THE EFFECTIVENESS OF INTERNET MEDIA AS LEARNING SOURCE TO IMPROVE SELF-CONFIDENCE AND LEARNING INDEPENDENCE OF STUDENTS CLASS XI SOCIAL MAN 3 YOGYAKARTA IN ACADEMIC YEAR 2015/2016

UNDERGRADUATE THESIS

This undergraduate thesis is submitted in partial fulfillment of the requirement to obtain the degree of Bachelor of Education in Faculty of Economics Yogyakarta State University
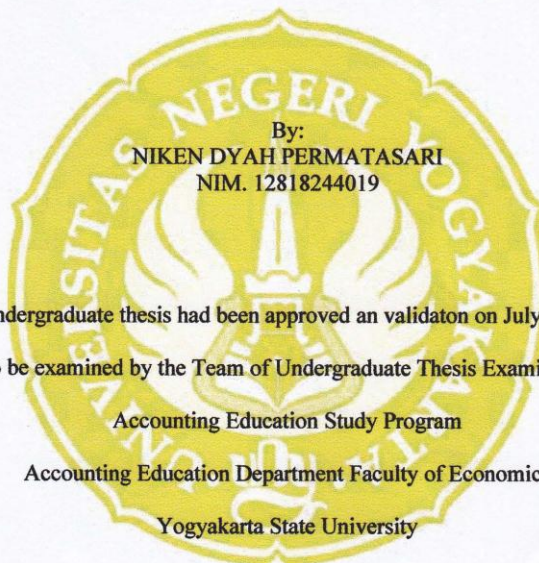

By:
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ACCOUNTING EDUCATION STUDY PROGRAM
ACCOUNTING EDUCATION
FACULTY OF ECONOMICS
YOGYAKARTA STATE UNIVERSITY
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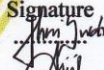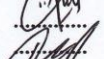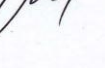NIP. 19820514 200501 2 001

VALIDATION

The undergraduate thesis entitled

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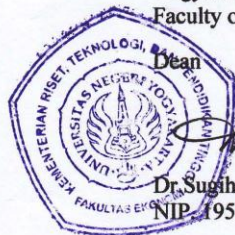
Hereby declare that this thesis is my own and original work. According to my knowledge, there is no work or opinions written or published by other, except as reference or citation by following the prevalent procedur of scientific writting.

Yogyakarta, July 18, 2016

The Author

Niken Dyah Permatasari

12818244019

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MOTTO AND DEDICATION

MOTTO

"Indeed, Allah will not change a person so that they change themselves".

(QS. Ar-Ra'd : 11)

"Allah does not burden a person except according to his ability". (QS. Al-Baqarah: 286)

"He who travels the road seeking Allah will ease her way to heaven". (Narrated by

Muslim)

"Sometimes the plan that we have made does not walk properly but remember that God

has a better plan for us God knows better what we need than we want". (Author)

DEDICATION

Bismillahirrahmannirrahim, this is my undergraduate thesis assignment offer to:
1. My beloved parents, Sri Yunani and Heru Suprapto, thanks for all the prayers, sacrifice, love and support they have given.
2. Beloved grandmother, Musiyem, thanks for all the motivation and the support that has been given.
3. Dear brother Nico Suprapto Putro, thanks for the support that has been given.

EFEKTIFITAS PENGGUNAAN MEDIA INTERNET SEBAGAI SUMBER BELAJAR UNTUK MENINGKATKAN KEPERCAYAAN DIRI DAN KEMANDIRIAN BELAJAR PESERTA DIDIK KELAS XI IPS MAN 3 YOGYAKARTA TAHUN AJARAN 2015/2016

Oleh:
Niken Dyah Permatasari
12818244019

ABSTRAK

Penelitian ini bertujuan untuk mengetahui keefektifan pengunaan internet sebagai sumber belajar guna meningkatkan kepercayaan diri dan kemandirian belajar peserta didik kelas XI IPS MAN 3 Yogyakarta yang menempuh mata pelajaran ekonomi. Penelitian ini merupakan penelitian eksperimen. Penelitian ini tergolong penelitian sampel yakni dengan pertimbangan tertentu menentukan dua kelas yang sedang sama-sama mengikuti pelajaran ekonomi yakni kelas XI IPS 1 sebagai kelas eksperimen dan kelas XI IPS 2 sebagai kelas kontrol. Data dikumpulkan dengan metode angket. Sebelum dilakukan analisis data terlebih dahulu dilakukan pengujian prasyarat analisis yang meliputi uji normalitas dan uji homogenitas. Metode analisis data yang digunakan adalah Anova dan Uji-T separated varians untuk mengetahui perubahan tingkat kepercayaan diri dan kemandirian belajar.

Hasil penelitian menunjukkan bahwa: (1) terdapat perbedaan kepercayaan diri peserta didik yang mengikuti pembelajaran dengan menggunakan media internet sebagai sumber belajar yang ditunjukkan dari signifikansi uji Anova sebesar 0,001 (2) terdapat perbedaan kemandirian belajar peserta didik yang mengikuti pembelajaran dengan menggunakan media internet sebagai sumber belajar dan yang tidak menggunakan media internet sebagai sumber belajar yang ditunjukkan dari signifikansi uji Anova sebesar 0,018, (3) terdapat peningkatan kepercayaan diri peserta didik setelah mengikuti proses pembelajaran dengan berbasis internet ditunjukkan dari hasil kepercayaan diri awal, terendah 56, tertinggi 94 dan nilai rerata 78,29, sementara untuk kepercayaan diri akhir, terendah 69, tertinggi 99 dan rerata 83,07, pada uji beda dengan menggunakan Uji-T pada taraf sig 0,001, (4) terdapat peningkatan kemandirian belajar peserta didik yang mengikuti proses pembelajaran berbasis internet ditunjukkan dari hasil kemandirian belajar awal, terendah 43, tertinggi 75 dan nilai rerata 61, sementara untuk kemandirian belajar akhir, terendah 50, tertinggi 76 dan nilai rerata 63,32, pada uji beda dengan mengunakan Uji-T pada taraf sig 0,030. Dapat disimpulkan bahwa penerapan pembelajaran berbasis internet dapat meningkatkan kepercayaan diri dan kemandirian belajar mata pelajaran ekonomi pada peserta didik kelas XI IPS dibandingkan dengan pembelajaran tidak berbasis internet.

Kata Kunci: Internet Sebagai Sumber Belajar, Kepercayaan Diri, Kemandirian Belajar

THE EFFECTIVENESS OF INTERNET MEDIA AS LEARNING SOURCE TO IMPROVE SELF-CONFIDENCE AND LEARNING INDEPENDENCE OF STUDENTS CLASS XI SOCIAL MAN 3 YOGYAKARTA IN ACADEMIC YEAR 2015/2016

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ABSTRACT

This study was aimed at seeing the effectiveness of the use of the Internet as the learning source to improve self-confidence and learning independence of students XI Social Class MAN 3 Yogyakarta took part in Economics subject. This study was experimental research. This study belonged to sample research namely by means of particular consideration determined two classes from which both took part in Economics subject which were XI Social 1 as the experimental class and XI Social 2 as the control class. Data were collected by employing questionnaire. Before analysis was conducted, analyis requirement test was conducted which covered normality test and homogenity test. Data analysis method used was Anova and T-Test separated variance to see the alteration of degree of self-confidence and learning independence.

The result of the study showed that: (1) there were differences in self-confidence of students took part in the learning by using the Internet proven by significance of Anova test 0.001, (2) there were differences in learning independence between students took part in the learning by using the Internet and those took part in the learning without usig the Internet proven by significance of Anova test 0.018, (3) there were an improvement in students' self-confidence after taking part the Internet-based learning proven by the result of the initial score of self-confidence, the lowest was 56, the highest was 94 andmean was 78.29, while for the final score of self confidence, the lowest was 69, the highest was 99, and the mean was 83.07, for test of differences by using T-Test with degree of significance 0.001, (4) there were an improvement in learning independence of students took part in the Internet-based learning proven by the result of the initial score of learning independenc, the lowest was 43, the highest was 75 and the mean was 61, while for the final score of learning independence, the lowest was 50, the highest was 76 and the mean 63.32, for test of differences by using T-Test with degree of significance 0.030. It could be concluded that the use of the Internet-based learning could improve self-confidence and learning independence of students XI Social class compared to those didn't.

Keywords: The Internet as the learning source, self-confidence, learning independence

FOREWORD

Alhamdulillah, I would like to thank Allah SWT the Almighty that has given me bless and guidance so this undergraduated thesis entitled "The Effectiveness of Internet Media As Learning Source To Improve Self Confidence and Learning Independence of Students Class XI Social MAN 3 Yogyakarta in Academic Year 2015/2016" has been finished. I realize that it would not have been possible without the support of many people. Therefore, i would like to express my deepest gratitude to the following:

1. Prof. Dr. Rochmat Wahab, M.Pd., M.A., Rector of Yogyakarta State University.
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The author realizes that in the writing of this undergraduated thesis still has many shortcomings. Therefore the author expect criticism and suggestions that are built to improve this thesis. The late author's words say a lot of thanks and hope hopefully thesis is beneficial to all parties.

Yogyakarta, July 18, 2016

The Author,

Niken Dyah Permatasari

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CHAPTER I
INTRODUCTION

A. Background of the Problem

The goal of education that intended to achieve was to form the Indonesia fully human, as stated in the Laws on National Education System Number 20 Year 2003 that read "Education is an intentional and planned attempted to realize the situation of learning and learning process as well for students actively developing their potential for having the spiritual power of religion, self-control, personality, intelligence, as well as the necessary skill for them, society, and nation."

Education was crucial in the daily life, serious efforts were being made by Indonesian for the sake of improving the quality of education to face the current development. Education was expected to realize the ideals of nation and the goals of national education. The goals of national education itself were written in Indonesian Republic Law Number 20 Year 2003 Chapter II Article 3 which read that.

> "National education aimed at developing and building character as well as dignified civilization in order to educate life of nation, developing students' potentials for being godly and faithful humans, having lofty moral, healthy, knowledgeable, creative, autonomous, and being democratic and responsible citizen."

The aim at developing someone's potential could not be achieved without making any effort to actualize his potential as well as realize his attitude and personality. This could be achieved by someone having self-confidence first

and therefore his development will be improved both by himself and his surroundings that would support this achievement.

> "Self-confidence was a kind of mental attitude of optimism about child's performance towards his self-confidence to finish everything as well as capability of adapting to the situations faced." This optimistic attitude that would make someone confident in himself (Surya, 2007: 56).

Self-confidence was one of psychological factors that influenced someone's bahaviour. According to Thantaway in Dictionary of Counseling Guidance Terms (2005: 87), self confidence was a mental condition or someone's psychological that gave a strong belief for him to do an action. Self-confidence was the important aspect for someone to develop his potential. If someone had the basis of much self-confidence, he would be able to develop his potential strongly. However, if someone had lack of confidence, he would tend to be introvert, easily frustrated, difficult to deal with others, and difficult to accept the reality in his life.

As time went by, now students are always demanded to be active and consequently they are required to have self-confidence. Recently, many media were used to improve students' self-confidence, one of which was the Internet. By means of the Internet, students could make use of it to support learning process. The Internet facilities indeed could supplement learning sources in order to improve students' knowledge that had impact on their learning outcomes. By getting lots of knowledge through the Internet, students will be more confident when they performed in front of the class, their courage in terms

of answering questions would also improve. Therefore there would be change in students not only their learning outcomes, but also in their behaviour and attitude which tended to be courageous, active, and easy to actualize themselves in the teaching and learning process.

Students must be facilitated to take part in their learning progress. This was in line with what Sudjatmiko (2003: 4) argued to which learning activities enabled students to socialize by showing respect to the differences (opinion, attitude, achievement level) and practise to cooperate in communicating ideas, creations, and innovation both to the teacher and the other students. In addition to self confidence, students were also required to have independence for their learning, both alone and in a group to develop their potential.

Dhesiana (2009) suggested the concept of autonomous learning was derived from the concept of adult education. Learning independence was also suitable for all ages. In other words, learning independence is suitable for all levels of schooling either high school or elementary school in order to improve students' achievements and skills. Learning independence could be defined as an active learning process, encouraged by intention or motive to master certain competence for the sake of dealing with problems and builded by using the basis of knowledge or the owned competences (Hari Mudjiman 2009: 7). Principally learning independence is closely related to learn to observe, namely self-guidance and control on getting and using knowledge (Yusuf Hadi Miarso, 2004: 267). From this notion, it could be concluded that learning independence

was a learning process that occured in a person from which in his effort to achieve learning objectives he was required to be individually active or independent.

Learning independence would be realized when students actively controlled themselves for all of the things done, evaluated, and planned what they would learn in the learning process as well as took part in the learning process. Students who had learning indepence were capable of analysing the complex problems, capable of working both individually and in groups, and courageous to express ideas.

Related to the learning process in the school, the use of the appropriate method would influence the level of the students' learning independence. Learning methods which were commonly applied include lecture method, discussion method, and problem-solving method. Teacher and students were guided by the textbook and module developed by the teacher concerned. Teacher sometimes used multimedia-based interactive learning media with the computer program diplayed through LCD Viewer. However, due to the fact that the availability of the equipment was limited while the materials that must be delivered were unlimited, classroom learning method using computer-based learning media couldn't be frequently implemented well. One of learning methods that supported students' learning indepence process was by applying the facilities of electronic equipment of the Internet.

The recent development of science and technology had brought the significant change in many aspects of life, such as economics, social, culture, and education. Therefore, for educations be in line with Science and Technology *(IPTEK)*, adaptation was necessary, especially which was related to the learning factors in the classroom, namely learning media which was necessary to master by teacher so that they could deliver the materials effetively and efficiently to the students.

One of learning media which was used was the Internet as an aid in the learning process. The more sophisticated the technology is, the more people had to adapt. From various media which were enthused recently, social media and the Internet were included. The Internet was global communication network which was opened and connected million even billion computer networks with various types and kinds by using type of communication such as telephone, satellite, etc. The Internet was also easy to access in this modern world not only via computer, but also via handphone. There were many advantages people could get from using the Internet. Andrew S. Tanembaum (2008: 48) proposed the benefits of the Internet.

1. Enhancing insight and knowledge
2. Accelerating communication
3. Simplifying learning
4. Being means of entertainment
5. Being means of sharing everything

Many facilities were provided by the Internet from which people could use to support learning. The use of the Internet as the learning medium not only

could improve students' self-confidence, but also could improve their learning independence.

