The Relationship between Self-Efficacy and Self Discipline to the Self-Reliance of Students at SMA Bina Taruna Medan, Indonesia

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Abstract: Student's self-reliance is a very important factor in determining the success of students in learning. The achievement of the learning independence as desired a person should need to know some things that affect the independence of learning. One of the factors that influence the learning independence is self-efficacy. Self-efficacy is the belief and expectation of the individual's ability to deal with his task. Based on the results that have been obtained in this research, it can be concluded things that students at SMA Bina Taruna Medan, Indonesia as follows: There is a very significant relationship between self-efficacy and self-discipline with learning independence. It is obtained by coefficient correlation $R = 0,721$ with $p < 0,01$ and $Freg = 63,458$ with $p < 0,01$. This shows that the higher the self-efficacy is and the higher self-discipline is the higher the learning independence is, the lower the self-efficacy is and the lower self-discipline is, the lower the learning independence is.

I. INTRODUCTION

One important aspect in the development of qualified human resources is the education aspect. Indonesia is one of the developing countries which actively implements continuous development in various sectors including education sector. The need for educational institutions as a means to acquire knowledge and science for individuals who will manage the development that continues to grow (Novariandhini, 2012). This is certainly closely related to how the learning process experienced by every individual in every education level is passed. According to Dalyono (2005) learning is an effort or deed which si done seriously, systematically, utilize all the potential possessed both physically, mentally and fund, the five senses, brain and other body parts, as well as psychological aspects such as intelligence, talents, interests, and so on.

From the phenomenon obtained through the results of observations that researchers conducted on the students of SMA (Senior High School) Bina Taruna Medan associated with the learning independence problems, where some students do not seem eager to do the exercises in working on the student worksheet given by the teacher even though it has been ordered, and if they do the worksheet, they sometimes see the answer key directly from the student worksheet. Some students do not do the task or homework on their own in their daily lives, but do it by asking someone for help and cheating their friend's work in the morning before the bell. There are also students who in doing the learning activities such as doing homework with first reminded teachers, parents or friends, other things that also appear students have less initiative in finding solutions to their subject matter, on the other hand the students just want to directly want to know the answer by looking at the answer key, without trying to learn how to get results. There are also students who stop working on questions when they find it difficult and cannot be solved on their own before without trying first. Another thing is there are also students who ask permission for a long time to enter the classroom at the time of learning takes place. There are also students at leisurely chatting in the library which should be the library's function for reading.

Student's self-reliance is a very important factor in determining the success of students in learning. The achievement of the learning independence as desired a person should need to know some things that affect the independence of learning. Broadly speaking, the factors that influence the learning independence are the factors that come from within the students and the factors that come from outside the student self. The factors that come from within students include psychological factors such as, self-efficacy, learning motivation, attitudes, interests, focus of control, self discipline and learning habits. While the factors that come from outside the students are natural environment factors, socio-economic factors, teachers, teaching methods, curriculum, subjects, and facilities infrastructure (Woolfolk, 2007). One of the factors that influence the learning independence is self-efficacy. Self-efficacy is the belief and expectation of the individual's ability to deal with

his task. In the Journal of Educational Science Sunawan cites explanations from Bandura and Pajares (2006) that several studies show that self-efficacy influences motivation, tenacity in dealing with the difficulty of a task, and learning achievement.

II. LITERATURE REVIEW

2.1 Understanding of Students

Students are a group of people of a certain age who learn well in group or individual. Students are also called pupils or learners. When we talk about students then our minds will be addressed to students in the school environment, both primary and secondary schools. Understanding students in a pedagogical perspective, humans are defined as the type of creature (*homo educantum*) that must be educated (Ekosusuilo, 1993). According to this aspect humans are categorized as creditable creature, learners are viewed as human beings that have latent potential, so it takes the guidance and guidance to actualize it so that he can become a capable moral man. In a psychological perspective, learners are individuals who are in the process of growth and development, both physical and psychological. According to the nature of each individual (Ekosusilo, 1993) growing and developing individuals, learners need consistent coaching and direction toward the optimum capabilities. In the perspective of the Law of National Education system no. 20 Year 2003 Article 1 paragraph 4 students are defined as members of the community who seek to develop themselves through the process of education on the path step and certain types of education (Ekosusilo, 1993).

2.2 Understanding Learning Independence

Brewer (in Djamarah, 2002) explains that independence is an individual whose autonomy behavior is an internal force or drive and not because of the influence of others, has self-control, is able to develop a critical attitude and able to make decisions freely without being influenced by others and the independence is shown by an initiative, trying to overcome the obstacles that exist in the environment, trying to do activities to perfection, getting satisfaction from work and do their own routine work. Meanwhile the dependence of the opponent's word of independence, always in touch with others, always close to expects attention and need appreciation.

Wetherington (in Djamarah, 2002) says that independence refers to the ability to take initiative, problem-solving, perseverance, overcome his own difficulties and want to do things for and by himself. Schaeffer (in Qohar, 2011) says that the degree of independence that exists in each person is different, some are high and some are low, "The high self-reliance tends to have high self-esteem, many initiatives, a sense of responsibility, and do something to and by himself". Gie (in Maulana, 2010) says that the learning independence when associated with learning, independence is one of the internal factors that contribute to obtaining the achievement. The students' independence in learning is a situation that allows a student to acquire knowledge and understanding as well as skill on initiative and self-ability.

2.3 Discipline

Actually discipline is not the original Indonesian word, but the absorption of the foreign language "discipline" (English), "*disciplin*" (Dutch), or "*disciplina*" (Latin) meaning learning. In addition to the word "discipline", there is also a "disciple" which means learning from a leader. Parents and teachers are leaders and children are "disciples" who learn from them about attitudes, behaviors, ways of life that can be joyful and beneficial to societal life appropriate or approved by society (Tu,u, 2004). Lestari (in Tu'u, 2004) states that in a broad sense, discipline is every kind of influence that is shown to help children learn the ways to deal with the demands of their environment, as well as ways to resolve the demands one might want to ask To the environment. From the above description, it can be concluded that discipline is an attitude or character that is conducted voluntarily to the rules and order.

2.4 Relationship of Self-Efficacy and Self-Discipline with Learning Independence

For students a strong belief will encourage them to be more independent by relying on their own abilities. According to Alwisol, (2009), related to learning activities, students with good self-efficacy will perform careful planning and have the perseverance to complete the tasks of learning. Students who have confidence that they can accomplish tasks with their own ability tend to be more mature in planning their study time, have initiatives to seek learning resources without instruction from others, and more confident when examining. So experience in doing these activities will encourage students to mobilize their abilities in order to achieve goals in their life. Thus a student will be compelled to live the life choices he has set himself, to become an independent individual.

