class XI smk Negeri 1 Sragen school year 2013/2014. Regression analysis results obtained regression equation: $Y = 25.087 + 0.644X_1 + 0.775X_2$ which means accounting learning achievement is influenced by student motivation and creativity. The conclusions obtained are: 1) There is an influence of student learning motivation on accounting learning achievement in students of class XI smk Negeri 1 Sragen school year 2013/2014 Resulting in calculations R^2 obtained 0.212, meaning 21.2% of accounting learning achievement is influenced by motivation and creativity of learning students, the remaining 78.8% influenced by variables outside the study.

Dewika (2013), this research aims to finally explain the strategies used by teachers to develop the creativity of students in Payakumbuh State High School. The design of this research is qualitative. The method used is a descriptive method. The object of this research is a strategy applied by teachers in the process of learning to dance. The main instrument of the study is the researcher. Data is obtained from observations, interviews, and literature studies. They were analyzed using phenomenology techniques. Based on data analysis, it was found that there are various effective strategies for learning to dance such as giving lecture questions and answers, providing students with demonstrations, and cooperative learning independence. This strategy developed the creativity of students well. It is seen from the creative imagination of students in developing the basic movements of Rantak Dance. In addition, the use of proper audio visual media also stimulates students so that their learning motivation is effective.

CONCLUSION

Based on the results of the study with the title "The Influence of Creativity And Learning Motivation On Student Learning Independence With Friend Support as a Moderating Variable (Case Study of SmK Negeri 3 Kendal)", researchers can conclude as follows:

Creativity has a positive and significant effect on learning independence. These results show that the higher the creativity of students, the higher the independence of students' learning, and conversely the lower the creativity of students, the lower the independence of student learning.

Learning motivation has a positive and significant effect on learning independence. These results show that the higher the student's learning motivation, the higher the student's learning independence, and conversely the lower the student's learning motivation, the lower the student's learning independence.

Friend support moderates the influence of creativity on students' learning independence. These results show that friend support strengthens (moderates) the influence of creativity on student learning independence, meaning that the influence of creativity on student learning independence will be greater in students who have higher friend support.

Friend support moderates the influence of learning motivation on students' learning independence. These results show that friend support strengthens (moderates) the influence of learning motivation on student learning independence, meaning that the influence of learning motivation on student learning independence will be greater in students who have higher friend support.

Implication

The implications of the results of the study include two things, namely theoretical implications and managerial implications. The theoretical implications relate to his contribution to the development of educational theories about creativity, learning motivation, learning independence, and friend support. While the managerial implications relate to the contribution of research to the learning independence of students of SMK Negeri 3 Kendal

Theoretical Implications

Based on the results of research conducted showed that creativity, motivation to learn and support friends are factors that affect the independence of learning students. This is in line with the opinions expressed by Hamalik (2000: 159) factors that can affect learning independence including: 1) Psychological Factors: Intention, interest, motivation; and 2) Physiological Factors: Pain, body defects; 3) Environmental factors: Family, home atmosphere, school.

Learning independence will be influenced by creativity, motivation to learn and the support of friends. The results of this study provide managerial implications for the school SMKN 3 Kendal in an effort to increase student learning independence such as during the Covid-19 Pandemic so that students' learning achievements achieve maximum results. Students' creativity needs to be honed or enhanced, as well as students' learning motivation needs to be improved which is supported by support from peers to be able to increase their learning independence.

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