Nowadays, the use of the Internet was very rapidly. It was also used by students as the source of information and learning since sometimes there were still materials that teacher had not deliver so that it required students to find by themselves. By using the Internet students could browse the materials teacher had not deliver by themselves. This could make the use of the Internet more effective. The use of the Internet was also hoped to improve students' self-confidence and learning independence.

Madrasah Aliyah Negeri 3 Yogyakarta was Islamic-based school which was quite famous in Yogyakarta municipality. It was assumed that many facilities were available to support learning process, for instance wi-fi to access the Internet. The school hoped that this kind of facility could be utilized by all of students in their learning process, such as to browse learning materials or learning sources. Besides books in the school library, students could also access the Internet for the sake of enhancing their insight.

Madrasah Aliyah Negeri 3 Yogyakarta also permitted students to bring their Smart Phone. However, during school hours, they were prohibited from activating their Smart Phone—they had to unactivate it or put it on the locker instead. At certain times, teachers allowed them to use Smart Phone to access

the Internet not only to browse textbook or coursebook but also to browse the references of learning materials teachers had already taught.

Unfortunately, by allowing them to browse through Smart Phone, there was still possibility for them to misuse the Internet. They might use it to chat with their friends both inside and outside the school instead of browsing learning sources. Furthermore they use it to access social media, like Twitter, Path, Instagram, Whatsapp, Line, etc. It showed that the use of the Internet as the source of learning was still less effective since students indeed misused instead of utilizing it.

Based on observations made, as what seen in the learning process, there were still many students who kept silent and hesitated to answer when they were asked by the teacher. They feel less confident in themselves. Eventhough teacher had already said that there would be acredit, both for the appropriate and less appropriate answer, however most of students still keep silent. If any, that was only one or two student(s).

In the second semester of academic year 2015/2016 state schools were demanded to implement 2013 Curriculum which students were demanded to learn and find out by themselves learning material they learned in the school. In brief, students were demanded to learn independently. In MAN 3 Yogyakarta there were still students who had not been aware of the importance of learning

independence. It was provem by the fact that there were still wtudents who were overdue to submit or even had not submitted their assignments.

Students could use their Smart Phone to browse the materials they would learn. However, most students didn't do this. They tended to to be noisy in the classroom since they still had not understood what they had learned. They should utilize the Internet facilities in their Smart Phone as the learning source as the supplement to their textbook. They could make use of the Internet to browse the materials they couldn't find in the textbook but unfortunately they didn't. By means of utilizing the Internet they should be able to improve their learning independence instead of browsing social media.

From the above illustration, the use of the Internet as a means of being learning source, improving students' self-confidence and independece in terms of learning was still low. Therefore, the researcher decided to conduct the study entitled **"The Effectiveness of Internet Media As Learning Source To Improve Self Confidence and Learning Independence of Students Class XI Social MAN 3 Yogyakarta in Academic Year 2015/2016".**

B. Identification of the Problem

Based on the background of the problem, the problems could be identified as follows.

1. Students' self-confidence in learning process was low which was proven by students' hesitation to answer teacher's question.

2. Students' learning independence in learning process was still low which was proven by the fact that there were still students who was overdue to submit and even had not submitted their assignments.

3. The teaching and learning process in the school still relied heavily on the textbooks available in the school.

4. The use of the Internet as the learning source was still low rather than the use of the Internet as a meand of browsing social media.

C. Limitation of the Problem

Due to the scope of study which was broad, it was necessary to limit the problems as follows.

1. The subject of study was students grade XI Social in MAN 3 Yogyakarta in the academic year 2015/2016.

2. This study was focused on the Internet medium as the learning source.

3. This study was conducted by employing controlled class, namely by means of delivering the learning materials to the students without using the Internet facility.

4. This study was conducted by employing experimental class by means of delivering materials to the students thorugh using the Internet facility.

D. Formulation of the Problem

Based on the background of the problem, several problems could be formulated as follows.

1. Is there any differences in terms of self-confidence between students not using the Internet media and those using the Internet medium as the learning source?

2. Is there any differences in terms of learning independence between students not using the Internet media and those using the Internet medium as the learning source?

E. Objective of the Study

The objectives of the study that intended to achieve were.

1. To find out whether there was any differences or not in terms of self-confidence between students not using the Internet media and those using the Internet media as the learning source.

2. To find out whether there was any differences or not in terms of learning independence between students not using the Internet media and those using the Internet media as the learning source.

F. Significance of the Study

a. Theoretical Merits

This study was expected to become the base of the allied studies which employed the Internet media.

b. Practical Merits

1. For teachers

   This study could encourage teachers to create teaching and learning process that made use of the Internet media as the learning source and to improve students' self-confidence and learning independence.

2. For school

   This study could encourage the school to improve more the quality of teaching and learning process for all subjects.

3. For researcher

   This study could be such a media for the researcher to develop science/knowledge.

CHAPTER II
LITERATURE REVIEW

A. Literary Review

1. Self-Confidence

a. Definition of self-confidence

Before knowing the meaning of the word self-confience, it is better to understand the meaning of the word 'self' which, in Psychology, has two meaning, namely someone's attitude and feeling about himself, and the entire psychological process that control behavious and self-adaptation (Sumadi, 2005: 248). Heri Priyono define the word 'self' as follows.

"Self is factor which bases the formation of personality and determine behaviour which involves beliefs, attitude, feelings, and wants either which was realized or not by someone about himself. The concept of self is someone's view and feeling about himself which is derived from other's view about himself, experience of interacting with others and perception towards himself."

Social life of teenagers is indicated by the prominence of intellectual and emotional function. The self concept of children is formed not only on how they believe in their existence, but also on

how others believe in children's existence. Teenagers are unstable, less confident, and worried about doing something right and acceptable in their relation with others.

Someone who is confident is one who is satisfied with himself. Someone who is satisfied with himself is one who feels knowing and admits his skill and competency, and be able to show his achievement in social life (Lindenfiel in Ediati K., 1998: 3).

"Self confidence is a belief in humans' soul that any kinds of life challenge must be faced by taking actions." Self-confidence is derived from someone's awareness of will to do everything until it is achieved (Angelis, 2000: 10).

"Self-confidence is a kind of belief someone has in various aspects of life from which it make him able to achieve any goals in his life." In brief, self-confident person has optimism due to his potency to achieve the goals determined."

Students who has high self-confidence can understand their strengths and weaknesses. The weaknesses they have are natural which motivates them to develop strengths they have; it is not barrier to achieving the goals determined (Hakim, 2005: 6).

Based on the above definitions, it can be concluded that self-confidence is individual awareness of his strengths and weaknesses, belief in his self-confidence, satisfaction of himself both physically and spiritually, ability to take action based on the decision, and ability to control the action taken to achieve the goals hoped for.

b. Formation process of self-confidence

Self-confidence attributed to someone is not formed naturally except the result of learning process of responding to any kinds of external stimuli by interacting with his surroundings. People often respond to various stimuli and percept it later. If they percept negatively, it will cause uncomfortable feelings from which they tend to avoid. According to Hakim (2005: 2) high self-confidence is formed through the following processes.

1) Formation of good personality suited to the developmental process that produces certain potencies.

2) Someone's awareness of his potencies that produces strong belief to make use of it.

3) Someone's positive awareness and reaction towards his lacks that lower his feeling of hesitation.

4) Someone's experience of integrating various aspects of life by making use of all of his potencies.

The lack of the above process impede someone in getting self-confidence. For instance if someone has difficulty in getting along with other, it will make him insecured, and thus make him less confident. According to Angelis (2003: 15), "self-confidence was resulted from the awareness of deciding and controlling to do everything". This awareness that will produce desire and will. For instance, if someone hopes for getting getting good mark, he will struggle to achieve the goal by means of studying hard.

c. Indicators of self-confidence

According to Hakim (2005: 5), several things that indicate someone has self-confidence are.

1) Being calm in doing everything.

2) Being potential and ably.

3) Being able to neutralize the stress in any kinds of situation.

4) Being able to adapt and communicate in any kinds of situation.

5) Having mental and physical condition which support self-image.

6) Being intelligent.

7) Being educated.

8) Having life skills, e.g. foreign language skills.

9) Being able to socialize.

10) Having life experience that strengthen the mentality.

11) Having life experience that strengthen the mentality.

12) Thinking positively in any kinds of situation, e.g. being patient and though. This will be helpful especially when something bad happens in someone's life.

d. Types of self-confidence

Angelis (2005: 58) suggested three kinds of self-confidence, namely:

1) The confidence of behaviour is confidence to be able to act and accomplish the tasks of the most simple to the most nuanced ideals to achieve something.

2) Emotional Confidence is confidence for sure and be able to master all the emotional sides.

3) Spiritual self-confidence is an individual's belief that life is a positive goal and our existence has no meaning.

While Lindefield in Kamil (1997: 4-7) suggested that confidence is composed of two types, among others:

1. Spiritual Confidence

There are four major characteristics that are typical of people who have inner confidence that is healthy, namely:

a) Self-respect

Confident people care about themselves so that the behaviours and lifestyles they appear to nourish themselves. So love each and every individual is indispensable to foster self-confidence because every individual will be appreaciated by both physical and spiritual needs so that the individual will

1) Being able to maintain themselves so that they can better appreciate the physical and spiritual needs, aplace them on an equal footing with the needs of others.

2) Being proud of their properties are good and concentrate to make the best possible, not to waste time, effort and money to think about their own weaknesses.

3) Feeling happy when noticed. Openly demonstrated desire for praise, reassured and rewarded, and they will not try to take advantage of anyone to meet it indirectly.

b) Self-awareness

Confident people are self-conscious mind. They are not constantly comtemplate yourself, but regularly they think about the feelings, thoughts, behaviours, and the always want to know how people feel about themselves. Thus a good self-awareness will be.

1) Recognizing the potency that has so little likely to fail repeatedly, follow others, has a frined who can give and receive.

2) Knowing himself in the sense as well as open to accept criticism and help.

c) Commitment

Confident people always know the purpose of his life. This is because they perform certain actions and they know what results can be expected. Someone who has clear objectives will be:

1) Being able to define its own purpose. They will be used to be independent and not rely on others.

2) Having high motivation, better assess their progress from its intended purpose.

3) Being able to make decision because someone knows exactly what he wants and needs of the outcome.

d) Positive Thinking

Confident people are usually a delightful companion one of the reason is because they can see a bright life and they were expecting and looking for experience and great results. Someone who is able to think positively will be able to:

1) Hoping for his life. People who think positive always had the desires and aspirations in life.

2) Having the potency for motivation in his life. So what is desired and aspired to be unbuilt.

3) Having confidence that the future will be better than the present, willing to work even with the challenges, and do its work, because

someone believes that the goal will be achieved.

In conclusion, the person who has the spiritual confidence must meet the above aspects, such as self-respect, self-awareness, commitment, and positive thinking. People who have high self-confidence are not only the confidence of behaviour or spiritua; but also supported spiritual confidence.

2. Physical Confidence

To give the impression of physical confidence then people need to develop skills in four areas related to confidence, namely.

a) Communication

By having good foundation in communication skills, then can listen to others with precise, quiet, and attentive, able to talk with people from all kinds of backgrounds, know when and how to change the subject in public without fear. When communicating people who lack confidence usually stutter, difficult to be understood by other.

b) Firmness

By having a firm stance will not show aggressive and passive social attitude relationships, enabling confidence increases. People who have the firmness will be able to:

1) Be and behave assertively. Assertion means to demand the right to private and express thoughts, feelings and beliefs by way of direct, honest, and appropriate. Assesrtion covers every right action that needs to be disclosed. For example, asking the teacher about the subject matter that is poorly understood. Being a firm must have had a high confidence.

2) Compromise with anyone for goodness.

3) Accept compliments from others appropriately.

4) Accept criticism from others appropriately.

c) Self-image

In every day life, each person must perform themselves. To be able to perfrom self requires a lifestyle that can be accepted by others and reflect their

performing, polite and dressed with the model and colour matched so that the person can perform themselves as confidenct people.

With a look that better reflects the self-confident high. It was shown from selecting clothing style and color that best suited his personality and his physical condition, quickly obtained this recognition for a good first appearance, and realize the impact of their lifestyle on others' opinions about themselves, without being limited to a desire to always want to please.

d) Patience

Controlling the feeling is very important in everyday life. Feeling in us needs to be managed well. If not managed properly can form a great strength unexpected that can make a person lose control. Therefore when it should be able to control the feelings, have the courage to face the challenges, steadfastness in the face of problems and control in the act that are not easily immersed in emotion.

People who do not believe in themselves can be said can not control the feelings that showed fear, anxiety

and difficult to neutralize tensions. One can say confidently, in addition to having high self-confidence born anyway. They should have a good Komuikasi, has a firmness, have good self penapilan and able to control his feelings. Then the people who have high self-confidence not only have the confidence or the confidence mind alone behavior alone but must have it both ways.

From the above description, it can be concluded that this aspect of self-confidence that will be used as indicators in this study were (1) communication, (2) firmness, (3) self-image, and (4) patience.

e. Indicators of insecurity

Santrock (2003: 338) argues that the indicator is negative behaviors of individuals who are not confident such as:

1) Do not touch the appropriate physical or terminate the contract.

2) Humbling yourself verbally, self-depreciation.

3) Talking too loud all of a sudden, or with a flat tone.

4) Do not express the views or opinions, especially when asked.

According to Judge (2005: 8-9) the characteristics of people who do not believe in yourself such as:

1) Being easily anxious in the face of problems with certain difficulty level.

2) Being nervous and sometimes spoke nervously.

3) Do not knowing how to develop themselves to have certain advantages.

4) Often being aloof from groups considered more of him.

5) Being easy to despair.

6) Tending to rely on others to solve the problem.

7) Often reacting negatively in dealing with problems. For example, by eliminating a responsibility or isolating themselves that cause distrust him getting worse.

According Mastuti (2008: 14-15), individuals who lack confidence, there are some traits or characteristics such as:

1) Trying to show theconformity attitude, solely for the sake of gaining recognition and acceptance of the group.

2) Saving fear of rejection.

3) Feeling difficult to accept the reality of self (especially receiving shortcomings) and own abilities.

4) Having fear of failure, thus avoiding any risks and do not dare to set a target to succeed.

5) Always placing/positioning themselves as the last one, because the judge himself incapable.

6) Having external locus of control (easily surrender to fate, the time depends on the state and recognition/ acceptance and help from others.