Bandura (in Alwisol, 2009) says that students who have high self efficacy will be compelled to be independent of others, such as doing homework without being reminded by parents, looking for learning resources without being instructed by the teacher, and so on. So in the end it tends to become an independent individual in learning that is students who are always full of initiative to complete learning tasks on the drive of

consciousness and ability alone without dependence with others. If someone has a high self efficacy then tends to have a mature planning, have perseverance, takes the initiative in finding sources of learning, confident and not easily feel depressed, able to set achievement targets, can think positively and the desire to not depend on others. This is also in accordance with Cobb's opinion (in Woolfolk, 2007) who states that learning independence is influenced by many factors, including self-efficacy, motivation and goals.

III. RESEARCH METHOD

3.1 Identify Variables

The research variables can be differentiated according to the position and type of the dependent variable and independent variables. There are two variables in this research, they are:
1. The dependent variable, it is the variable that is the result or depends on the variable that precedes. In this research the dependent variable is Learning Independence, expressed in Y.
2. The independent variable, it is the variable that precedes or affects the dependent variable. In this research the independent variables are 2 variables. These independent variables include:
   a. Self-Efficacy, stated in X1
   b. Self Discipline, stated in X2

Moderator Variables are: Sex (Male and Female).

3.2 Population and Sample

The population is the whole to be investigated and has at least one common trait or the same characteristics and for whom the reality derived from the subject of the study that to be generalized (Hadi, 2004). The meaning of generalizing is to raise the conclusion as applicable to the population. The population used in this study were all the students of SMA Bina Taruna Medan which is 120 students, where class X = 40 people (male = 22, female = 18), class XI = 40 people (male = 15, Female = 25, XII = 40 people (male = 18, female = 22), so the total male = 55, female = 65 people.

Sample is part of the number of characteristics possessed by the population (Sugiyono, 2010). The size of the sample members should be calculated based on certain techniques so that the conclusions which are applicable to the population are accountable. In addition, the representation factors should be taken into consideration. The sample of this research is amounted to 120 people (male = 55, female = 65 people).

3.3 Sampling Techniques

Based on the theory by Arikunto (2010) , the sampling technique used is the total population which means the entire study population as well as a sample of research. In this case the study sample amounted to 120 people (male = 55, female = 65).

3.4 Data Collecting Method

The data collection methods used as a measuring instrument, this research uses the scale method. The scale method is used because the data to be measured are constructs or psychological concepts that can be expressed indirectly through behavioral indicators that are translated in the form of statement item (Azwar, 2010).

The scale used in this research is the scale of self efficacy, the scale of self-discipline and the scale of learning independence. These scales use the Likert model scale where the researcher uses 4 answer choices, 4 for the *Strongly Agree (SS)*, 3 for the *Agree (S)*, 2 for *Disagree (TS)*, and 1 for the *Strongly Disagree (STS)*. As for the *unfavorable* item value 1 for *Strongly Agree (SS)* answer, value 2 for *Agree (S)*, value 3 for *Disagree (TS)*, value 4 for *Strongly Disagree (STS)*.

a. Self-Efficacy Scale

The scale of self efficacy is based on the aspects of self efficacy according to Bandura (in Santrock 2011), namely:
1. Level. This aspect relates to the difficulty of the task. If the assigned tasks for individuals are arranged according to the degree of difficulty, individual self-efficacy differences may be limited to simple, medium, or high tasks. The individuals will perform actions that are perceived to be capable of performing and will be tasks that are thought to be beyond the limits of their capabilities.
2. Generality. This aspect relates to the extent to which individuals are convinced of their abilities in various task situations, ranging from doing a typical activity or a situation that is never done to a series of difficult or complicated tasks and situations.
3. Strength. This aspect relates to the degree of strength or stability of a person to his beliefs. A lower level of self efficacy is easily shaken by weakening experiences, while someone with a strong self efficacy is diligent in improving his efforts despite the experience of weakening.

Each item in the self efficacy scale consists of a statement with 4 choices of answers that is, the value of 4 for the answer *Strongly Agree (SS)*, value 3 for the answer *Agree (S)*, value 2 for *Disagree (TS)*, value 1 for the answer *Strongly Disagree (STS)*. As for the *unfavorable* item value 1 for the *Strongly Agree (SS)* answer, value 2 for the answer *Agree (S)*, value 3 for the answer *Disagree (TS)*, value 4 for the *Strongly Disagree (STS)*.

B. Self-Discipline Scale

The measuring instrument used to measure self-discipline is the self-discipline scale based on the self-discipline aspects proposed by Arikunto (in Ghufron, 2010): (1) Self-discipline in the classroom, (2) Self-discipline outside the classroom or school, (3) Self-discipline at home. This scale model uses Likert scale model. The items on this scale are a statement with four choices of answers, namely *SS (very often), S (often), KDG (sometimes), HTP (almost never)*. The scale is presented in the form of *favorable* and *unfavorable* statements. A given score moves from 1 to 4. The weight of the assessment for favorable statements is: SS (very often) = 4, S (often) = 3, KDG (sometimes) = 2, HTP (almost never) = 1, while the weight of scores for unfavorable statements: SS (very often) = 1, S (often) = 2, KDG (sometimes) = 3, HTP (almost never) = 4.

C. The scale of learning independence

The scale of learning independence is based on the aspects of learning independence according to Kartadinata (2000) based on 5 aspects, namely: 1) free responsible, 2) progressive and tenacious, 3) initiative, 4) self-control, and 5) self-stability. Each item in the learning independence scale consists of a statement with 4 choices of answers that is, the value of 4 for the answer *Strongly Agree (SS)*, the value 3 for *Agree (S)*, the value 2 for *Disagree (TS)*, the value 1 for *Strongly Disagree (STS)*. As for the unfavorable item, value 1 for *Strongly Agree (SS)*, value 2 for *Agree (S)*, value 3 for *Disagree (TS)*, value 4 for *Strongly Disagree (STS)*.

