THE INFLUENCE OF RECITATION METHOD, LEARNING MOTIVATION, AND TIME MANAGEMENT ON STUDENT LEARNING INDEPENDENCE IN ECONOMIC SUBJECT

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Learning independence is a crucial aspect of the human resource development process in education. This study aims to explore the influence of the recitation method, learning motivation, and time management on the learning independence of students in economic subjects at MAN Kota Pasuruan. Using an explanatory research design with a quantitative approach, data were collected from 165 tenth-grade students selected through proportional random sampling. Data collection utilized Likert-scale questionnaires validated for reliability and validity. Multiple linear regression analysis was employed to test the hypotheses. The results of the simultaneous test (F-test) showed a significant influence of all three independent variables on learning independence ($p < 0.001$). Individually, the t-test results revealed that time management has the most dominant positive influence (coefficient 0.374), followed by the recitation method (0.289) and learning motivation (0.274). The R-square value of 0.620 indicates that these variables collectively explain 62% of the variance in student independence. These findings underscore the importance of integrating structured assignments, psychological encouragement, and time-management skills to foster independent learners.

Keyword: Recitation Method Learning Motivation, Time Management, Learning Independence

INTRODUCTION

Education is a fundamental pillar in the development of high-quality human resources, acting as a catalyst for national progress. In the context of 21st-century learning, the focus of education has shifted from a teacher-centered approach to a student-centered one, emphasizing the cultivation of independent individuals capable of self-regulation. Learning independence (kemandirian belajar) is not merely an educational goal but a necessity for students to navigate the complexities of modern academic challenges, particularly in subjects like Economics which require critical thinking and real-world application (1,2). At MAN Kota Pasuruan, preliminary observations indicate a significant gap between the ideal level of independence and the current student behavior. Many students still exhibit high dependency on teacher instructions, lack initiative in seeking additional learning resources, and struggle to complete assignments without constant supervision. This phenomenon is critical because Economics is a subject that demands a deep understanding of concepts such as scarcity, choice, and market mechanisms, all of which require students to be active rather than passive recipients of information (3). One pedagogical strategy that is believed to foster independence is the **Recitation Method**. This method involves providing specific tasks or assignments to students outside of class hours, which must then be accounted for (recited) to the teacher. According to Ahmadi, the recitation method encourages students to take responsibility for their own learning process, as they must manage their resources and time to complete the given tasks (2). However, the effectiveness of this method depends heavily on how students perceive the assignments whether they see them as a burden or as an opportunity to deepen their understanding (8). Beyond teaching methods, internal psychological factors such as **Learning Motivation** play a pivotal role. Motivation serves as the internal engine that drives students to engage in learning activities. As noted by Trisnawaty et al., students with high motivation tend to have a clearer sense of purpose and are more likely to persevere when facing difficult economic problems (10). In the absence of motivation, even the most innovative teaching methods may fail to produce independent learners, as students lack the "will" to

initiate self-directed study (7). Furthermore, the ability to manage time effectively **Time Management** is a practical skill that directly correlates with learning independence. Students who can prioritize tasks, set realistic schedules, and avoid procrastination are better equipped to handle the demands of the recitation method and maintain their motivation (6). Syartissaputri et al. emphasize that time management is a manifestation of self-discipline; without it, students often feel overwhelmed, leading to a decline in their ability to study independently (9). Despite the theoretical importance of these factors, there is still limited empirical evidence specifically examining the interaction between the recitation method, motivation, and time management within the Islamic senior high school (Madrasah Aliyah) setting in Pasuruan. Previous studies have explored these variables in isolation, but few have integrated them into a single explanatory model to see their simultaneous impact on independence (3,5). This study, therefore, aims to fill this gap by analyzing the influence of the Recitation Method, Learning Motivation, and Time Management on the Learning Independence of students at MAN Kota Pasuruan. By understanding the dynamics between these variables, this research provides strategic insights for educators to design a learning environment that not only imparts economic knowledge but also builds the character of independent and responsible students.

METHOD
Research Design
This study employed an explanatory research design with a quantitative approach. The primary objective was to examine and explain the causal relationships and the magnitude of the influence between the independent variables Recitation Method (X1), Learning Motivation (X2), and Time Management (X3) on the dependent variable, Student Learning Independence (Y). This design allows for hypothesis testing to provide empirical evidence regarding the factors affecting students at MAN Kota Pasuruan.

Population and Sample
The population for this research consisted of all tenth-grade students (Class X) at MAN Kota Pasuruan during the 2024/2025 academic year, totaling 280 students. To determine the representative sample size, the Slovin formula was applied with a 5% margin of error, resulting in a sample of 165 students. The sampling process utilized a proportional random sampling technique to ensure that students from each class (X-A through X-H) were fairly represented in the study.