From the description above it can be concluded that children who doubt or lack of confidence in the learning process is always a negative view of himself at the time of the activity in the learning process. There is always a shortage in him compared to others. Children who are skeptical about the ability of themselves are usually less able to convey a message to others because one factor contributing to lack confidence comes from the ability to communicate verbally, by talking.

f. **Causative factors in insecurity**

Confidence marked by flaws that exist within the individual and hamper the achievement of life goals, such as achieving the learning achievement. According to Judge (2005: 12-24), there are some weaknesses that become a source of insecurity include: a physical disorder or disability, less

economic, social status, less beautiful for the women and less saucy for the men, marital status , often results in failure, defeat in the competition, intellectual lacking, poor education, and environmental differences, not flexible (not sociable), less prepared to face the situation and conditions, prone to anxiety, timid, often nervous, the quality of education that is less well, often shy or timid, and not be able to attract the sympathy of others.

According to Surya (2007: 2), the symptoms are not confident at first appears because of the fear, anxiety, worry, the taste was not sure who was accompanied by chest pounding tight and trembling is psychic or more driven by psychological problems of children in response to stimuli from outside himself. As a result, children become depressed and have difficulty in focusing concentration of the mind, weaken motivation and fighting spirit in children. Until finally the child is not able to actualize his ability well.

g. **Ways of developing self-confidence**

According Lindefield in Kamil (1997: 14-15), there are some things that must be considered in developing self-confidence are as follows:

1) Love

   Individuals need to be loved unconditionally. For the development of healthy self-esteem and lasting, they must feel that they are appreciated for the real situation, not that it should be, or as others want.

2) Sense of security

   When people feel safe, they will try to develop the ability to address challenges and take risks interesting.

3) Role Model

   Teaching by example is the most effective way so that children develop attitudes and social skills to confidently. In this case the role of another person is needed to serve as an example for individuals to be able to develop confidence.

4) I am knowledgeable

   Everyone certainly has advantages or superiority. To have to determine the advantages or superiority for ourselves and then develop in earnest. If successful will increase our confidence.

5) Relationships

   To develop confidence in everything individuals need clearly experiencing and experimenting with a variety of relationships themselves close and intimate home or peers.

6) Health

   To be able to use the best strength and talent, we need energy. If they are in good health, the public can be sure that the child seemed healthy usually get more praise, attention, boost morale and even a chance.

7) Resources

   The resources provide a powerful impetus for the development of the child's ability lets them put that power to cover the weaknesses they have.

8) Support

   Individuals in need of encouragement and coaching how to use the resources at their disposal. Support is also a major factor in helping people recover from the blow of confidence caused by trauma, injury and disappointment.

9) Wages and gifts

   Wages and gifts is also a process to develop self-confidence in order to delight of the work done.

2. **Learning Independence**

a. **Definition of learning independence**

Self-reliance is one aspect of personality that is very important for individuals. Someone in life is never free from the trials and challenges. Individuals who have a relatively high autonomy able to face all the problems as an independent individual is not dependent on other people and always tried to face and solve existing problems.

According to Big Indonesian Dictionary (2008: 872) 'independence' is the state can stand alone, not dependent on others. Self-learning is an approach to learning which are learner-centered, where the process and learning experience is regulated and controlled by the learners themselves. Learners decide for themselves about how, where, and when to learn about something that they think is important.

Learners need to know where to find learning resources relating to the problems in the planning study, setting priorities and planning the search of learning resources, is able to learn the material in the learning resources. Independent learning is a process in which learners take the initiative with or without the help of other parties in developing learning needs, formulating learning goals, identifying learning resources, and evaluate learning outcomes.

While the definition of learning independence by Abu Ahmadi (2001: 31) was studied by an Independent and not rely on others, students are required to have keaktifandan own initiative in learning. It is hoped that independence in learning, attitude, entrepreneurship, nation, or state will emerge. In line with Abu Ahmadi, Antonius Gea (2000: 145) argues that a person who independently is an atmosphere in which a person is willing and able to realize the will or the desire itself is seen in action or real acts to produce a (goods or services) for the fulfillment of their needs and neighbor.

From the above opinion can be concluded that independent learning is independent learning activity conditions, do not rely on anyone else, has the will and the responsibility sediri, and confidence in solving problems their own learning.

Thus the question of the independence of this research is the behavior of learners in realizing the real intention or desire to not depend on others. In this case the learners are able to make their own learning, can determine how effective learning, able to perform learning tasks well, and is able to perform self-directed learning activities.

b. Influential factors in learning independence

According to Hasan Basri (2000: 54) independence of learners is influenced by several factors: the factors contained in its own (endogenous factors) and factors that are outside of him (exogenous factors).

1) Endogenous factors (internal)

Endogenous factors (internal) is all the influence that comes from within itself, such as the constitutional state and growth of offspring from birth with all equipment attached to it. Everything you're born a provision basis for further growth and development of the individual. The assortment of the nature of the father and mother may be in dapakan in a person, such as talent, intellectual potential, and the potential growth of the body.

2) Exogenous factors (external)

Exogenous factors (external) are all of the circumstances or the influence that comes from outside himself, often called the environmental factors. Facing individuals living environments that influence the development of one's personality, both in negative and positive. Family environment and a good community, especially in the areas of values and habits of life will shape the personality including also in terms of independence.

Muhammad Ali and Muhammad Asrori (2002: 118-119) mentions a number of factors that affect the independence, namely:

1) Gene or the offspring of parents. Parents have high independence properties often drop the kids who have the independence as well.

2) The pattern of parenting. The way parents nurture and educate children will affect the development of the independence of teenagers.

3) The system of education in schools. The education process in schools that do not develop democracy education and tend to emphasize indoctrination without argument would hinder the development of learner autonomy.

4) The system of life in society. System of a society that overemphasize the importance of hierarchical social structure, a feeling of insecurity or gripping as well as lack of respect for the manifestation of the potential of youth in productive activities may hamper the development of the independence of teenagers or students.

From the above it can be concluded that a person in achieving independence can not be separated from the factors that underlie the formation of independence itself. Factors that affect the independence is crucial once someone independence achieved.

Similarly, the independence of learners affected by factors of the learners themselves or from outside the family environment, school, social and economic environment, and the community.

These factors have a very important role in the next life will determine how much an individual act and think independently in life. Thus, the authors argue in achieving independence by someone not be separated from the factors mentioned above and independence of learners in learning will be realized depends heavily on learners' proficiency level look, feel, and perform learning activities or daily activities in the neighborhood.

c. **Aspects of students' independent**

In everyday learners are often faced with problems requiring students to be independent and make good decisions. Robert Havighurst in Kuswanto Kay (2002) stated that independence is composed of a variety of aspects, namely:

1) Aspects of Intellectual Property, this aspect includes the ability to think, reason, understand the various conditions, situations, and the symptoms of the problem as the basis for overcoming the problem.

2) Social Aspects, with regard to the ability to dare to actively fostering social relations but is not dependent on the presence of others around him.

3) The emotional aspect, includes an individual's ability to manage and control emotions and reactions with no emotionally dependent on their parents.

4) The economic aspects, including self-reliance in terms of regulating the economy and the needs of the economy is no longer dependent on their parents.

From the above it can be concluded that these aspects are intertwined with each other because of these aspects equally strong influence and complement each other to form independent learning in a person.

d. Skills of learning independent

According Suhaenah Suparno (2001: 106-126), there is some learning skills that must be possessed by students to enhance self-sufficiency in learning, namely:

1) Recognize yourself

Understanding yourself is very important because many people mistakenly interpret the abilities themselves, either because it is too optimistic and vice versa for too pesimistic and undervalue his capabilities are very important to understand exactly what is to be achieved or aspired and as a vision of the life to come.

2) Motivate yourself

There is intrinsic motivation that is indeed growing in him since the beginning, but there is also the nature of extrinsic motivation is coming from outside themselves, either from parents, teachers, friends or work demands. This motivation can actually learn is by making a list of the financial-the financial obtained when deciding to learn something.

3) Learn effectively

Type or force people to learn a thing unique to him and may be very different learning styles of others. However, there are some tips that can be noted about the actions that can help streamline a person in the study, including:

a) Making a summary

The summary of essential matters contained in the reading or oral exposure that we refer to.

b) Creating a mapping key concepts

Mapping is a picture related concepts. In the case of mapping the important concepts of the main concept and no concept of equipment associated with the main concept.

c) Taking note of the things that are essential and make comments

How to record this kind can be done on a separate paper is divided into two parts: the left side made important records. On the right side created records which is more personal.

d) Reading effectively

Read effectively, there are several types namely, first, Skimming means reading passing and quick to see the picture of a very general outline. Second, Scanning is how to read by looking at the title of the chapter then sub-chapter titles or chapters within a chapter as well as by reading the initial sentences in each paragraph is often called the topic sentence. Third, read the conclusions for each conclusions contain the main ideas of the author.

Fourth, read for deepening to explore something, do it carefully and mindfully. Fifth, take advantage of the index. Indexes help readers to determine whether there is or where the information he needs presented in the book.

e) Making conducive situation

Learning is a job that requires the deployment of vision, hearing, exercise and mind. Therefore we need an atmosphere that supports any place that is relatively quiet and mind concentration.

f) Knowing the environment

Environmental question is the learning environment or learning resources that are not countless.

g) Directing oneself in learning

Self-directed learning is the starting revision for environmental encouraged him to do something. There is also a self-directed people in the study because it is a system in its environment provide opportunities, there are also people who carry out the activities of self-direction in learning it by accident when he already had the free time to learn something of interest to them.

h) Making a diary

A daily record is intended to record what should be done, what has been achieved. The problems must be solved, with this diary helps one's memory.

e. **Concept of learning independence**

According to Haris Mudjiman (2009: 7) the concept of independence in learning, namely:

1) The activity of active learning is learning which is owned characterize the activity of learning, persistence,, N and creativity to achieve the goal.
2) The motive or intention to master something competence is the driving force of intensive learning, persisted, focused and creative.

3) Competency is knowledge, or skills that can be used to solve the problem.
4) With the knowledge that has been owned by the learning process information obtained from a source of learning, thus becoming the knowledge or skills required.
5) The purpose of learning and evaluation of learning outcomes defined themselves by learning, thus fully controlling their learning activities.

Self-learning system requires specially designed teaching materials, for which Prawiradilaga (2004: 194) argues that there are several requirements that must be met by the teaching materials are:

1) Clarity formulation of learning objectives (general and specific).
2) Teaching materials were developed step by step, packed follow the flow of message design, such as verbal and visual balance.
3) Teaching materials is a complete learning system, i.e. there is a formulation of learning objectives, teaching materials, sample is not an example, the evaluation of mastery of the material, learning and reference manual readings.
4) Teaching materials can be delivered to students through print media or computerization such as CBT, CD-ROM, or audio / video.
5) Teaching materials were sent by postal service or the Internet using advanced technologies (specific site) and e-mail, or by any other means deemed convenient and affordable by learners.
6) Delivery of teaching materials may also be accompanied by a tutorial program, which is held on a schedule and specific locations or in accordance with the collective agreement. So the basic concept of learning independence, as noted above has implications to the concept of learning.

f. Indicators of learning independence

According Danuari (1990: 9) indicator learning independence is their tendency to behave freely in initiative or be original (authenticity) is not merely imitate others, do not expect the direction of others, their responsibility and their tendency to try it yourself.

From the above opinion can be concluded that the aspects of independent learning are used as indicators in this study were dynamism, self-confidence, integrity, autonomy, responsibility, and initiative.

3. Learning Media

a. Definition of learning media

The word comes from the Latin media medius, which literally means 'middle', 'intermediate' or 'introductory'. Gerlach & Ely (1971) says that if the media is understood broadly human, material, or events that establish the conditions that enable the pupils to acquire knowledge, skills, or attitudes. Briefly media is a tool that convey or deliver messages of learning.

According to Azhar Arsyad (2007: 4) if the media carry messages or information aimed at containing instructional or teaching purposes, the media is called a medium of learning. In line with this limitation, Hamidjojo in Latuheru (1993) media restrictions as all forms of intermediaries used by humans to communicate or spread ideas, ideas, or opinions so that ideas, ideas, or opinions expressed that up to the intended recipient.

Meanwhile, Gagne 'and Briggs (1975) implicitly saying that learning media includes tools physically used to convey the contents of teaching materials, comprising among others the book, tap recorders,

cassettes, video cameras, video recorders, films, slides (images frame), photos, images, graphics, television and computers. Azhar Arsyad (2007: 4-5) concluded media is a component of learning resources or physical vehicle containing instructional materials in the student environment that can stimulate students to learn.

From the above it can be concluded that the learning media is a means of education that can be used as an intermediary in the process of learning to enhance the effectiveness and efficiency in achieving the objectives of teaching. In a broader sense of learning media are tools, methods and techniques used in order to further streamline the communication and interaction between teachers and learners in the learning process in the classroom.

b. Characteristics of learning media

Gerlach & Ely (1971) presents three characteristics that media is an indication why the media is used:

1) Feature fixative

   These characteristics describe the media's ability to record, store, preserve, and reconstruct an event or object.

2) Characteristics manipulative

   Transformation of an event or object is possible because the media have a manipulative traits. Events that took days can be presented to

students in two or three minutes with the technique of shooting time-lapse recording.

3) Feature distributive

This characteristic allows an object or event are transported through space and simultaneously the incident served to a large number of students by the similar stimulus relative experience of the incident.

c. Functions of learning media

Hamalik (1986) argued that the use of instructional media in teaching and learning can generate new passions and interests, raise motivation and stimulation of learning activities, and even bring psychological effects on students. The use of instructional media at the stage of learning orientation will greatly assist the effectiveness of the learning process and the delivery of messages and content at the time.

Levie & Lentz (1982) suggested four media functions of learning, especially visual media, namely:

1) Function of Attention

A core that is attractive and draws attention unyuk students to concentrate on the content subjects related to the meaning of the displayed visual or text accompanying the subject matter.

2) Affective function

It can be seen from the enjoyment level of students when learning (or read) the text display. Image or visual symbol can arouse emotions and attitudes such as information concerning social or racial issues.

3) Cognitive Function

Seen from the research findings that reveal that a visual symbol or image facilitate the achievement of the aim to understand and remember the information or message contained in the image

4) The function of compensatory

Seen from the research that the visual medium provides a context for understanding the text help students who are weak in reading for organizing information in text and recall. In other words, learning media serves to accommodate students who are weak and slow to accept and understand the contents of the lessons are presented with text or presented verbally.