3.5 Validity and Reliability Tests of Measuring Instruments

An instrument test is performed to determine the validity and reliability of the instrument.
a. Instrument Validity Test. Validity is a measure that indicates the validity of an instrument (Arikunto, 2006). This research uses item validity that is testing the validity of each statement item. The technique used to know the item validity can be calculated by product moment person formula (with rough numbers). The formula is according to (Arikunto, 2006):

$$r_{xy} = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\left[\sqrt{[(\sum x^2) - (\frac{(\sum x)^2}{N})][(\sum y^2) - (\frac{(\sum y)^2}{N})]}\right]}$$

Note:

R_{xy} : The coefficient correlation between x variable (subject score of each item) with x variable.
$\sum xy$: The sum of the multiplication results between y variable (total subject score of all item) with y variable.
$\sum X$: The total score of each x item.
$\sum Y$: The total score of each y item.
N : Number of subjects
$\sum Y2$: Number of total score squares
$\sum X2$: Number of total score squares for each item

Instruments Reliability Test

In order an instrument to be trusted as a data collection instrument, it is necessary to use the reliability test. Reliability refers to the level of reliability of a test kit. Reliable means trustworthy, so it can be reliable (Arikunto, 2006). If the instrument is good and reliable then how many times taken at different times on the same subject, will still be the same result. The formula used to determine the reliability of an instrument using the formula alpha, the formula as follows (Arikunto, 2010)

$$r_{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum \sigma_b^2}{\sigma_1^2}\right]$$

Note:
r11 : instrument reliability
k : number of statement items or many items

Σαb2   : the number of variance items
α1^2   : total variance

Reliability test in this research also uses computer program aid of SPSS 18.0 for windows with reliability test technique Cronbach Alpha.

3.6 Data Analysis Techniques

The data obtained from the subject through the measuring scale is transformed into numbers become quantitative data, so the data can be analyzed through statistical approach. There are two things conducted in quantitative data analysis in this research, the first hypothesis by using multiple regressions on major and minor hypothesis. Meanwhile the second hypothesis is by using Anava one line. Before the first data analysis is done, the assumption test on the results of research is conducted that includes test normality and linearity test.

1. Normality test

   Normality test aims to determine whether the research distribution of each variable that is independent variables and the dependent variable has spread normally. The distribution normality test was analyzed by using Kolmogorov-Smirnov, with the help of SPSS for Windows version 18.

2. Linearity test

   Linearity test is used to find out whether the distribution of research data that is the dependent variable (learning independence) and independent variables (self-efficacy and self-discipline) have a linear relationship. Linearity test was performed by using variance analysis (ANAVA) and Scatter Plot with the help of SPSS for windows version 18.

3. Multiple Regression Analysis

   This analysis is used to test the relationship of self-efficacy and self-discipline with learning independence (major hypothesis). With this analysis, it can be known the coefficient of variable regression to dependent variable, coefficient of determination, relative and effective contribution of independent variable to dependent variable. The steps to be taken are:

1) Finding out the coefficient of determination between the predictors X1 and X2 with criterion Y by using the formula:

$$Ry(1,2) = \sqrt{\frac{(b\Sigma X_1 Y) + (c.\Sigma X_2 Y)}{\Sigma Y^2}}$$

Note:
Ry (1,2)   : coefficient correlation between X1, X2, and Y
B   : coefficient of predictor X1
C   : coefficient of predictor X2
ΣX1Y   : number of multiplications between X1 and Y
ΣX2Y   : number of multiplications between X2 and Y
EY2   : number of criteria squares Y

2) Testing the multiplication of multiple regressions, with the formula:

$$F_{reg} = \frac{R^2(N - m - 1)}{m(1 - R^2)}$$

Note:
F: F price of regression line
N: case count
M: predictor count
R: coefficient correlation between criteria and predictor

3) Testing the predictor determinant coefficient toward Y, by the formula:

$$d = R^2 \text{ x } 100\%$$

Note:
D   : Determinant
R ^ 2   : The predictor determinant coefficient toward Y

4) Creating a line equation with two predictors, by the formula:
$\hat{Y} = a + b_1 X1 + b_2 X2$

4. Anava 1 Line

To test the comparative hypothesis, this research used a quantitative method with variance homogeneity test which is intended to determine whether the subject of the research in some psychological aspects is the same (homogeneous). Based on the variance homogeneity test it is known that the subject of the research comes from a homogeneous sample. As a criterion when $p > 0.050$ then stated homogeneous (Hadi and Pamardiningsih, 2004). The F statistics in particular Analysis of one way variance (single line Anova), and statistical test used through F statistic Test.

F Statistical Test

The F test is performed to see the effect of independent variable as a whole on dependent variable. This test is done by comparing the value of F arithmetic with F table (Ghozali, 2006). Based on the hypothesis proposed in the research, then the analysis technique used to test the hypothesis is Anava 1 line to test the independence learning of Y from the X gender variable. The one line Anova chart can be seen in the picture below:

X	
X1	X2
Y	Y

Note:

X = Sex (gender) Y = independence learning   X1 = Male   X2 = Female

IV. DISCUSSION

In this section all matters relating to research will be described, starting from the orientation of the research scene and all the preparations made, the implementation of data collection, research results and discussion.

4.1 Scope Orientation and Research Preparation

Self-Efficacy Scale

The scale of self efficacy is based on aspects of self efficacy according to Bandura (in Santrock, 2011), namely:

1. Level. This aspect relates to the difficulty of the task. If the assigned tasks for individuals are arranged according to the degree of difficulty, individual self-efficacy differences may be limited to simple, medium, or high tasks. The individuals will perform actions that are perceived to be capable of performing and will be tasks that are thought to be beyond the limits of their capabilities.
2. Generality. This aspect relates to the extent to which individuals are convinced of their abilities in various task situations, ranging from doing a typical activity or a situation that is never done to a series of difficult or complicated tasks and situations.
3. Strength. This aspect relates to the degree of strength or stability of a person to his beliefs. A lower level of self efficacy is easily shaken by weakening experiences, while someone with a strong self efficacy is diligent in improving his efforts despite the experience of weakening.

Each item in the self efficacy scale consists of a statement with 4 choices of answers that is, the value of 4 for the answer *Strongly Agree (SS),* value 3 for the answer *Agree (S),* value 2 for *Disagree (TS),* value 1 for the answer *Strongly Disagree (STS).* As for the *unfavorable* item value 1 for the *Strongly Agree (SS)* answer, value 2 for the answer *Agree (S),* value 3 for the answer *Disagree (TS),* value 4 for the *Strongly Disagree (STS).*

In this scale made item is 59 items consisting of 3 aspects. The first aspect of Level (difficulty of duty) amounted to 9 favorable items and 9 unfavorable items, while the second aspect is generality (convinced of ability in various task situations) amounted to 9 favorable items and 9 unfavorable items, while the third aspect is strength (someone against his belief) amounted to 11 favorable items and 12 unfavorable items. The following is a table 1 distribution of the scale of self efficacy before the test:

Table. 1 Spread Distribution of Scale Statement Items

Aspect	Indicator	Favorable	Unfavorable	Total
Level (difficulty of task)	Able to position themselves calmly when faced with difficult tasks or situations	1, 2, 3	11, 12, 13	6
	Able to think creatively to cope with difficult tasks or situations	4, 5, 6	14, 15, 16	6
	Able to formulate the appropriate problem solving in every problem	7, 8, 9	17, 18, 19	6
Generality (confident in its ability in various	Able to behave appropriately when faced with unexpected situations	10, 21, 22	20, 31, 32	6
	Able to cope successfully with new	23, 24, 25	33, 34, 35	6

task situations)	situations				
	Able to overcome all the anxieties well when faced with unexpected situations	26, 27, 28	36, 37, 38		6
Strength (The level of a person's confidence in his or her beliefs and confidence in achieving planned goals and intentions	Convinced in the achievement of goals despite obstacles	29, 30, 41, 42	39, 40, 50, 51		8
	Convinced to be able to solve all the problems in various situations	43, 44, 45	52, 53, 54, 55		7
Total		46, 47, 48, 49	56, 57, 58,59		8

Self-Discipline Scale

The measuring instrument used to measure self-discipline is the self-discipline scale based on the self-discipline aspects proposed by Arikunto (in Ghufron, 2010): (1) Self-discipline in the classroom, (2) Self-discipline outside the classroom or school, (3) Self-discipline at home. This scale model uses Likert scale model. The items on this scale are a statement with four choices of answers, namely *SS (very often), S (often), KDG (sometimes), HTP (almost never).* The scale is presented in the form of *favorable* and *unfavorable* statements. A given score moves from 1 to 4. The weight of the assessment for favorable statements is: SS (very often) = 4, S (often) = 3, KDG (sometimes) = 2, HTP (almost never) = 1, while the weight of scores for unfavorable statements: SS (very often) = 1, S (often) = 2, KDG (sometimes) = 3, HTP (almost never) = 4. In this self-discipline scale is made item fir 37 items which consist of 3 aspects. The first aspect is the discipline in the class that consists of 8 favorable items and 11 unfavorable items while the second aspect is 4 favorable items and 6 unfavorable items, while the third aspect is discipline at home that consist of 5 favorable items and 3 unfavorable items. Below is the table of spread distribution of self-discipline scale items before the test:

Table. 2 Spread Distribution of Self-Discipline Scale Items before the Test

Aspect	Indicator	Favorable	Unfavorable	Total
1. Discipline In Class	1. Asking or answering the teachers' questions.	-	35, 36, 37	3
	2. Asking teacher's permission to enter and exit the class	1,	12	2
	3. Cheating the work of friends	5	9	2
	4. Make a trouble in the class.	29	8, 10	3
	5. Utilizing the maximum time to learn.	4, 18	13, 24	4
	6. Gathering tasks on time.	3, 21		2
	7. Maintaining the cleanliness and class wonderful		23, 32	2
	8. Obeying the rules of the class	30		1
2. Discipline Outside Class	1. Saying greetings	2, 6, 15		3
	2. Escaping from school		11, 22, 27	3
	3. Maintaining cleanliness and beauty of school		28	1
	4. Using harsh words		14	1
	5. Asking permission before leaving school.			
	6. Obeying the order	7		
3. Discipline at Home	1. Preparing tools and materials of the students	16		1
	2. Doing the tasks from the teacher.		25	1
	3. Repeating the subject matter.	17, 31	26	3
	4. Making use of free time.	14, 20	34	3
Total		17	17	20

The Scale of Learning Independence

The scale of learning independence is based on the aspects of learning independence according to Kartadinata (2000) based on 5 aspects, namely: 1) free responsible, 2) progressive and tenacious, 3) initiative, 4) self-control, and 5) self-stability. Each item in the learning independence scale consists of a statement with 4 choices of answers that is, the value of 4 for the answer *Strongly Agree (SS),* the value 3 for *Agree (S),* the value 2 for *Disagree (TS),* the value 1 for *Strongly Disagree (STS).* As for the unfavorable item, value 1 for *Strongly Agree (SS)*, value 2 for *Agree (S),* value 3 for *Disagree (TS),* value 4 for *Strongly Disagree (STS).*

As for the unfavorable item value 1 for the *Strongly Agree (SS)* answer, value 2 for *Agree (S),* value 3 for *Disagree (TS),* value 4 for *Strongly Disagree (STS).* In the scale of learning independence made items amounted to 41 items from 5 aspects of learning independence. The first aspect is freely responsible 6 favorable items and 4 unfavorable items. The second aspect is diligent and progressive 4 favorable items and 4 unfavorable items. The third aspect is the initiative 4 favorable items and 1 unfavorable item, while the fourth aspect is self control 9 favorable items and 7 unfavorable items and the fifth aspect is self stability 1 favorable item and 1 unfavorable item. Below is the table of spread distribution of self-learning scale items before the test:

Table.3 Spread Distribution of Self-Discipline Scale Items before the Test

Aspect	Indicator	Favorable	Unfavorable	Total
1.Free responsible	a. Able to complete the tasks provided without the help of others	1	11	2
	b. Do not delay time in doing the task	12	2	2
	c. Able to make own decisions	3, 4	13	3
	d. Able to complete the task in the learning process	5, 6	14	3
2. Diligent and Progressive	a. Having awareness of the learning benefits	7, 8	15, 16	4
	b. Performing various ways or taking various paths to achieve the goals	9, 10	17, 18	4
3. Initiatives	a. Manifesting himself optimally in learning	21, 22, 23		3
	b. Brilliant ideas	24	19	2
4. self-control	a. Able to control the emotions	25, 26	20, 31	4
	b. Like the Settlement peacefully	27, 28	32, 33	4
	c. Be able to control the action	29, 30	34, 35	4
	d. Thinking before acting	38, 39, 40	36	4
5. Stability of self	a. Believing in self-esteem	41	37	2
Total		24	17	41

Test Measure of Research Measurements

This experimental measuring instrument test was conducted on March 11 to March 13, 2014 at SMEA Bina Taruna Medan students. Further dated March 14, 2014 carried out the recording and scoring at the scale that has been collected and on March 15, 2014 followed by data processing to determine the validity and reliability of the scale.

In the implementation in the field, the researcher directly encounters the students of SMEA Bina Taruna Medan. The scale spread at this phase of the test, the scale of Self-Efficacy is 40 exemplar, the Self Discipline 40 is exemplar scale, and the scale of Learning is 40 exemplars that all given to 40 students, and all can be analyzed with the aim to know the validity and reliability of the scale . After all the scales are collected then an assessment of the scale is conducted by creating a value format based on the scores on each sheet, then the score which is the subject choice on each statement item is moved to the windows excel program for the purposes of tabulation of data, that is the line for the statement number And a line for the subject number. Based on the results of the Self-Efficacy scale test of 59 items, it is known that there are 4 items that *invalid*, namely the item number 40, 42, 53, 58, while the *valid* item amounted to 55 grains, which has coefficient correlation rbt = 0.312 to rbt = 0.802. Below is the distribution of grain distribution of the self-efficacy scale after the test.