Data Collection Instruments
Data were gathered primarily through structured questionnaires. Each variable was measured using a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).
- Recitation Method: Measured through indicators such as task clarity, task submission, and responsibility (8).
- Learning Motivation: Based on intrinsic and extrinsic indicators, including the desire to succeed and the need for achievement in learning (10).
- Time Management: Assessed through planning, prioritizing, and execution of academic schedules (9).
- Learning Independence: Focused on self-reliance, initiative, and self-evaluation.

Before the actual data collection, the instrument underwent validity and reliability testing. Following the standards set by Asari et al., an item is considered valid if its corrected item-total correlation exceeds the r-table value (0.361) and reliable if the Cronbach's Alpha coefficient is greater than 0.60 (4).

Data Analysis Techniques
The data were analyzed using multiple linear regression analysis facilitated by SPSS software. Before performing the regression, several classical assumption tests were conducted to ensure the Blue (Best Linear Unbiased Estimator) property of the model:
1. Normality Test: To ensure the data followed a normal distribution.
2. Multicollinearity Test: To check for high correlations between independent variables.
3. Heteroscedasticity Test: To verify the equality of variance in the residuals.

The hypothesis testing involved the coefficient of determination (R^2) to measure the model's explanatory power, the F-test for simultaneous effects, and the t-test for partial effects. The level of significance for all tests was set at $p < 0.05$.

RESULTS AND DISCUSSION
Results
1. Descriptive Statistics of Research Variables

The descriptive analysis provides an overview of how students at MAN Kota Pasuruan perceive each variable based on their responses to the questionnaires[1].

- Learning Independence (Y): The variable achieved a grand mean of 3.586[2]. The highest scores were found in indicators related to self-control and steadiness in learning[3]. However, the lowest mean (2.485) occurred in statement 14, indicating that students tend to solve difficulties independently or with peers rather than asking the teacher.
- Time Management (X1): This variable showed a grand mean of 3.455[5]. While students scored high in setting goals and priorities, the lowest mean (2.32) was recorded for statement 10 regarding consistency in following a set schedule.
- Learning Motivation (X2): The grand mean for motivation was 3.164[7]. Students showed high persistence in facing difficulties[8]. Notably, statement 8 regarding the preference for group work had the lowest mean (2.061), suggesting a stronger preference for independent study.
- Recitation Method (X3): This variable recorded the highest grand mean of 3.845[10]. Students generally agreed that assignments helped them understand economic materials better

2. Classical Assumption Tests

Before performing the regression analysis, several tests were conducted to ensure the model met the required statistical assumptions[12].

- **Normality Test:** The Kolmogorov-Smirnov test resulted in a significance value of 0.200 ($p > 0.05$), confirming that the residual data is normally distributed[13]. This was further supported by the P-P Plot, where data points clustered along the diagonal line[14].
  Multicollinearity Test: All variables yielded a Variance Inflation Factor (VIF) significantly below 10.0 and tolerance values above 0.10, indicating no multicollinearity issues between the independent variables[15].
- **Heteroscedasticity Test:** The Glejser test showed that all independent variables had a significance value greater than 0.05[16]. The scatterplot also showed points spreading randomly without a specific pattern[17]

3. Multiple Linear Regression Analysis

The regression analysis was used to measure the influence of the three independent variables on student learning independence.

Table 1. Multiple Linear Regression Results (t-test)
Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	4,978	3,148		1,581	,116
	Time Management	,374	,066	,391	5,628	.000
	Learning Motivation	,274	,068	,271	4,010	.000
	Recitation Method	,289	,063	,267	4,570	.000

a. Dependent Variable: Learning Independence

Based on the table above, the regression equation is formulated as follows:
$$Y = 4{,}978 + 0{,}374(X1) + 0{,}274(X2) + 0{,}289(X3)$$

4. Hypothesis Testing

- Simultaneous Influence (F-test)

Table 2. F test results

ANOVAᵃ

Model		Sum of Squares	df	F	Sig.
1	Regression	2836,915	3	87,595	0,001ᵇ
	Residual	1738,079	161		
	Total	4574,994	164		

a. Dependent Variable: Learning Independence
b. Predictors: (Constant), Time Management, Learning
Motivation, Recitation Method

The ANOVA results showed an F-value of 87.595 with a significance level of 0.001 ($p < 0.05$)[21]. This proves that the Recitation Method, Learning Motivation, and Time Management simultaneously have a significant effect on student learning independence[22].