The practical benefits of the use of instructional media in teaching and learning process, according to Azhar Arsyad (2007: 26) as follows:

1) Media study may clarify the presentation of messages and information so as to facilitate and enhance the learning process and result.

2) The media can enhance learning and direct the child's attention so that it can lead to motivation to learn, more direct interaction between the students and the environment, and the possibility of students to learn on their own according to their ability and interest.

3) Learning media can overcome the limitations of the senses, space and time.

4) Instructional media can provide a common experience to students about events in their environment, as well as enabling direct interaction with teachers, community, and environment eg through field trips, visits to museums or the zoo.

The role of the media by Nana Sudjana and Ahmad Rivai (1990: 6-7) in the learning process, among others:

1) Tools to clarify teaching materials when teachers deliver lessons.

2) Tools for cause further problems to be studied and solved by the students in their learning.

3) The source of learning for students

According to Nana Sudjana and Ahmad Rivai (1990: 2) the benefits of the medium of instruction in the learning process, namely:

1) Teaching will attract more attention so as to motivate students to learn.

2) The teaching materials will be quite vague so that it can be better understood by the students and allow students to master learning goals better.

3) Teaching methods will be more variend and are not solely verbal communication through the narrative of words by teachers so that students do not get bored and teachers do not run out of steam, especially if the teacher teaches stiap hour lesson.

4) Students are more learning activities because not only listen to the description of the teacher but other activities such as observing, doing, demonstrate and others.

In addition to these reasons the media can enhance teaching and learning process is accordant with level of student thinking. Level of human thinking follows the developmental stages starting from concrete thinking to abstract thinking head, starting from the simple to the complex thinking thinking. The use of earning media is closely related to thethinking stages because through the medium of teaching abstract things that can be concretized and complex things can be simplified.

4. The Internet

a. Definition of the Internet

According Oetomo (2002: 3), or international internet network is a very large computer network that consists of small

networks of interconnected that span the globe. Interconnection Networking or acronym, better known as the Internet is defined by Randall and Latulipe, as a global network that is contained in a computer network (Tjiptono in Nafisa, 2001: 2). Based on these opinions, the researchers stressed that the internet is a network that is global. Regardless of where and anyone can communicate and access a variety of information in all fields.

Internet term itself comes from the Latin inter, which means "between". In a word Internet means networking between or liaison. That's the function, the Internet connects various networks that do not depend on each other in such a way, so that they can communicate. Definitions internet according to Bagas Shinugi (2005: 146) is the relationship between different types of computers and networks in the world of different operating systems and applications where such relationships utilizing advances in communication media (telephone and satellite) that uses standard protocols to communicate the protocol TCP / IP.

Therefore the definition of the Internet is the largest computer network connecting millions of computers scattered intercity, interprovincial, interstate and even around the world. To connect to the internet, a member of the network must send and receive.

b. **Functions of the Internet**

According to Kenji Kitao (Munir, 2008: 196-201) mentions at least six functions of the Internet as follows:

1) The function of communication tools, Internet can be used as a means of rapid communication. With the internet menafaatkan communication from one person to many people can be carried out simultaneously / concurrently.

2) The function of access to information, Internet can be accessed through a variety of information from various sources without having to subscribe. Information obtained broader, not limited to a region but can be from around the world.

3) The function of education and learning,

Internet can be used in the field of education and learning. Wulf (Munir, 2008: 1998) states that learning through the Internet can be provided in several formats, including:

a) Electronic mail

b) Bulletin boards / newsgroups of discussion of special group

c) Downloading of course materials or tutorials

d) Interactive tutorials on the web

e) Real time, interactive conferencing using MOO (Multiuser Object Oriented) systems or internet relay chat.

4) Additional functions,

   In connection with the function of internet in education and learning, then the Internet can have additional functions when students have the freedom to choose whether to take advantage of these learning materials or not.

5) Supplementary function

   Internet serves as a complement to the learning when the programmed learning materials contain material that complements the learning material received by students in the classroom.

6) Function substitute,

   Internet can serve as an alternative to face to face learning activities in the classroom. The goal is to help students manage learning activities so that students can be combined between face to face with the internet.

c. The use of the Internet for students

The education continues to move dynamically, particularly for creating media, methods and educational materials are increasingly interactive and comprehensive. Various methods were certainly not out of the role of media as a means of delivery, and one

of them is the internet. Without the use of the media, then the learning process can not develop properly.

According Sadiman (2001: 94) states that the changes and developments that apply quickly, requiring the actual provision of learning resources, information-rich and easily affordable. Internet is the technology which has provided a strong basis for the creation of a learning environment yng rich and flexible, and able to meet the education and training. The Internet is a network of networks, as well as telephone networks that communicate voice, internet to communicate data.

The Internet contains a collection of data and information are many deals with various topics. In search of a particular item of information, the information can be divided into three categories easily. (1) categories of the appropriate information, the information sheet that is desired. (2) categories of information that is of no value and no direct link with the purposes, (3) the information is still vague, is a collection of information that needs to be debated and discussed the same and it is appropriate or otherwise. The Internet allows people to speak, everyone has an opinion, and all opinions that seem to lead to the internet. Internet here serves as a continuous customer reports, with each person endlessly contribute views, experiences, recommendations and warnings. Internet

communications applications to request the assistance of thousands of people, broadcast an announcement regarding an event or a new service, offering an analysis of a situation, or simply engage in a particular interest group. With the internet can collect a large number of people electronically. Information about a particular event can be transmitted directly so that makes it very effective. Many forums are available for the purpose of announcing the latest news events.

The Internet technology is a type of e-Education media to create a two-way interaction online. It is used to develop the teaching and learning process, because in addition to interactive, media is connected to the global network of the world, so the range unlimited access.

The Internet will contribute positively to learning. There are principles of how teachers and students may use the Internet for teaching and learning, among others:

1. As a source of information.
2. To provide conversation channel.
3. To carry out joint projects.
4. As a debriefing publishing.
5. As the investigation equipment.

According Tjiptono expressed in Nafisa (2001: 22), that the benefits of the Internet as a source of learning can be seen through some of the advantages stated as follows:

1) Connectivity and global reach, the Internet allows researchers who have limited facilities to access information from the data base and libraries around the world. Various journals rare that difficult to find in the library of the most complete in Indonesia, though, are available over the internet.

2) Twenty four-hours internet access, allowing information to be accessed at any time without limit. The time difference is no longer an obstacle to browse the data.

3) The speed of searching for information, conducted electronically via a search engine (engine serch) greatly save time, especially when looking for information on catalogs, magazines, journals or books available via the web.

4) Ease of access to more and more with the growing development of Internet cafes in every corner of the urban in Indonesia with various facilities in a comfortable space.

5) The cost is relatively inexpensive, search information via the internet is much cheaper than buying a magazine / journal / book original. Users only need to download or print the file / specific text according to their needs.

6) The interaction and flexibility, a topic can be discussed by means of Mailing List or chat.

Internet is categorized as a learning resource that is capable of delivering a wide range of information in the form of both scientific and non-scientific learners anywhere, anytime with no thought boundaries of space and time. The statement indicates that the Internet as a source of learning, indirectly help learners in the learning process.

d. The Internet as learning source

Internet as one of the technologies that can be media as well as a learning resource in the search for knowledge. As described in the insights of learning resources, is the learning resources is all that can bring benefits or support and support an individual to change towards a more positive, dynamic (learned) or towards development. So when viewed in terms of economy and efficiency of time then internet can already be deemed included into learning resources either. According Hardjito (the Internet for Learning: 1997) use the internet as an alternative source of learning, there are three (3) forms of learning systems via the Internet, namely:

1) Web Course

   Web Course is the use of the Internet for learning purposes in which all learning materials, discussion, consultation, assignments, exercises and exams completely delivered over the internet. In the system of web course is usually also equipped with a variety of digital learning resources, well-developed itself or by using a variety of learning resources by making the relationship (link) to a variety of learning resources that are available on the internet, such as e-books, electronic library, and etc.

2) Web Centric Course

   Web centric course, where the majority of learning materials, discussion, consultation, assignments, and training delivered over the internet, while the exam and some consultations, discussions and exercises conducted face to face. Although the learning process mostly done face to face which is usually a tutorial, but face to face smaller percentage than the percentage of the learning process through the Internet.

3) Web Enhanced Course

   Web Enhanced course namely the use of the Internet for educational purposes, to support the improvement of the quality of teaching and learning in the classroom. This form is known as

the lite web course, because the main activity is to-face learning in the classroom. Internet role here is to provide resources very rich by giving the addresses or make connections (links) to a variety of learning resources are appropriate and can be accessed online.

All three forms of learning systems on the internet is often referred to as e-Education (electronic Education), or e-Learning.

In conclusion, according to the development at this time, especially in information technology in education, then it is time we are responsive and able to take advantage of these technologies. Internet is a medium that can be used in the search for or find sources of learning required. With the various facilities provided by the Internet we can easily find a variety of resources from all aspects, especially learning resources without having to be concerned about the distance and time. We can use it anywhere and anytime.

5. **The Internet Implementation in Economics Subject**

Several activities that can be done when the Internet is being implemented (in this case was Facebook) in Economic Accounting are.

a. Uploading and downloading learning materials

Uploading and downloading learning materials is done by the teacher of the related subject with the aim of enriching materials while students access the materials.

b. Quiz and exercises

This activity is done by the teacher of the related subject while students read the instruction related to the assignments given and do it offline.

c. Chatting

This activity is optional since it supplements the online learning.

B. Relevant Research

The following were several studies which are relevant to this study.

a. The result study conducted by Nunur Yulia Dewi (2012) entitled "Group Guidance as an Attempt to Improve Self-Confidence of Students XI Social at SMA N 1 Sumber Rembang 2012. The improvement in self-confidence was proven by the percentage of group with high self-confidence which was from 81% to 83% thus belonged to high category, group with average self-confidence which was from 64% to 74% thus

belonged to high category, and group with low self-confidence which was from 53% to 69% thus belonged to high category. The result showed that there was an improvement in self-confidence in Indonesian Language learning after being treated with group guidance. It meant that group guidance could significantly improve self-confidence. The similarity between the study written by Nunur Yulia Dewi and the writer's was both studied students' self-confidence. The differences was in the development model, time, and place of the study.

b. The result study conducted by Mohammad Taufiq (2011) entitled "The Effectiveness of E-Learning Implementation in International Accounting Subject to Improve Learning Independence of Accounting Education Students FISE UNY in the Academic Year 2009/2010". The result showed that there was differences in students' learning independence after learning without using E-Learning proven by mean score of control group in the initial learning independence test (Pre-Test) which was 79.529 while mean score in the final learning independence test (Post-Test) which was 79.113. This showed that there was differences in mean which was 0,415. There was differences in students' learning independence after learning by using E-Learning proven by mean score of experimental group in the initial learning independence test (Pre-Test) which was 80.050 while mean score in the final learning independence (Post-Test) which was 84.150. This showed that there was differences in

mean which 4.100. It could be concluded the implementation of E-Learning-based learning was more effective to be implemented in International Accounting subject than was not. The similarity between this study with the writer's was both measured independence and effectivity of dependent variable. The differences were the media employed, time, and place of the study.

c. The result of study conducted by Ahmad Sultoni (2013) entitled "The Effect of the Internet Implementation as Learning Source in History Subject on Learning Motivation of Students XI Social SMA N 1 Wiradesa *Kabupaten* Pekalongan in the Academic Year 2011/2012". The results were 1) the questionnaire results regarding the Internet implementation collected from 36 students showed that the degree of the Internet implementation was good, 18 students (50%) said that the Internet implementation as learning source in History subject was good, 10 students (27.78%) said that the Internet implementation as learning source was quite good, no one (0.00%) said that the Internet implementation as learning source was very bad and very good. 2.) The information regarding students' motivation obtained from 36 students were as follows: 9 students (25.00%) said that their learning motivation was very high, 23 students (63.89%) said that their learning motivation was high, 4 students (11.11%) said that their learning motivation was average, no one (0.00%) said that their learning motivation waas low and

very low. 3) There was significant effect of the Internet implementation as learning source, proven by the fact that the number of students made use of the Internet as learning source of History subject was (50.00%), while learning motivation was (63.89%). In brief the more the Internet was used as learning source of History subject, the higher students' learning motivation was. The similarity between this study and the writer's was both made use of the Internet as learning source. The differences was in the variables observed, time, and place of the study.

C. Conceptual Framework

Background of the problem already mentioned earlier stated that it is necessary for students to have self-confidence in the learning process. Students are demanded to take part in learning activity, thus they are required to have self-confidence. However not all students have self-confidence, there are many students who keep silent and hesitate to answer teacher's questions. Besides self-confidence, students are required to have learning independence either individually or in a group in order to develop their potency. Unfortunately, students are mostly unaware of the importance of learning independence.

This was proven by the fact that there are students who are still overdue for submitting and even not submitting the assignments given. Nowadays, learning process relies so heavily on textbooks provided. The

recent development of science and technology makes learning easier, thus students can make use of the Internet to find learning materials and sources. However, the utilization of the Internet as learning source which is still low cause students to use it as a means of browsing social media. If they are able to utilize the Internet medium properly as learning source, they will be able to enrich their knowledge from which the knowledge they have got can improve their self-confidence in the learning process. Students tend to be active and independence in learning by making use of what they have already had. Moreover, the Internet can improve their learning independence since they can find by themselves materials which teacher have or have not taught.

To improve students' self-confidence and learning independence, it is needed learning method that can stimulate their self-confidence and learning independence. The Internet-based learning is expected to improve learning effectiveness viewed from aspect of students' self-confidence and learning independence. Students' self-confidence and learning independence can be detected from self-confidence and learning independence instrument. These instruments are circulated both to control class (class learning without using the Internet as learning source) and experimental class (class learning by using the Internet as learning source).

Furthermore, the next stage is implementing learning without using the Internet in control class and learning by using the Internet in

experimental class, which is making use of the Internet as learning source. After treatment being given, the next stage is measuring self-confidence and learning independence in each class. It is done to see whether there is differences or not in the degree of self-confidence and learning independence between control class and experimental class.