Table. 4 Spread Distribution of Self-Efficacy Scale Statement Items after Test

Aspects	Indicator	Item Number				Total
		Favo		Unfavo		
		Valid	Invalid	Valid	Invalid	
Level (Difficulty of duty)	Able to position themselves calmly when faced with difficult tasks or situations.	1,2,3		11,12,13		6
	Able to think creatively to cope with difficult tasks or situations.	4,5,6		14,15,16		6
	Able to formulate appropriate problem solving in every problem	7,8,9		17,18,19		6
Generality (Be confident of their ability in various tasks	Be able to behave appropriately when faced with unexpected situations.	10,21,22		20,31,32		6
	Able to cope successfully with new situations.	23,24,25		33,34,35		6
	Able to overcome all the anxieties well when faced with unexpected situations	26,27, 28		36,37,38		6
Strength (Stability of a person to his beliefs	Convinced and have steadiness in the achievement of planned intentions and goals	29,30, 41	42	39, 50, 51	40	6
	Convinced in the achievement of goals despite obstacles.	43, 44, 45		52, 54, 55	53	6
	Convinced able to solve all problems in various situations	46, 47, 48, 49	-	56, 57, 59	58	7
Total		28	1	27	3	55

After the grain validity test has been tested, then proceed with the reliability analysis by using Alpha Cronbach formula. The reliability index obtained by rtt '= 0.960. Based on the reliability index, the scale that has been compiled in this research stated reliable which can be used at other times in expressing self-efficacy. The scale of self-discipline as a comparison made by other researchers who also examine about the self-discipline by using the theory of Schochib (1998) with the aspects of wholeness and balance of family, belief, and meanings. This scale is arranged based on Likert scale method which is in the form of four types of answer options for favorable items and unfavorable items of SS, S, TS, STS which move from 1 to 4 for favorable and unfavorable. As for the items compiled amounted to 42 grains that invalid amounted to 38 items. A valid item moves from the coefficient correlation rbt = 0.205 to rbt = 0.468 with reliability of hoyt index obtained by rtt = 0.851. But in this case the researcher makes the scale of self-discipline based on the opinion of Arikunto (in Ghufron, 2010).

Furthermore, based on the results of self-discipline scale test which amounted to 37 grains, it is known there is 1 item that invalid that is item no 22 which is "I escape from school with an unclear reason". The coefficient correlation item no 22 rbt = 0.078 whereas a valid item amounted to 36 items, which has a coefficient correlation moves from rbt = 0.314 to rbt = 0.774. The following table is the spread distribution of the self-discipline scale after the test.

Table. 5 Spread Distribution of The Self-Discipline Scale after The Test

Aspects	Indicator	Item Number				Total
		Favo		Unfavo		
		Valid	Invalid	Valid	Invalid	
1. Discipline In the Class	1. Asking or answering the teachers' questions.	-	-	35,36,37		3
	2. Asking teacher's permission to enter and exit the class	1		12		2
	3. Cheating the work of friends	5		9		2
	4. Make a trouble in the class.	29		8,10		3
	5. Utilizing the maximum time to learn.	4,18		13,24		4
	6. Gathering tasks on time.	3,21		-		2

	7. Maintaining the cleanliness and class wonderful	-		23,32		2
	8. Obeying the rules of the class	30	-	-		1
2. Discipline Outside the Class	1. Saying greetings	2,6,15		-		3
	2. Escaping from school	-		11,27	22	2
	3. Maintaining cleanliness and beauty of school	-		28		1
	4. Using harsh words	-		14		1
	5. Asking permission before leaving school.	-		33		1
	6. Obeying the order	7		-		1
3. Discipline at Home	1. Preparing tools and materials of the students	16		-		1
	2. Doing the tasks from the teacher.	-		25		1
	3. Repeating the subject matter.	17,31		26		3
	4. Making use of free time.	14,20		34		3
Total		**17**		**19**	**1**	**36**

After completion the item validity test, then it is proceed with the reliability analysis by using Alpha Cronbach formula. The reliability index obtained is rtt = 0.953. Based on the reliability index, the scale that has been compiled in this research is stated *reliable* which can be used at other times in revealing the self-discipline.

Furthermore, based on the results of the experiments on the scale of learning independence, that amount 41 items, it is found there are 2 items invalid, namely the item number 21 which is "I do the exercises in my own way", and the item number 39 which is "I am less confident to complete the assigned task to me". As for the coefficient correlation of item number 21 is equal to rbt = 0,036 where the item number 21 is invalid from the aspect number 3 that is initiative which indicator self realizing optimally in learning, while the coefficient correlation of item number 39 is equal to rbt = 0,274 where the item number 39 is Fall from the self-control aspect that the indicator think before the act, and the valid items are amounted to 39 items, the valid grain has a coefficient correlation rbt = 0.317 to rbt = 0.733. Table 6 below is the spread distribution of the learning independence scale after the test.

Table. 6 Spread Distribution of Learning Independence Scale after the Test

Aspects	Indicator	Item Number				Total
		Favo		Unfavo		
		Valid	Invalid	Valid	Invalid	
1. Free responsible	a. Able to complete the tasks provided without the help of others	1		11		2
	b. Do not delay time in doing the task	12		2		2
	c. Able to make own decisions	3.4		13		3
	d. Able to complete the task in the learning process	5,6		14		3
2. Diligent and Progressive	a. Having awareness of the learning benefits	7,8		15,16		4
	b. Performing various ways or taking various paths to achieve the goals	9,10		17,18		4
3. Initiatives	a. Manifesting himself optimally in learning	22, 23	21			2
	b. Brilliant ideas	24		19		2
4. self-control	a. Able to control the emotions	25, 26		20,31		4
	b. Like the Settlement peacefully	27, 28		32, 33		4
	c. Be able to control the action	29, 30		34,35		4
	d. Thinking before acting	38, 40	39	36		3
5. Stability of self	a. Believing in self-esteem	41	-	37		2
Total		22	2	17	-	39

After completion the item validity test, then it is proceed with the reliability analysis by using Alpha Cronbach formula. The reliability index obtained is rtt '= 0.922. Based on the reliability index, the scale that has been compiled in this research is stated *reliable*, which can be used at other times in expressing the independence of learning.