- Partial Influence (t-test):
  - Time Management (X1): Has a significant positive effect with a coefficient of 0.374[23]
  - Learning Motivation (X2): Has a significant positive effect with a coefficient of 0.274[24]
  - Recitation Method (X3): Has a significant positive effect with a coefficient of 0.289[25]
- Coefficient of Determination (R^2)
  Following this significant result, the model's explanatory power was further investigated with an R-squared test, reported in Table 3.

Table 3. Result coefficient of determination (R^2)

1. **Model Summaryᵇ**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,787ᵃ	,620	,613	3,28565

a. Predictors: (Constant), Time Management, Learning Motivation,
Recitation Method
b. Dependent Variable: Learning Independence

The R Square value of 0.620 indicates that 62% of the variation in student learning independence can be explained by the three independent variables in this study, while the remaining 38% is influenced by other factors[26].

Discussion

The Influence of Time Management on Student Learning Independence The results of this study indicate that time management has a significant positive influence on student learning independence at MAN Kota Pasuruan. Statistical analysis shows that time management is the most dominant factor among the three variables tested. This suggests that the better a student's ability to organize, prioritize, and execute their academic schedule, the higher their level of independence in studying Economics. Effective time management allows students to allocate sufficient energy to understand complex economic concepts. However, descriptive data reveals that many students still struggle with consistency, particularly in adhering to the schedules they have created. This aligns with the findings of Syartissaputri et al., who argue that time management is a manifestation of self-discipline; without it, students often feel overwhelmed by academic tasks, which ultimately hinders their ability to take initiative and work independently (9).

The Influence of Learning Motivation on Student Learning Independence Learning motivation was found to have a significant positive effect on student independence. Motivation acts as the internal drive that triggers students to engage in the learning process without constant external pressure. In this study, students displayed high persistence when facing difficult economic problems, which is a key indicator of motivated behavior. The research findings suggest that students with high intrinsic motivation are more likely to set their own learning goals and evaluate their own progress. This is consistent with the theory proposed by Trisnawaty et al., stating that students who are motivated possess a clear sense of purpose, enabling them to navigate challenges and maintain their independence even in difficult subjects like Economics (10). Furthermore, the preference for

independent study over group work observed in this sample suggests that motivation helps students avoid "social loafing" and encourages personal accountability (7).

The Influence of the Recitation Method on Student Learning Independence The implementation of the recitation method shows a significant positive impact on learning independence. By giving students structured assignments that must be accounted for, the teacher creates a bridge for students to practice responsibility and self-regulation outside the classroom. The recitation method forces students to actively seek information and manage their own learning resources to complete the tasks given. Ahmadi notes that the success of this method lies in its ability to transform students from passive recipients of knowledge into active participants (2). When students successfully complete a recitation task, they gain a sense of achievement that reinforces their confidence to study independently. However, as noted by Mamlu'ah et al., it is crucial for teachers to ensure that the tasks are clear and constructive to avoid student burnout, which could otherwise decrease independence (8).

Simultaneous Influence and the Constructivist Perspective Simultaneously, the recitation method, learning motivation, and time management contribute significantly to the formation of independent learners, explaining 62% of the variance in independence. From a constructivist perspective, these three factors work in synergy: motivation provides the initial energy, the recitation method provides the structured experience to build knowledge, and time management provides the self-regulation framework necessary for sustained independent learning. Integrating these elements is essential for educators at MAN Kota Pasuruan. While teaching methods like recitation are external catalysts, they must be supported by internal psychological factors (motivation) and practical life skills (time management) to produce students who are truly capable of self-directed growth in the field of Economics (1,3,6).

CONCLUSION
Based on the data analysis and findings of this study, the following conclusions are drawn:
Simultaneous Influence: There is a significant positive influence of the recitation method, learning motivation, and time management simultaneously on student learning independence in economic subjects at MAN Kota Pasuruan[11]. The statistical analysis confirms that the regression model is feasible and effective in predicting student independence levels[22]. Dominant Factor: Among the three independent variables, Time Management has the most significant positive influence on student learning independence compared to the recitation method and learning motivation[33]. Students who effectively manage their time, set clear priorities, and follow their schedules tend to exhibit much higher levels of independence in their learning process[44]. Recitation Method Influence: The recitation method has a positive and significant partial effect on learning independence[55]. This structured assignment approach stimulates students to be more active in seeking information and performing independent study outside of regular school hours[6]. Learning Motivation Influence: Learning motivation shows a significant positive relationship with student independence[7]. Higher motivation leads to increased enthusiasm and active involvement in academic tasks, which directly results in greater self-reliance in the learning process[8]. Predictive Power: The coefficient of determination (R2) of 0.620 indicates that these three variables recitation method, motivation, and time management collectively explain 62% of the variation in student learning independence[9]. The remaining 38% is influenced by other factors outside this research model, such as family environment, emotional intelligence, and digital literacy

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