D. Research Paradigm

Based on theoretical review and conceptual framework, it can be illustrated the research paradigm as follows.

```
┌──────────────────────┐          ┌──────────────────────┐
│  Experimental Class  │          │     Control Class    │
└──────────┬───────────┘          └──────────┬───────────┘
           │                                 │
           ▼                                 ▼
   ┌────────────────┐                ┌────────────────┐
   │    Pre-Test    │                │    Pre-Test    │
   └───────┬────────┘                └───────┬────────┘
           │                                 │
           ▼                                 ▼
┌──────────────────────┐          ┌──────────────────────┐
│  Learning by using   │          │ Learning without using│
│  the Internet medium │          │  the Internet medium │
└──────────┬───────────┘          └──────────┬───────────┘
           │                                 │
           ▼                                 ▼
   ┌────────────────┐                ┌────────────────┐
   │   Post-Test    │                │   Post-Test    │
   └───────┬────────┘                └───────┬────────┘
           │                                 │
           └──────────────┬──────────────────┘
                          ▼
                 ┌────────────────┐
                 │   Evaluation   │
                 └────────────────┘
```
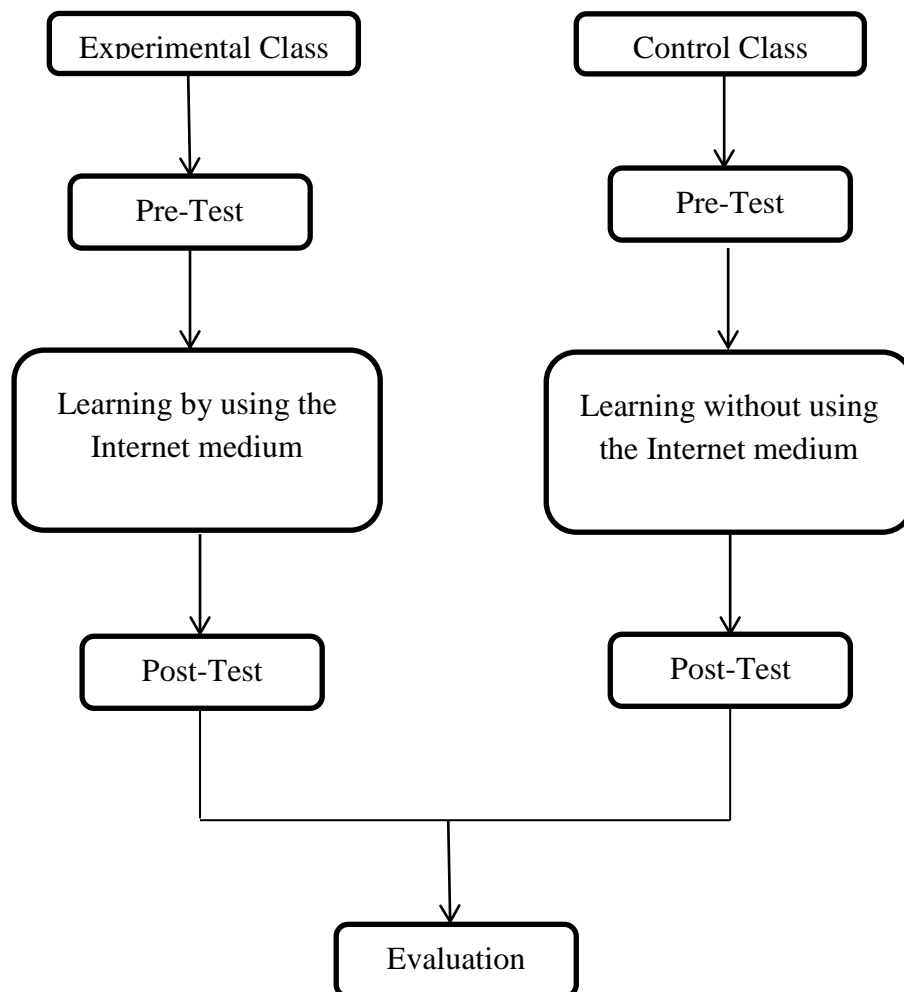
Picture 1. Research Paradigm

E. Research Hypotheses

Based on the conceptual framework and research paradigm illustrated above, it can be proposed several hypotheses in this study, such as.

H1   : There is differences in self-confidence between students learning by using the Internet as learning source and those learned without using the Internet as learning source.

H2   : There is differences in learning independence between students learning by using the Internet as learning source and those learning without using the Internet as learning source.

H3   : Learning by using the Internet as learning source can improve students' self-confidence.

H4   : Learning by using the Internet as learning source can improve students' learning independence.

CHAPTER III
RESEARCH METHOD

A. Research Method and Design

This research was an experimental method. According to Sugiyono (2009: 72), experimental research method was a method that is employed to see the effect of specific treatment upon the others in a controlled condition. In this study the research class was divided into two, namely Control Class and Experimental Class. Social 1 as the Experimental Class which learned by using the Internet, while Social 2 as the Control Class, namely class which learned without using the Internet. Research designs that were conducted are: Pre-test, Post-test, Control Group Design. This designs were organized as follows.

Class	Pre-test	Treatment	Post-test
$C_{control}$	O_1	-	O_2
$C_{experimental}$	O_1	$X_{internet}$	O_2

Picture 2. Research Design

Information:

$C_{control}$: control class learned without using the Internet.

$C_{experimental}$: experimental class learned by using the Internet.

-             : without treatment.

$X_{internet}$: treatment by applying learning using the Internet.

O_1 : giving Pre-test.

O_2 : giving Post-test.

Observation design was given two times, namely before and after experiment. Observation which was conducted before experiment (O_1) was called Pre-test and observation which was conducted after experiment (O_2) was called Post-test. The difference between O_1 and O_2 was that O_1-O_2 were assumed as the effect of the treatment or experiment. In the experimental class the use of social media Facebook as the medium of Uploading and Downloading the learning materials and exercises, students could either browse the answers from the links that had been provided or browse by themselves instead.

B. Place and Time of Research

This study was conducted in MAN 3 Yogyakarta in XI Social 1 and XI Social 2 which numbered 55 students. This school was located in Magelang Street Km. 4, Yogyakarta. The study included proposal writing, research implementation, and report writing which was done in April-June 2016.

C. The Operation of Research Variable

1. Self-confidence

Self confidence was an individual's awareness of power and ability, sure of self-confidence, both spiritually and physically self-satisfied, able to react carefully as well as control it in achieving the desired goals. The indicators of self-confidence includes self-respect,

self-awareness, commitment, positive thinking, communication, firmness, self-image, and patience.

2. Learning independence

Learning independence was a self-access learning activity which was based on consideration and responsibility over the learning process. Students had awareness of independent learning and planning independent learning activities confidently and attempting to solve problems they faced. The indicators of learning independence include dynamism, self-confidence, integrity, autonomy, responsibility, and initiative.

3. The effectiveness of the use of the Internet medium as the learning source

The effectiveness of the use of the Internet medium as learning source was the degree of success in applying the Internet-based learning related to the improvement in self-confidence and learning independence of students who took part in the learning concerned. To determine whether or not the use of the Internet would be effective was done through observing the score for students' learning independence before and after the treatment was given. It would be effective if the average of the Post-test scores in the Experimental Class was higher than those in the Control Class. The treatment employed in this study was the use of the Internet-based learning.

D. Population and Research Sample

1. Population

According to Sugiyono (2011: 61), "Population was area of generalization comprised of object/subject with certain quality and character determined by the researcher to learn and conclude". Research population was all students XI Social in MAN 3 Yogyakarta in the academic year 2015/2016 which numbered 85 people which are divided into three classes, namely XI Social 1, XI Social 2, and XI Social 3.

2. Sample

"Sample was part of quantity and characteristic of the population" (Sugiyono, 2011: 62). Sample taken from the population had to be representative. Suharsimi Arikunto (2006: 130) further suggested that

As a guide for a large number of subjects it could be taken 10-15% or 20-25% or more, depended at least on:
1) The opportunity of the researcher seen from time, effort, and fund.
2) The scope of the study seen from subject, since it dealt with the minimum of data.
3) The capacity of the risk the researcher dealt with. For the high-risk research, with the large-scale sample, the result would be better.

XI Social 2 served as Controlled Class while XI Social 1 served as Experimental Class. Both were in similar condition, hence it was hoped that the different treatment towards each class would be reflected by the result of the study.

Table 1. Class Distribution

Class	Number of Students	Information
XI Social 1	28	Experimental Class
XI Social 2	27	Control Class

E. Research Instrument

In principle researching was taking measurement both towards social and natural phonomena hence there had to be an accurate measuring tool. Suharsimi Arikunto (2006: 134) proposed that instrument of data collection was an aid selected and employed by the researcher in the process of collecting data for this process being systematic and efficient. The instrument employed in this study was self-confidence and learning independence questionnaire.

a. Instrument of Self-confidence and Learning Independence were in the form of Pre-Test and Post-Test

Instrument of Self-confidence and Learning Independence were the written questions employed to collect information from the respondents before and after treatment. This instrument was employed to collect data of students' self-confidence and learning independence. Instrument of self-confidence was adapted from Nunur Yuliana Dewi (2012), while instrument of learning independence was adapted from Mohammad Taufik (2011).

Instrument in the form of questionnaire in this study was that had been fill in with the choice answers and therefore the respondents only needed to select the answers provided. Four scales of measurement employed in the

instrument included Agree (A), Disagree (DA), Strongly Agree (SA), Strongly Disagree (SDA), with the score for each item was 4, 3, 2, 1 for positive questions and 1, 2, 3, 4 for negative questions.

The following was the blueprint for instrument making in this study.

Table 2. Gratings for Instrument of Self-Confidence

Number	Indicator	Item Number	Total
1	Communication	1,2,3,4,5*	5
2	Firmness	6,7,8,9,10*	5
3	Self-image	11,12*	2
4	Patience	13*,14,15*	3
5	Self-respect	16,17,18,19*	4
6	Self-awareness	20*,21,22*	3
7	Commitment	23,24*,25	3
8	Positive thinking	26*,27,28,29,20*,31,32	7
Total			32

*) : Item of negative questions

Source: Nunur Yuliana Dewi, 2012

Table 3. Gratings for Instrument of Learning Independence

Number	Indicator	Item Number	Total
1	Dynamism	1,2,3,4	4
2	Self-confidence	5,6,7	3
3	Integrity	8,9,10,11,12	5
4	Autonomy	13,14,15,16,17*	5
5	Responsibility	18*,19,20*,21,22*,23	6
6	Initiative	24,25,26,27	4
Total			27

*) : Item for negative questions

Source: Mohammad Taufik, 2011

F. Instrument Test

Instrument test was conducted in SMK Muhammadiyah 2 Klaten Utara which was XI Accounting 1 as the trial class consisted of 30 students. In order to collect valid data, instrument had to satified the requirements for validity and reliability.

a. Instrument Validity Test

Before employing instrument to collect the data, test was firstly conducted to see the validity of the instrument. Validity was measurement showed degree of validity of instrumento (Nana Syaodih, 2006: 228).

Formula used in the validity test was Karl Pearson's product moment correlation formula (Suharsimi Arikunto, 2006: 72) which was

$$r_{yx} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum_X 2 - (\sum X)^2\}\{N(\sum_Y 2) - (\sum Y)^2\}}}$$

Information:

r_{yx} : correlation coefficient between X and Y variable

$\sum X$: sum of X score

$\sum Y$: sum of Y score

$\sum XY$: sum of the product of X and Y score

N : number of subject

After value of r_{hitung} was obtained, and it was consulted later with r $_{table}$ to find out the valid and invalid item. If r_{hitung} was equal or more than r_{table} with significant degree 5% then item of the instrument was valid. Conversely if r_{hitung} was less than r $_{table}$ then the instrument was invalid.

Instrument test was conducted in SMK Muhammadiyah 2 Klaten Utara on Wednesday, May 4 2016. From analysis result of 32 items instrument of self-confidence, 26 items were valid while 6 items were invalid. From the analysis result of 27 items instrument of learning independence, 21 items were valid while 6 items were invalid. The calculation result was further presented in the following table.

Table 4. Validation of Gratings for Instrument of Self-Confidence

Number	Indicator	Item Number	Valid Item	Invalid Item
1	Communication	1,2,3,4,5*	1,3,4,5	2
2	Firmness	6,7,8,9,10*	6,7,9,10	8
3	Self-image	11,12*	12	11
4	Patience	13*,14,15*	13,14,15	-
5	Self-respect	16,17,18,19*	16,17,18,19	-
6	Self-awareness	20*,21,22	20,22	21
7	Commitment	23,24*,25	24,25	23
8	Positive Thinking	26*,27*,28*,29, 30*,31*,32	27,28,29,30 31,32	26
	Total	32	26	6

Table 5. Validation of Gratings for Learning Independence

Number	Indicator	Item Number	Valid Item	Invalid Item
1	Dynamism	1,2,3,4	1,2,3,4	-
2	Self-confidence	5,6,7	6,7	5
3	Integrity	8,9,10,11,12	8,9,10,11,12	-
4	Autonomy	13,14,15,16,17*	14,16,17	13,15
5	Responsibility	18*,19,20*,21,22* ,23	19,20,21,23	18,22
6	Initiative	24,25,26,27	24,25,27	26
	Total		211	6

b. Reliability Test

A good instrument must be valid and reliable. Instrument was reliable if it gave the consistent result though it was employed by everyone and everytime. To test the instrument's reliability in this study, Alpha Coefficient formula was employed.

$$r_i = \frac{(k)(1 - \sum \partial^2 b)}{(k-1)(\partial^2 t)}$$

Information:

r_i : instrument's reliability

k : number of questions

$\sum \partial^2 b$: sum of item's varience

$\partial^2 t$: total variance

To interpret the reliability, the following indicators were used.

Between 0.80 until 1.000 was very high

Between 0.60 until 0.799 was high

Between 0.40 until 0.599 was moderate

Between 0.20 until 0.399 was low

Referring to test criterion, if $r_1 > r_{table}$ then the scale was reliable (Sugiyono, 2009: 216). The reliability of the valid test items was then tested

by using Kuder-Richardson formula 20 (K-R 20). The calculation result showed that the reliability value for instrument of self-confidence was 0.849. It indicated that the instrument was highly-reliable. In addition to this, the reliability for instrument of learning independence was 0.667. It indicated that the instrument was reliable. The result of the reliability and validity testing of both instruments was summarized as follow.