4.2 Implementation of Data Collection

The data was collected from March 16 to March 18, 2014 at SMA Bina Taruna in Medan. The further dated March 19, 2014 carried out the recording and simultaneous scaling of the scale that has been collected and on 21 March 2014 followed by data processing for the test of normality, linearity, multiple regression analysis and 1 lane Anava. In the implementation in the field, the researcher encounters directly the students of SMA Bina Taruna Medan. The subjects used in this research are the different subjects at the time of experimentation of research scale. The scale spread at this phase of data collection, the scale of self-efficacy is 120 copies, self-discipline scale is 120 copies and the scale of learning independence is 120 copies as well. All scales can all be analyzed for data processing as all the scales have been eligible and the students have provided the answers according to the filling instructions. After all collected, an assessment of the scale is conducted by creating a value format based on the scores on each sheet, then the scores that are the subject choice in each statement item are transferred to the windows excel program for the purposes of tabulation of data that is the lines for the statement number and the line for the subject number. After all the required data is collected, the total value of self-efficacy data and the total value of self-discipline and total student self-efficacy data, where the data is taken and paired from each student, and will be used in data processing research. Furthermore, it is determined that self-efficacy (X1) and self-discipline (X2) as independent variable and as dependent variable (Y) is learning independence.

4.3 Analysis of Data and Research Results

Data analysis technique used in this research is Multiple Regression Analysis in which this technique will be seen whether self-efficacy and self-discipline contribute to the learning independence in senior high school students of Bina Taruna Medan. However, before the data were analyzed by multiple regression analysis techniques, the assumption test was firstly conducted on the variable that become the center of attention.

1. Assumptions Test
Test of distribution Normality

The normality test of this distribution is to prove that the dissemination of research data to the center of attention, spreads based on the principle of normal curve. The distribution normality test was analyzed by using the Kolmogorov_Smirnov Test formula. Based on the analysis, it is known that the data to the three variables analyzed following the normal distribution that is distributed in accordance with the principle of Ebbing Gauss normal curve. As a criterion when $p > 0,050$ then the distribution is otherwise normal, otherwise if $p < 0,050$ the distribution is not normal (Hadi and Pamardingsih, 2004). The following table summarizes the results of calculation of distribution normality test:

Table. 7 Summary of Calculation Result of Distribution Normality Test

Variable	Average	SB	K-Z	P	Description
Self-Efficacy	141,5417	10,90594	0,735	0,652	Normal
Self-Discipline	103,4750	9,19075	0,830	0,496	Normal
Learning Independence	106,6167	10,19984	0,826	0,502	Normal

Note:
Average = Average value
SB   = Deviation Standard
P   = Opportunity of Error Occurrence
K-Z   = Kolmogorov-Smirnov Z Test

Relationship Linearity Test

Relationship linearity test is intended to know the degree of relationship of independent variables with dependent variable. This means whether self-efficacy and self-discipline can explain the emergence of learning independence. This visualization can be explained by viewing the linearity line that is the increasing or decreasing the value of Y axis (learning independence) along with increasing or decreasing the value of the axes of each independent variable. Based on the linearity test, it can be seen whether the independent variable with the dependent variable, can or not be analyzed in correlation way. The results of the analysis show that between the independent variables of self-efficacy and self-discipline have a linear relationship to the dependent variable (learning independence). As a criterion when $p > 0.050$ then it is expressed to have a degree of linear relationship (Hadi and Pamardiningsih, 2004).

Table. 8 Summary of Calculation Result of Relationship Linearity Test

Correlation	F different	p different	Description
X1- Y	16,391	0,000	Linear
X2 – Y	113,313	0,000	Linear
X1X2-Y	63,458	0,000	Linear

Note:

X_1 = Self- Efficacy   p different = Opportunity of Error Occurrence
X_2 = Self-Discipline
Y = Learning Independence
F different = Linearity Coefficient

Variance Homogeneity Test

       Variance homogeneity test is intended to find out whether the subject of research is in some psychological aspects are the same (homogeneous). Based on the variance homogeneity test it is known that the subject of the research comes from a homogeneous sample. As a criterion when $p > 0.050$ then stated homogeneous (Hadi and Pamardiningsih, 2004). Table 9 below summarizes the results of variance homogeneity test.

Table. 9 Summary of Variance Homogeneity Test Result

Variable	Homogeneity Test	Koef	P	Description
Learning Independence	Levene Test	1,387	0,241	Homogeny

2. Calculation Result of Two Predictors Regression Analysis

       Based on the results of the analysis with multiple regression, it was obtained two results in order to test the major and minor hypotheses that have been proposed, the main effect and the interaction effect. For the interaction effect, there is a very significant relationship of self efficacy, self-discipline with learning independence, where the coefficient correlation R = 0.721; With $p < 0.01$ and Freg = 63.458 with $p < 0.01$.

       The determinant coefficient (r2) of the relationship between the self efficacy predictor, self-discipline with the dependent variable of learning independence is r2 = 0,520. This shows that learning independence is shaped by self-efficacy and self-discipline with a contribution of 52%. The main effects of the two predictors show that:

1. There is a very significant relationship between the self efficacy with learning independence, where the coefficient r x1-Y = 0.349 with $p < 0.01$, this means the higher the self efficacy is the higher the students' learning independence is.
2. There is a very significant relationship between the self-discipline and learning independence, where the coefficient r x2-Y = 0.700 with $p < 0.01$, this means the higher the self-discipline is, the higher the students' self-reliance is.

Table. 10 Summary of Multiple Regressions Calculation

Output		coefficient correlation (R)	Koef. Det. (r^2)	P	BE%	Description
Interaction Effect	X_{12} – Y	0.721	0.520	0.000	52,0	SS
Main Effect	X_1 – Y	0.349	0,122	0.000	12,2	SS
	X_2 – Y	0.700	0,490	0.000	49,0	SS

Note:

X_{12} = Predictor: Self Efficacy, Self Discipline
X_1 = Self Efficacy
X_2 = Self Discipline
Y = Learning Independence
R = Coefficient correlation
r^2 = The predictor determinant coefficient of Y
P = Opportunities for errors
BE% = The effective contribution weight of the predictor to Y in percent
SS = Very significant at 1% significance level or $p < 0,01$.
TS = Not significant at the level of significance of 1% or $p < 0.01$.

3. Result of Variance Analysis Calculation

Testing the hypothesis based on the analysis of variance 1 lane calculation, it is known the differences in learning independence in terms of male and female sex. This result is known by viewing the value or coefficient of Anova difference with coefficient F = 112.294 with p < 0.01, while male = 114,327, and female mean = 100,092.