Table 6. The Summary of the Result of Validity and Reliability   Testing for Instrument of Self-Confidence

Type of Instrument	Number of Initial Item	Number of Invalid Item	Number of Valid Item	Reliability Index	Information
Trial	32 items	6 items	26 items	0.849	Very High

Table 7. The Summary of the Result of Validity and Reliability Testing for Instrument of Learning Independence

Type of Instrument	Number of Initial Item	Number of Invalid Item	Number of Valid Item	Reliability Index	Information
Trial	27 items	6 items	21 items	0.067	High

G. Data Collection Technique

Data collection technique in this study was divided into six phases. Firstly, determining trial class, control class, and experimental class. Secondly, conducting instrument validation in trial class. Thirdly, doing pre-test for control and experimental class by collecting initial data of students' self-confidence and learning independence after treatment. Fourthly, giving different treatment to

each of the class in the form of learning. Experimental class learned by using the Internet while control class learned without using the Internet. Fifthly, doing post-test for control and experimental class by collecting final data of students' self-confidence and learning independence after treatment. Sixthly, comparing control and experimental class to see whether there was differences or not in terms of self-confidence and learning independence in the two classes and also to see whether there was improvement or not in terms of self-confidence and learning independence in the experimental class.

H. Data Analysis Technique

a. Analysis Requirement Test

Analyisis requirement was conducted before analysis. It was necessary to determine analysis technique that would be conducted. It involved normality testing and homogenity testing.

1) Normality Test

Normality testing was used to see whether or not the data of students' self-confidence and learning independence were normally distributed. To do this, Kolmogorov-Smirnov formula was employed in this study. Prof. Dr. Sugiyono (2008) argued that Kolmogonov-Smirnov test was used to test hipotheses of two independent samples if there was ordinal data that had been ordered in the cumulative frequency

distribution table with class intervals. The formula used in this study was.

$$D = \text{maximum } [Sn_1(X) - Sn_2(X)]$$

Information:

Dmaximum : maximum difference value between two

cumulative frequency distribution.

$Sn_1(X)$: cumulative frequency of self-confidence and

learning independence in control class.

$Sn_2(X)$: cumulative frequency of self-confidence and

learning independence in experimental class.

Normality test was based on the initial result of self-confidence and learning independence test (pre-test) and the final result of self-confidence and learning independence test (post-test) in the two classes. According to Singgih Santoso (2003: 400), normality test criterion was if P-value $>\alpha$ (significance 5%) then sample was derived from the normal distributed population. The summary of the result of normality test using Kolmogorov-Smirnov was as follows.

Table 8. The Summary of the Normality Result of Self-Confidence Using Kolmogorov-Smirnov

	Pre-Test Experimental	Pre-Test Control	Post-Test Experimental	Post-Test Control
N	28	27	28	27
Kolmogorov-Smirnov	0.702	0.676	0.598	0.770
Asymp.Sig. (2-tailed)	0.708	0.751	0.867	0.594

Table 9. The Summary of the Normality Result of Learning Independence Using Kolmogorov-Smirnov

	Pre-Test Experimental	Pre-Test Control	Post-Test Experimental	Post-Test Control
N	28	27	28	27
Kolmogorov-Smirnov	0.807	0.663	0.649	0.866
Asymp.Sig. (2-tailed)	0.533	0.772	0.793	0.441

2) Homogenity Test

Homogenity test was done to see whether or not the data obtained from the two classes had homogenous varience. Formula employed in this test was (Sugiyono, 2011: 175)

$$F = \frac{Varian\ Terbesar}{Varian\ Terkecil}$$

Degree of significance 5% was applied in this study. If the calculation result showed that probability value (P-value) $< \alpha$ then two classes had no homogenous variance. Otherwise if the calculation result showed that probability value (P-value) $> \alpha$ then two classes had

homogenous variance. The summary of the result of homogenity test was as follows.

Table 10. The Summary of Initial Result of Self-Confidence Homogenity

Levene Statistic	df1	df2	P-Value
2,936	6	11	0,058

Table 11. The Summary of Final Result of Learning Independence Homogenity

Levene Statistic	df1	df2	P-Value
2.426	6	11	0.096

From the initial result of self-confidence homogenity it was obtained P-value 0.058 and from final result of learning independence it was obtained P-value 0.096. This meant that the provided data regarding initial and final self-confidence > 0.05 then had homogenous variance.

Table 12. The Summary of Initial Result of Learning Independence Homogenity

Levene Statistic	df1	df2	P-Value
2.166	6	11	0.117

Table 13. The Summary of Final Result of Learning Independence Homogenity

Levene Statistic	df1	df2	P-Value
1.656	6	11	0.183

From the initial result of learning independece homogenity it was obtained P-value 0.117 and from final learning independence it was

obtained P-value 0.183. This meant that the provided data regarding initial and final learning independence > 0.05 then had homogenous variance.

b. **Hypotheses Test**

The formulated hypotheses were necessary to test to see the truth of hypotheses thereof. The measure of self-confidence and learning independence was done before and after the learning process, both in control and experimental class. Alternative hypothesis 1 (H_1) argued that there was differences in self-confidence between students learned by using the Internet medium and those learned without using the Internet medium. Alternative hypothesis 2 (H_2) argued that there was differences in learning independence between students learned by using the Internet medium and those learned without using the Internet medium. Alternative hypothesis 3 (H_3) argued that the use of the Internet medium in the learning process could improve students' self-confidence. Furthermore alternative hypothesis 4 (H_4) argued that the use of the Internet medium in the learning process could improve students' learning independence.

Alternative hypothesis 1 (H_1) and 2 (H_2) was tested by using One Way Anova and Paired Sample T-Test by employing the following formula (Sugiyono, 2011: 122).

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

Information:

$\overline{X_1}$ = mean of sample 1

$\overline{X_2}$ = mean of sample 2

S_1 = standard deviation of sample 1

S_2 = standard deviation of sample 2

S_1^2 = variance of sample 1

S_2^2 = variance of sample 2

r   = correlation between two samples

t   = t *hitung*

The criterion determined whether hypothesis test 1 was accepted or not was if t$_{hitung}$ was more than or less than t$_{table}$. From this comparison it would be found that H$_1$ and H$_2$ was accpeted or rejected.

Alternative hypothesis 3 (H$_3$) and 4 (H$_4$) was tested by using significance of coefficient correlation by employing T-Test with Separated Variance which the formula was as follows.

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2 + S_1^2}{n_1 + n_2}}}$$

Information:

t	: t *hitung*

$\overline{X_1}$: mean of experimental class (obtained by comparing pre-test score and post-test score of experimental class.

$\overline{X_2}$: mean of control class (obtained by comparing pre-test score and post-test score of control class.

S : deviation standard.

n_1 : number of subject in experimental class.

n_2 : number of subject in control class.

(Sugiyono, 2011: 138)

To draw conclusion was done by comparing t *hitung* to t *table*. If t *hitung* was more than or equal to t *table* with degree of significance 5% then variable significantly influenced dependent variable. Otherwise if t *hitung* was less than t *table* then variable didn't significantly influenced dependent variable. From this comparison it would be found whether H_1, H_2, H_3, and H_4 were accepted or rejected. Degree of significance to accept and reject hypotheses was 5%. Furthermore the Internet medium was effective in improving students' self-confidence and learning independence if the mean of questionnaire in experimental class was higher than that in control class. Conversely if the mean of questionnaire in experimental class was lower than that in control class then it was ineffective.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. General Description of MAN 3 Yogyakarta

The school where this study was conducted was *Madrasah Aliyah Negeri 3 Yogyakarta* which was located in Magelang Street Km. 4 Sinduadi-Sleman, Yogyakarta. MAN 3 Yogyakarta was selected and acclaimed as Rintisan Madrasah Unggul based on Decree of the Head of the Ministry of Religious Affairs Number 609 B Year 2012 Date October 4 2012.

a. Vision

To realize school community that were excellent in Faith-Obedient and Science-Technology, skilled at practising knowledge and socializing, well-behaved (ULTRAPRIMA) and environmentally sound.

b. Mission

1) Realizing and resurrecting Islamic education, strengthening faith, encouraging worship, and promoting well behaviour.

2) Realizing the quality education, cultured excellencent, creative, innovative, and exhilarated.

3) Providing students with life skill, both general and specific life skill.

4) Combining the implementation of general education, religious education, and boarding school education.

5) Implementing school management which was professional, effective, efficient, transparant, and accountable.

6) Implementing living-environment education in integrated manner as the attempt at preserving environment, preventing from pollution, and environmental damage.

c. Motto

MAN Yogyakarta III : *Madrasah Para Juara*

2. **Scenario of the Use of the Internet**

This study was experimental study with two classes as the research object, namely XI Social 1 and XI Social 2. XI Social 1 (28 students) as the experimental class while XI Social 2 (27 students) as the control class. Treatment give to the former class was learning by using the Internet while for the latter was learning without using the Internet.

Data collected in this study were data regarding the degree of students' self-confidence and learning independence by employing instrument of self-confidence given in the initial test (Pre-test) and final test (Post-test), instrument of learning independence given in the initial test (Pre-test) and final test (Post-test). The former instrument consisted of 26 items while the latter consisted of 21 items. The following were data of the study result obtained.

a. **The Implementation of the Internet-based Learning Method**

Learning activity used the Internet was implemented in the experimental class which was XI Social 1 which there were 28 students taking part in Economics subject with the subject matter International Trading. Before the Internet-based method was implemented, it was necessary to make planning. Thus, the planning in the form of mapping program sheet was formed as follows.

Table 14. Mapping Program Implementation of the Internet in the Experimental Class

Number	Agenda	Time	Students' Activities	Researcher's Activities
1.	Implementing Pre-test	Tuesday, May 10 2016	Circulating questionnaire independence	self-confidence and learning
2.	Explaining payment method in international trading	Tuesday, May 10 2016	Downloading learning materials	Uploading learning materials
3.	Explaining payment method in international trading	Tuesday, May 10 2016	Uploading assignment	Downloading assignment
4.	Explaining medium of exchange in international trading	Wednesday, May 11 2016	Downloading learning materials and assignment	Uploading learning materials and assignment
5.	Implementing Post-test	Thursday, May 12 2016	Circulating questionnaire independence	self-confidence and learning

The form of activities done during the learning by using the Internet in Economics subject with the subject matter International Trading were.

1) Uploading learning materials and assignment

This kind of activity was done by the researcher with the aim of enriching learning materials and measuring students' self-confidence and learning independence through assignment. Downloading materials was done one time per material while uploading assignment was done one time when the Internet-based learning activity was taking place. Besides uploading assignment was done by the students one time.

2) Downloading learning materials and assignment

This kind of activity was done by the students in the experimental class (XI Social 1). Downloading was done two times during the study was conducted. Downloading was done by the researcher one time to take the assignment result already downloaded by the students.

3) Completing assignment

This kind of activity was done by the reseacher by showing list of exercises as the medium of testing and analysing students' understanding of learning materials already delivered.

4) Chatting

This kind of activity was not necessary for the researcher since it was just the supplementary activity in the Internet-based learning (Facebook).

b. The Implementation of the Conventional Learning Method (Lecture and Exercises Method)

Learning activity by using lecture and exercises method was employed in the control class which was XI Social 2. There were 27 student took part in this class. The learning method was implemented by means of oral narrative which the researcher gave to tell information. After this method had been implemented, the researcher gave exercises to the students to help them understand the materials delivered.

When study was conducted, learning by using lecture and exercise method was implemented in a similar way with that teacher did, thus it was considered that there was no treatment given to this study. The following was the schedule of learning that didn't use the Internet-based method.

Table 15. Mapping Program of the Implementation of the Conventional Learning Method (Lecture and Exercises Learning Method)

Number	Agenda	Time	Students' Activities	The Researcher's Activities
1.	Implementing Pre-test	Tuesday, May 10 2016	Circulating questionnaire self-confidence and learning independence	
2.	Explaining payment method in international trading	Tuesday, May 10 2016	Listening to the researcher's explanation	Explaining orally
3.	Explaining medium of exchange in international trading	Friday, May 13 2016	Listening to the researcher's explanation and doing exercises	Explaining orally and giving exercises
4.	Implementing Post-test	Saturday, May 14 2016	Circulating questionnaire self-confidence and learning independence	

3. Initial Data of Instrument of Self-confidence (Pre-Test)

Initial data of self-confidence was obtained from the researcher after study was conducted in the experimental and control class by circulating questionnaire in the beginning of learning process (Pre-Test) was as follows.

Table 16. Initial Self-Confidence of the Experimental and Control Class (Pre-Test)

Control Class *Pre-Test*		Experimental Class *Pre-Test*	
Number	Degree of Initial Self-Confidence	Number	Degree of Initial Learning Independence
1	70	1	80
2	77	2	62
3	73	3	78
4	73	4	78
5	80	5	77
6	75	6	82
7	69	7	81
8	64	8	83
9	88	9	69
10	73	10	79
11	71	11	71
12	76	12	72
13	74	13	81
14	91	14	86
15	70	15	76
16	84	16	83
17	75	17	81
18	76	18	94
19	69	19	85
20	74	20	75
21	72	21	79
22	65	22	76
23	85	23	81
24	65	24	82
25	79	25	74
26	67	26	90
27	63	27	81
		28	56
	n : 27		n : 28
	$\overline{X}$: 74		$\overline{X}$: 78.29
	S_1 : 7.114		S_1 : 7.659

The following was the description of the measurement result of instrument of self-confidence.

Table 17. Description of Data of Students' Self-Confidence (Pre-Test)

Data	Experimental Class Pre-Test	Control Class Pre-Test
Population	28	27
Mean	78.29	74
Standard Deviation	2.659	7.114
Minimum	56	63
Maximum	94	91

Source: Primary Data Processed

From the above table, it could be found that the lowest score for experimental class was 56 and for control class was 63. The highest score for experimental class was 94 and for control class was 91. Furthermore the mean for experimental class was 78.29 with standard deviation 7.659 and for control class 74 with standard deviation 7.114. Thus it could be concluded that the initial score of self-confidence for experimental and control class was equal.

According to Vincent Gasperesz (1988: 45), to group the scores in the classes it was necessary to consider the number of classes which the scores were taken from. To determine the number of the class intervals, it was possible to employ empirical principle namely Sturge principle. From the data above, it could be presented frequency table. Before presenting distribution table, it was necessary to determine the number of classes, range, and interval after that.

The following was the method of presenting the frequency distribution of the initial score of self-confidence (Pre-Test) of experimental class.

$$K = 1+3.3 \log (n)$$
$$= 1+3.3 \log (28)$$
$$= 1+3.3 (1.447)$$
$$= 1+4.775$$
$$= 5.775$$

It was found that the number of classes in each variable was 5.775 class rounded to 6 from the number of population 28 students. Furthermore, range and interval of each variable was varied depended on the high and low the score obtained. The following was the range and interval of varible of experimental class.