Based on this result, it means that the proposed hypothesis that states "there is a difference in learning independence in terms of gender" is accepted. The Anava calculation results can be seen in table 11 below:

Table. 11 Summary of Analysis of Variance 1 Line Result

Source	JK	Db	RK	F	P	KET
Between Groups	6036.811	1	6036.811	112.294	0.000	S
Within Groups	6343.555	118	53.759	---	---	---
Total	12380.367	119	**---**	**---**	**---**	**---**

Note:
JK = The sum of squares
RK = Mean of squares
F = Difference coefficient
P = Opportunities for errors
S = Significant
F = Difference coefficient
P = Opportunities for errors

The Calculation result of Hypothetical Mean and Empirical Mean
Hypothetical Mean

The learning independence variable, the amount of item used is 39 items that formatted with Likert scale in 4 answer, hence the hypothetical mean is {(39 X 4) + (39 X 1)}: 2 = 97,5. The self-discipline variable, the number of items used is 36 items formatted with Likert scale in 4 answers, the hypothetical mean is {(36 X 4) + (36 X 1)}: 2 = 90.0. The self efficacy variable, the number of items used is 55 items formatted with Likert scale in 4 answers, the hypothetical mean is {(55 X4) + (55 X 1)}: 2 = 137,5.

Mean Empirical

Based on data analysis, as seen from the distribution normality test it is known that, the empirical mean of self-efficacy variable is (141,5417), self-discipline variable is (103,4750), and independent learning variable (106,6167).

Criteria

The criteria used to determine the low self-efficacy, self-discipline and self-reliance learning in SMA students of Bina Taruna Medan, used the principle of normal curve divided 5 fields/regions by using the hypothetic mean as the midpoint in the normal curve. Furthermore, one field is determined by the magnitude of 1 deviation standard (SD). The values that *invalid* below the -2SD value limit are stated *very low*, values that *invalid* between the -2SD value limits until the -1SD value limit is declared *low*, the value between the boundary values -1SD to + 1SD is declared to be *normal/moderate*, the value between boundaries the value of + 1SD until the value of + 2SD is stated *high* and the value that is located above the value of + 2SD is stated *very high*.

For self-efficacy. The deviation standard variable is (10,9984), self-efficacy deviation standard variable is (10,90594), and self-efficacy deviation standard learning standard is (9,19075). The full picture of comparison of mean/Hypothetical average values with mean/average empirical values can be seen in the table below:

Table. 12 Calculation Result of Average Hypothetical Value and Average Empirical Value

Variable	SD	Average Values		Description
		Hypothetical	Empirical	
Self-Efficacy	10,9984	137,5	141,5417	Moderate
Self-Discipline	10,90594	90,00	103,4750	High
Learning Independence	9,19075	97,50	106,6167	Moderate
Male Learning Independence	5,99090	97,50	114,327	High
Female Learning Independence	8,29669	97,50	100,092	Moderate

Based on the comparison of the two average values above (hypothetical mean and empirical mean), it can be stated that the subject of this research has a *moderate* self-efficacy and *high* self-discipline, while the learning independence obtained is *moderate*.

The results of this research prove that there is a very significant relationship between self-efficacy and self-discipline with learning independence. It is shown by coefficient correlation R = 0,721 with p < 0,01 and Freg = 63,458 with p < 0,01. This suggests that the higher the self-efficacy is and the higher self-discipline is then the higher the learning independence is, or the lower the self-efficacy is and the lower the self-discipline is, then the lower the learning independence is. Based on this result, it means that the proposed hypothesis which stated that 'there is a positive relationship between self efficacy and self-discipline with student learning independence' can be accepted. This in accordance with the opinion of Bandura (in Alwisol, 2009), that related to learning activities, who says that students with high self-efficacy will be compelled to be independent of others, such as doing homework without being reminded by parents, ruled by teachers, etc. So that in the end it tends to be an independent individual in learning, that is students who are always full of initiative to complete learning tasks on the impulse of consciousness and ability alone without dependence with others.

Furthermore, it is known that the determinant coefficient (r2) of the relationship between the self efficacy predictors, and the self-discipline with dependent variable of learning independence is r2 = 0,520. This shows that the learning independence is shaped by self-efficacy and self-discipline with a contribution of 52%. The remaining 48% is influenced or formed by other factors, according to Cobb (in Woolfolk, 2007) and according to Ali (2010) are parent's genes or parentage, parenting pattern, education system in school, motivation, purpose, knowledge and internal factors And external. In this case the formation of student learning independence is still much influenced by other factors in this case did not participate studied/researched by the researcher in this research. While from descriptive data independence of study of male and female, it can be seen in table 13 below:

Table. 13 Descriptive Data of Independence Learning of Male and Female

			Gender		Total
			Male	Female	
LEARNING INDEPENDENCE	Low	Count	0	16	16
		% within LEARNING INDEPENDENCE	.0%	100.0%	100.0%
	Moderate	Count	35	48	83
		% within LEARNING INDEPENDENCE	42.2%	57.8%	100.0%
	High	Count	20	1	21
		% within LEARNING INDEPENDENCE	95.2%	4.8%	100.0%
Total		Count	55	65	120
		% within LEARNING INDEPENDENCE	45.8%	54.2%	100.0%

From the table above, male students who have *high* learning independence category as many as 20 people (95.2%) and the female students as many as 1 person (4.8%), the category of self-learning independence as many as 35 men (42.2%) and the category of independent learning of women as many as 48 people (57,2%), while the category of self-reliance learning less men (0%) and the low category of learning independence 16 women (16%). The total of 120 students of self-reliance learns 55 men (45.8%) while women 65 people (54.2%). So in this case it can be concluded from the existing data that the learning independence of the students in high school can be said that the learning independence of male is higher than female. This is in accordance with the data obtained in the field with the phenomenon occurs that the researcher observed in male and female students. Other results obtained from this study that the descriptive data of each variable are: self-discipline, self efficacy and learning independence. The full results of descriptive self-discipline data can be seen in table 14 below:

Table. 14 Descriptive Data of Self-Disciplinary

		Frequency	Percent	Cumulative Percent
	Low	19	15.8	15.8
	Medium	80	66.7	82.5
	High	21	17.5	100.0
	Total	120	100.0	

From the descriptive self-discipline data above, there are 21 people (17.5%) in the *high* category, self-discipline of the moderate category is 80 people (66.7%) while the *low* self-discipline category is 19 people (15.8%). From the above data, the students of the *medium* category are more than the *low* and *high* category. The results can be seen in Figure 1 below:

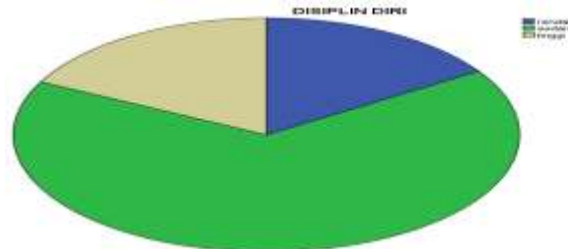**Figure. 1** Percentage of Respondents' Self-Discipline Level

Table. 15 Descriptive Data of Self-efficacy

	Frequency	Percent	Cumulative Percent
Low	21	17.5	17.5
Medium	77	64.2	81.7
High	22	18.3	100.0
Total	120	100.0	

From the data of descriptive Self-efficacy above, the *high* category are as many as 22 people (18,3%), self-efficacy in *medium* category 77 people (64,2%) while self efficacy category *low* 21 people (17,5%). From the above data the students of the *medium* category are more than the *low* and *high* category. The results can be seen in Figure 2 below:

Figure. 2 Percentage of Respondents' Self-efficacy Level
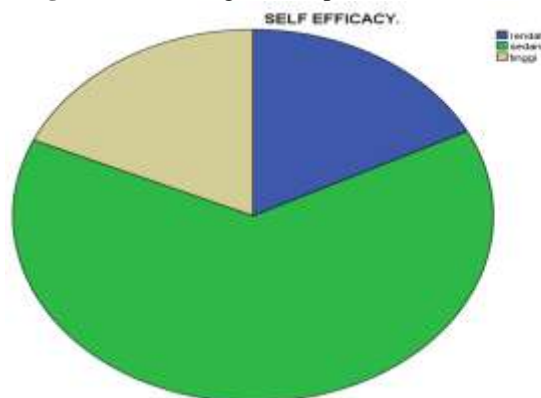
While the descriptive data of learning independence can be seen from the table 16 below:

Table. 16 Descriptive Data Independence Learning

	Frequency	Percent	Cumulative Percent
Low	16	13.3	13.3
Medium	83	69.2	82.5
High	21	17.5	100.0
Total	120	100.0	

From the descriptive data of independence learning above, the *high* category are 21 people (17.5%) independence learning *medium* category 83 people (69.2%) and *low* learning category independence 16 people (13.3%). From the above data the students of the *medium* category are more than the *low* and *high* category. The results can be seen in Figure 3 below:

Figure. 3: Percentage of Respondents' Learning Independence Level

From the data of description of the three variables above, it can be summarized in general that the students have *medium* category for self-efficacy, self-discipline and learning independence, but still many also have *low* and *high* categories both self efficacy, self-discipline and learning independence.

Other findings from the effective contribution of self efficacy and self-discipline with learning independence are effective self efficacy contribution with self-learning independence is 12.2%, while self-discipline with self-study independence is 49%. The high self-discipline contribution compared to self efficacy of the cause factors that the researcher observes in the field is in forming self-discipline students. The teachers apply in a way to punish the students when they come late in the morning, this is conducted by the teacher on duty every morning by telling the students to do the pushup or run around the field for 15 minutes.

This is also in accordance with the opinion of Brade (1991) who said to establish discipline in children can be conducted with gifts or punishment. Self discipline in this case is the behavior of a person in accordance with the rules or rules that apply both arising from his own consciousness or because of the existence of sanctions or punishment.

From the above phenomenon that self-discipline is formed from the imposition of sanctions or penalties so that more external, but with the sanctions or the penalties that are continuously and consistently applied, it will make embedded in students values and interpret the values. If the students are come late, he/she will be punished so that if the students do not want to get any punishment, they must come on time. So that the self-discipline that was originally formed from external factors ultimately formed from within itself (internal factors) in obeying the rules imposed. So in this case, the awareness from within oneself comes. So the self-discipline students contribute to the independence of learning, in this case from the internal factors of self-efficacy and self-discipline. This is in accordance with the opinion of Kartono (2000) on the theory of internalization that appreciation of a doctrine. The doctrine or values will make beliefs and form an awareness of the truth of the doctrine or value, where the value can be from the aspects of culture, religion, social norms and rules The rules imposed on the society.

The independence of male learning is in the *high* category while women are in the *moderate* category, where the empirical mean of learning independence of male (114,327), and hypothetical mean (97,50), while the empirical mean of learning independence of female (100.092), and hypothetic mean (97,50). From the statistic data that there is independence of studying of *high* category male as many as 20 people ((94,5%). Whereas *high* learning independence of female 1 person ((4,8%). The *high* males' learning independence according to Hurlock theory (2011) as described above and supported by opinion (Ali, 2010) this is because parents tend to often compare the boys with the girls who will adversely affect the development of child self-reliance.

V. CONCLUSION

Based on the results that have been obtained in this research, it can be concluded things Students at SMA Bina Taruna Medan, Indonesia as follows: There is a very significant relationship between self-efficacy and self-discipline with learning independence. It is obtained by coefficient correlation R = 0,721 with p < 0,01 and Freg = 63,458 with p < 0,01. This shows that the higher the self-efficacy is and the higher self-discipline is the higher the learning independence is, the lower the self-efficacy is and the lower self-discipline is, the lower the learning independence is.

Based on this result means the proposed hypothesis which is 'there is a positive relationship between self efficacy and self-discipline with student learning independence" can be accepted. There is a very significant relationship between self efficacy and learning independence, where the coefficient r x1-Y = 0.349 with p < 0.01, this means the higher the self efficacy is the higher the students' learning independence is, or the lower the self efficacy is the lower the students' learning independence is.

Based on this means result, the proposed hypothesis that "there is a relationship between self efficacy with learning independence" is accepted. There is a very significant relationship between self-discipline and learning independence, where the coefficient r x2-Y = 0.700 with p < 0.01. This means that the higher the self-

discipline is the higher the students 'learning independence is, or the lower the self-discipline is, the lower the students' learning independence is.

Based on this means result the proposed hypothesis that "there is a positive relationship between self-discipline with learning independence" is accepted. There is a difference in learning independence in terms of male and female sex. This result is known by viewing the value or coefficient of difference Anava with coefficient F = 112.294 with p < 0,01.

Based on this means t result he proposed hypothesis that "there is a difference in learning independence in terms of gender, where men higher learning independence" is accepted. The determinant coefficient (r2) of the relationship between the self efficacy predictor, self-discipline with the dependent variable of learning independence is r2 = 0,520. This shows that learning independence is shaped by self efficacy and self-discipline with a contribution of 52%. The remaining 48% is influenced or constituted by other factors. There is an average value/empirical mean of Self-Efficacy (141.5417) and the average hypothetical value (137.5). For the self-discipline variables the mean value/empirical mean (103.4750) and the average hypothetical value (90.00). Furthermore, for learning independence, it is known that the average mean/empirical mean (106.6167) and the average hypothetical value (97.50).

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