Range $= $ the highest score – the lowest score

$= 94-56$

$= 38$

Interval $= \dfrac{\text{the highest score} - \text{the lowest score}}{\text{class}}$

$= \dfrac{94-56}{6}$

$= \dfrac{38}{6}$

$= 6.33$

The frequency distribution of the initial score of self-confidence (Pre-Test) of experimental class was presented as follows.

Table 18. Cumulative Frequency Distribution of the Initial Data of Self-Confidence (Pre-Test) of Experimental Class

Class	Interval	Frequency		
		Absolute	Relative	Cumulative
1	56-62.33	2	7%	7%
2	63-69.33	1	4%	11%
3	70-76.33	6	21%	32%
4	77-83.33	15	54%	86%
5	84-90.33	3	10%	96%
6	91-97.33	1	4%	100%
Total		28	100	

The above distribution could be illustrated with the following histrogram.
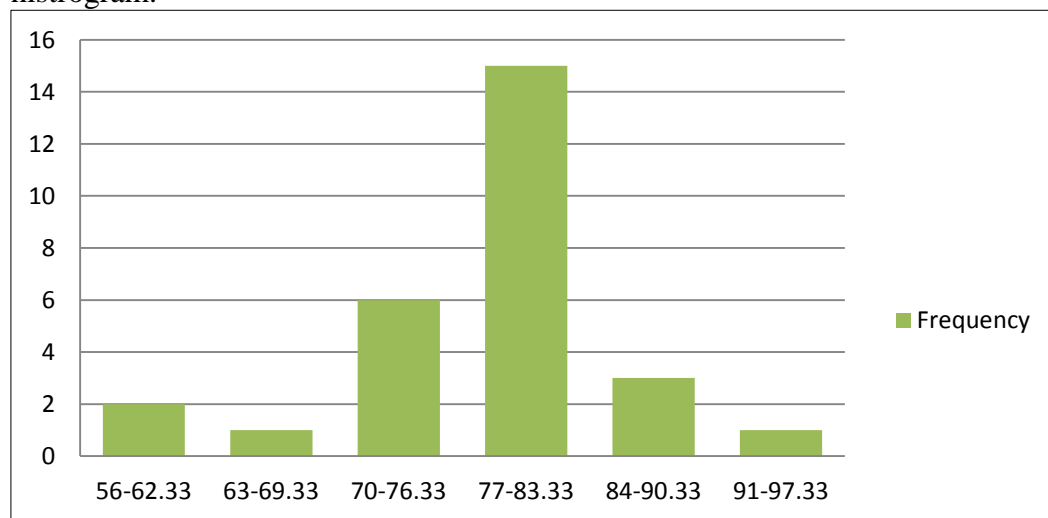
Picture 3. Histogram of Frequency Distribution of the Initial Data of Self-Confidence (Pre-Test) of Experimental Class

Identification of tendency category or the high and low of the initial self-confidence (Pre-Test) of experimental group in this study was based on the following categories.

Table 19. Identification of Tendency Category

Formula	Category
>(M+1SD)	High
(M-1SD) up to (M+1SD)	Average
< (M-1SD)	Low

Ideal Mean value (M) and Ideal Standard Deviation (SD) was obtained by the following calculation.

M $= \frac{1}{2}$ (the highest score + the lowest score)

$= \frac{1}{2}$ (94+56)

$= \frac{1}{2}$ (150)

$= 75$

SD $= 1/6$ (the highest score – the lowest score)

$= 1/6$ (94-56)

$= 1/6$ (38)

$= 6,33$

Based on the above principle, the identification of tendency category could be made as follows.

Table 20. Identification of Tendency Category of the Initial Self-Confidence (Pre-Test) of Experimental Class

Number	Score	Frequency			Information
		Absolute	Relative	Cumulative	
1	>81,33	8	29%	29%	High
2	68,67-81,33	18	64%	93%	Average
3	<68,67	2	7%	100%	Low
	Total	28	100%		

From the data above, it was found that the tendency of the initial self-confidence of experimental class belonged to average category proven by the frequency value 64% which were students who had score between 68.67 up to 81.33.

The related tendency category could be illustrated with pie chart as follows.
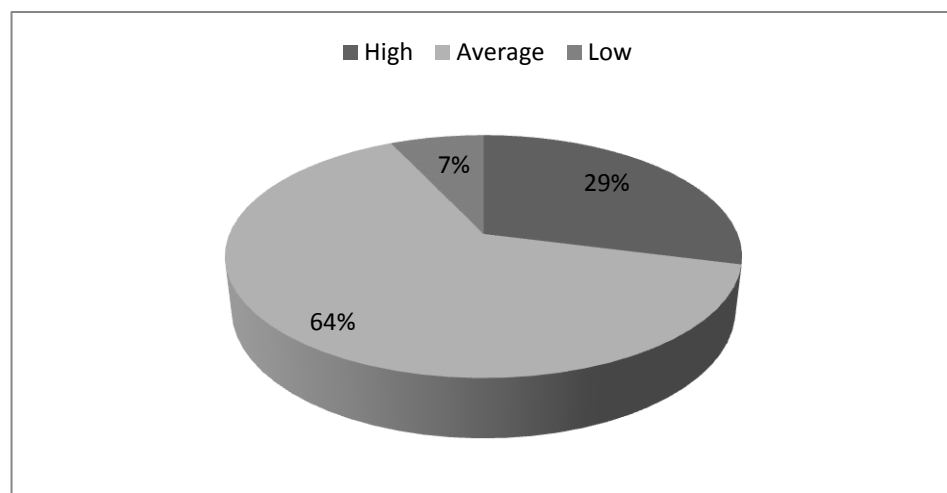
Picture 4. Pie Chart Tendency Category of the Initial Data of Self-Confidence Result (Pre-Test) of Experimental Class

The following was the method of presenting the frequency distribution of the initial score of self-confidence (Pre-Test) of control class.

$$K = 1+3.3 \log (n)$$
$$= 1+3.3 \log (27)$$
$$= 1+3.3 (1.43)$$
$$= 1+ 4.719$$
$$= 5.719$$

It was found that the number of classes in each variable were 5.179 class rounded to 6 classes from the number of population which were 27 students. Furthermore, the range and interval of each variable was varied depended on the high and low of the score obtained. Again, the range and interval of Pre-Test variables in control class were as follows.

Range = the highest score – the lowest score

= 91-63

= 28

Interval = $\dfrac{\text{the highest score – the lowest score}}{\text{class}}$

= $\dfrac{91\text{-}63}{6}$

= $\dfrac{28}{6}$

= 4.66

Frequency distribution of the initial result of self-confidence (Pre-Test) of control class was presented in the following table.

Table 21. Cumulative Frequency Distribution of the Initial Data of Self-Confidence (Pre-Test) of Control Class

Class	Interval	Frequency		
		Absolute	Relative	Cumulative
1	63-67.66	5	19%	19%
2	68-72.66	6	23%	42%
3	73-77.66	10	37%	79%
4	78-82.66	2	7%	86%
5	83-87.66	2	7%	93%
6	88-92.66	2	7%	100%
Total		27	100%	

The above distribution could be illustrated with the following histogram.
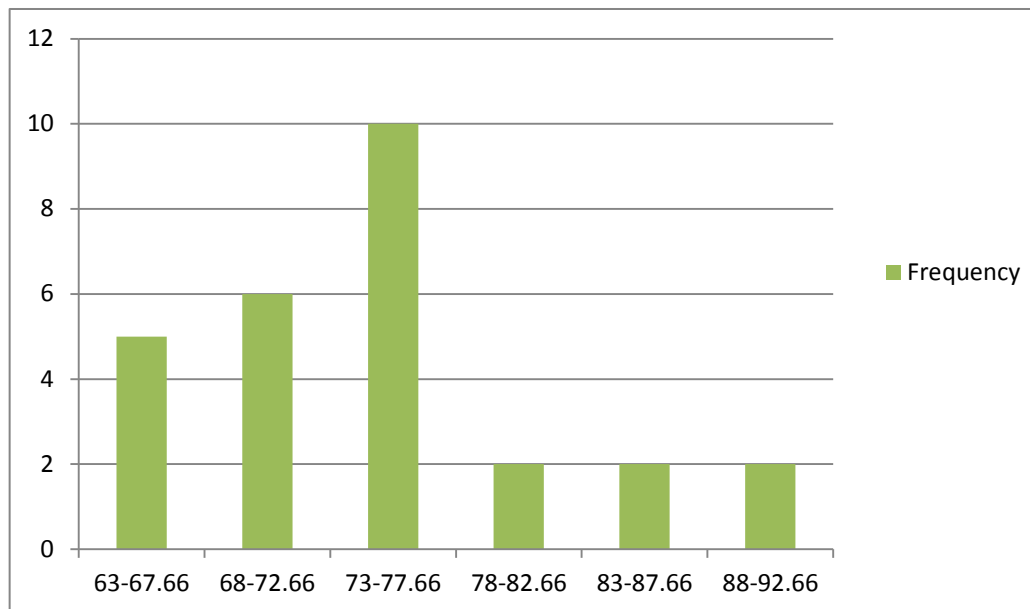
Picture 5. Histogram of Frequency Distribution f the Initial Data of Self-Confidence Result (Pre-Test) of Control Class

Identification of tendency category or the high and low of the initial self-confidence (Pre-Test) of control group in this study was based on the following categories.

Table 22. Identification of Tendency Category

Formula	Category
>(M+1SD)	High
(M-1SD) up to (M+1SD)	Average
< (M-1SD)	Low

Ideal Mean value (M) and ideal Standard Deviation (SD) was obtained by the following calculation.

$$M \quad = \text{½ (the highest score + the lowest score)}$$
$$= \text{½ (91+63)}$$
$$= \text{½ (154)}$$
$$= 77$$
$$SD \quad = 1/6 \text{ (the highest score } - \text{ the lowest score)}$$
$$= 1/6 \text{ (91-63)}$$
$$= 1/6 \text{ (28)}$$
$$= 4.66$$

Based on the above principle, the identification of tendency category could be made as follows.

Table 23. Identification of Tendency Category of the Initial Self-Confidence (Pre-Test) of Control Class

Number	Skor	Frequency			Information
		Absolute	Relative	Cumulative	
1	>81,66	4	15%	15%	High
2	72,34-81,66	12	44%	59%	Average
3	<72,34	11	41%	100%	Low
	Total	27	100%		

From the data above, it was found that the tendency of the initial self-confidence of control class belonged to average category proven by the frequency value 44% which were students who had score between 72.34 up to 81.66.

The related tendency category could be illustrated with pie chart as follows.
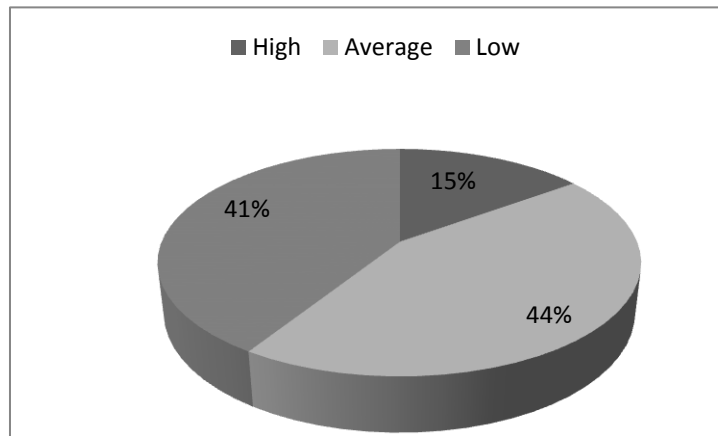
Picture 6. Pie Chart Tendency Category of the Initial Data of Self-Confidence Result (Pre-Test) of Control Class

Data of the recapulation result of the initial self-confidence questionnaire after study was conducted in the experimental and control class was as follows.

From the above table, it was found that the initial result of self-confidence questionnaire of experimental class was the lowest score 73 and of control class was 60. The highest score of experimental class was 96 and of control class was 94. (Tabel data in appendix 9)

4. **Final Data of Instrument of Self-confidence (Post-Test)**

Final data of self-confidence was obtained from the researcher after study was conducted in the experimental and control class by circulating self-confidence questionnaire in the beginning of learning process (Pre-Test) was as follows.

Table 24. Final Self-Confidence of the Experimental and Control Class (Post-Test)

Control Class *Post-Test*		Experimental Class *Post-Test*	
Number	Degree of Final Self-Confidence	Number	Degree of Final Self-Confidence
1	76	1	88
2	80	2	91
3	70	3	78
4	73	4	76
5	84	5	76
6	76	6	85
7	69	7	85
8	70	8	83
9	88	9	69
10	73	10	80
11	69	11	73
12	74	12	75
13	74	13	85
14	92	14	84
15	73	15	74
16	74	16	92
17	69	17	86
18	78	18	99
19	75	19	86
20	75	20	73
21	74	21	82
22	59	22	84
23	81	23	94
24	78	24	82
25	77	25	74
26	79	26	89
27	63	27	92
		28	91
	n : 27		n : 28
	$\bar{X}$: 74.93		$\bar{X}$: 83.07
	S_1 : 6.833		S_1 : 7.493

The following was the description of the measurement result of instrument of self-confidence.

Table 25. Description of Data of Students' Self-Confidence (Post-Test)

Data	Experimental Class Post-Test	Controll Class Post-Test
Population	28	27
Mean	83.07	74.93
Standard Deviation	7.493	6.833
Minimum	69	59
Maximum	99	92

Source: Primary Data Processed

From the above table, it could be found that the lowest score for experimental class was 69 and for control class was 59. The highest score for experimental class was 99 and for control class was 92. Furthermore the mean for experimental class was 83.07 with standard deviation 7.493 and for control class 74.93 with standard deviation 6.833. Thus it could be concluded that the final score of self-confidence for experimental and control class was significantly different.

The following was the method of presenting the frequency distribution of the final score of self-confidence (Post-Test) of experimental class.

K = 1+ 3.3 log (n)

= 1+ 3.3 log (28)

= 1+ 3.3 (1.447)

= 1+ 4.775

= 5.775

It was found that the number of classes in each variable was 5.775 class rounded to 6 from the number of population 28 students. Furthermore, range and interval of each variable was varied depended on the high and low the score obtained. The following was the range and interval of varible of experimental class.

Range $= $ the highest score – the lowest score

$= 99\text{-}69$

$= 30$

Interval $= \dfrac{\text{the highest score – the lowest score}}{\text{class}}$

$= \dfrac{99\text{-}69}{6}$

$= \dfrac{30}{6}$

$= 5$

The frequency distribution of the final score of self-confidence (Post-Test) of experimental class was presented as follows.

Table 26. Cumulative Frequency Distribution of the Final Data of Self-Confidence (Post-Test) of Experimental Class

Class	Interval	Frequency		
		Absolute	Relative	Cumulative
1	69-74	5	18%	18%
2	75-80	5	18%	36%
3	81-86	10	35%	71%
4	87-92	6	21%	92%
5	93-98	1	4%	96%
6	99-104	1	4%	100%
Total		28	100	

The above distribution could be illustrated with the following histogram.
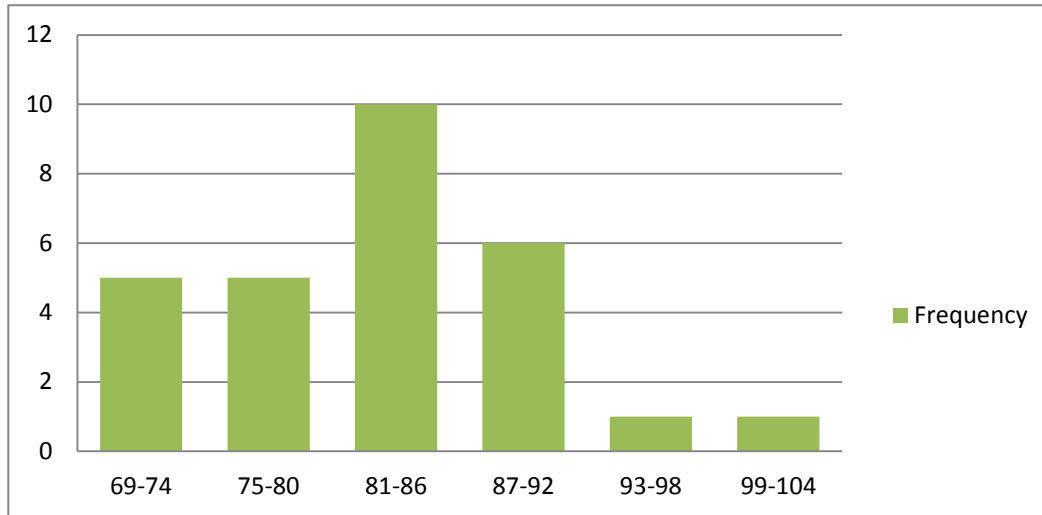
Picture 7. Histogram of Frequency Distribution of the Final Data of Self-Confidence (Post-Test) of Experimental Class

Based on the above principle, identification of tendency category could be presented as follows.

Table 27. Identification of Tendency Category

Formula	Category
>(M+1SD)	High
(M-1SD) up to (M+1SD)	Average
< (M-1SD)	Low

Ideal Mean value (M) and ideal Standard Deviation (SD) was obtained by the following calculation.

M = ½ (the highest score + the lowest score)
= ½ (91+63)
= ½ (154)
= 77

SD = 1/6 (the highest score − the lowest score)
= 1/6 (91-63)
= 1/6 (28)

$$= 4.66$$

Based on the above principle, the identification of tendency category could be made as follows.

Table 28. Identification of Tendency Category of the Final Self-Confidence (Post-Test) of Control Class

Number	Score	Frequency			Information
		Absolute	Relative	Cumulative	
1	>90,33	6	21%	21%	High
2	77,67-90,33	14	50%	71%	Average
3	<77,67	8	29%	100%	Low
	Total	28	100%		

From the data above, it was found that the tendency of the final self-confidence of control class belonged to average category proven by the frequency value 50% which were students who had score between 77.67 up to 90.33.

The related tendency category could be illustrated with pie chart as follows.
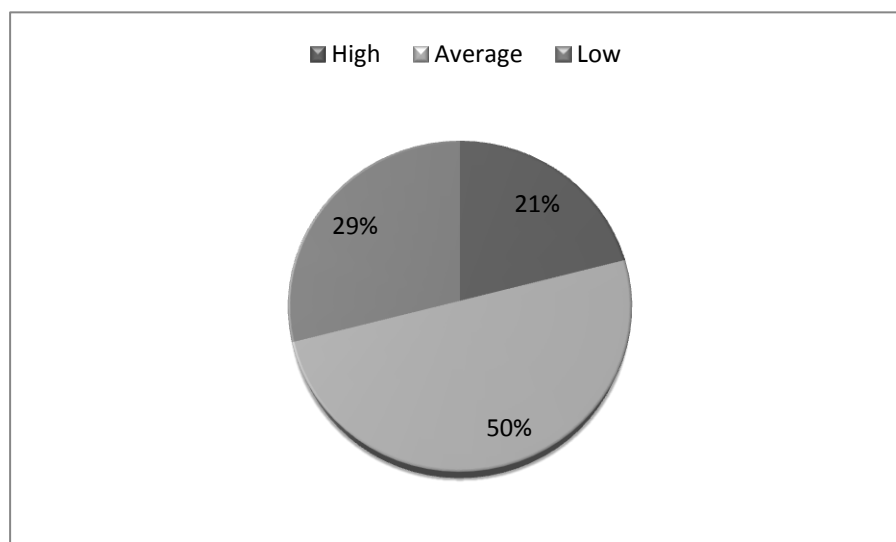
Picture 8. Pie Chart Tendency Category of the Final Data of Self-Confidence Result (Post-Test) of Experimental Class

The following was the method of presenting the frequency distribution of the initial score of self-confidence (Pre-Test) of control class.

K $\quad$ = 1 + 3.3 log (n)

$\quad$ = 1 + 3.3 log (27)

$\quad$ = 1 + 3.3 (1.43)

$\quad$ = 1 + 4.719

$\quad$ = 5.719

It was found that the number of classes in each variable were 5.179 class rounded to 6 classes from the number of population which were 27 students. Furthermore, the range and interval of each variable was varied depended on the high and low of the score obtained. Again, the range and interval of Post-Test variables in control class were as follows.

Range $\quad$ = the highest score – the lowest score

$\quad$ = 92-59

$\quad$ = 33

Interval $\quad$ = $\dfrac{\text{the highest score – the loest score}}{\text{class}}$

$\quad$ = $\dfrac{92\text{-}59}{6}$

$\quad$ = $\dfrac{33}{6}$

$\quad$ = 5.5

Frequency distribution of the initial result of self-confidence (Post-Test) of control class was presented in the following table.

Table 29. Cumulative Frequency Distribution of the Final Data of Self-Confidence (Post-Test) of Control Class

Class	Interval	Frequency		
		Absolute	Relative	Cumulative
1	59-64.5	2	7%	7%
2	65-70.5	5	19%	26%
3	71-76.5	11	41%	67%
4	77-82.5	6	22%	89%
5	83-88.5	2	7%	96%
6	89-94.5	1	4%	100%
Total		27	100%	

The above distribution could be illustrated with the following histogram.
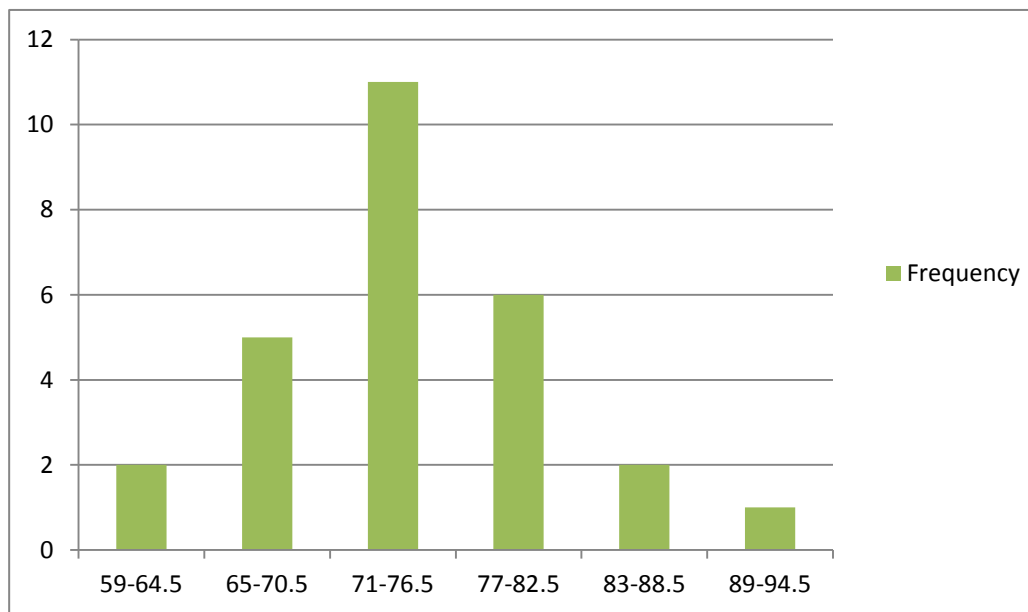
Picture 9. Histogram of Frequency Distribution the Final Data of Self-Confidence Result (Post-Test) of Control Class

Identification of tendency category or the high and low of the final self-confidence (Post-Test) of control group in this study was based on the following categories.

Table 30. Identification of Tendency Category

Formula	Categorical
>(M+1SD)	High
(M-1SD) up to (M+1SD)	Average
< (M-1SD)	Low

Ideal Mean value (M) and ideal Standard Deviation (SD) was obtained by the following calculation.

$$
\begin{aligned}
M &= \tfrac{1}{2}\text{ (the highest score + the lowest score)} \\
&= \tfrac{1}{2}\text{ (92+59)} \\
&= \tfrac{1}{2}\text{ (151)} \\
&= 75.5 \\
SD &= 1/6\text{ (the highest score – the lowest score)} \\
&= 1/6\text{ (92-59)} \\
&= 1/6\text{ (33)} \\
&= 5.5
\end{aligned}
$$

Based on the above principle, the identification of tendency category could be made as follows.

Table 31. Identification of Tendency Category of the Final Self-Confidence (Post-Test) of Control Class

Number	Score	Frequency			Information
		Absolute	Relative	Cumulative	
1	>81	3	11%	11%	High
2	70 up to 81	19	70%	81%	Average
3	<70	5	19%	100%	Low
	Total	27	100%		

From the data above, it was found that the tendency of the final self-confidence of control class belonged to average category proven by the frequency value 70% which were students who had score between 70 up to 81.

The related tendency category could be illustrated with pie chart as follows.
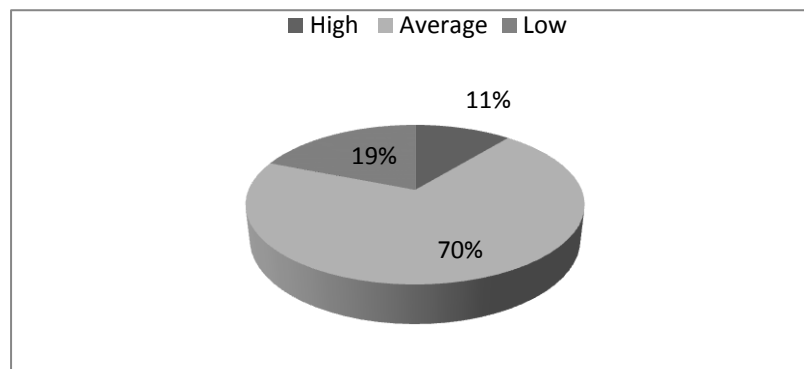
Picture 10. Pie Chart Tendency Category of the Final Data of Self-Confidence Result (Post-Test) of Control Class

Data of the recapulation result of the final self-confidence questionnaire after study was conducted in the experimental and control class was as follows.

From the above table, it was found that the initial result of self-confidence questionnaire of experimental class was the lowest score 75 and of control class was 57. The highest score of experimental class was 103 and of control class was 94. (Tabel data in appendix 9)

5. **Initial Data of Instrument of Learning Independence (Pre-Test)**

Initial data of self-confidence was obtained from the researcher after study was conducted in the experimental and control class by circulating

learning independence questionnaire in the beginning of learning process (Pre-Test) was as follows.

Table 32. Initial Learning Independence of the Experimental and Control Class (Pre-Test)

Control Class *Pre-Test*		Experimental Class *Pre-Test*	
Number	Degree of Initial Learning Independence	Number	Degree of Initial Learning Independence
1	56	1	63
2	63	2	56
3	61	3	62
4	61	4	60
5	62	5	56
6	41	6	54
7	58	7	65
8	53	8	61
9	63	9	50
10	60	10	63
11	58	11	60
12	65	12	63
13	59	13	63
14	74	14	61
15	55	15	62
16	61	16	59
17	59	17	64
18	69	18	61
19	57	19	68
20	59	20	58
21	58	21	64
22	52	22	61
23	66	23	75
24	61	24	62
25	60	25	52
26	53	26	73
27	56	27	68
		28	43
	n : 27		n : 28
	$\bar{X}$: 59.26		$\bar{X}$: 61
	S_1 : 6.055		S_1 : 6.423

The following was the description of the measurement result of instrument of learning independence.

Tabel 33. Description of Data Students' Learning Independence (Pre-Test)

Data	Experimental Class Pre-Test	Control Class Pre-Test
Population	28	27
Mean	61	59.26
Standard Deviation (SD)	6.423	6.055
Minimum	43	41
Maximum	75	74

Source: Primary Data Processed

From the above table, it could be found that the lowest score for experimental class was 43 and for control class was 41. The highest score for experimental class was 75 and for control class was 74. Furthermore the mean for experimental class was 61 with standard deviation 6.423 and for control class 59.26 with standard deviation 6.055. Thus it could be concluded that the initial score of self-confidence for experimental and control class was equal.

$K = 1 + 3.3 \log (n)$

$= 1 + 3.3 \log (28)$

$= 1 + 3.3 (1.447)$

$= 1 + 4.775$

$= 5.775$

It was found that the number of classes in each variable were 5.775 class rounded to 6 classes from the number of population which were 28 students. Furthermore, the range and interval of each variable was varied

depended on the high and low of the score obtained. Again, the range and interval of Post-Test variables in control class were as follows.

$$\text{Range} = \text{the highest score} - \text{the lowest score}$$

$$= 75\text{-}43$$

$$= 32$$

$$\text{Interval} = \frac{\text{the highest score} - \text{the lowest score}}{\text{class}}$$

$$= \frac{75\text{-}43}{6}$$

$$= \frac{32}{6}$$

$$= 5.33$$

The frequency distribution of the initial score of learning independence (Pre-Test) of experimental class was presented as follows.

Table 34. Cumulative Frequency Distribution of the Initial Data of Learning Independence (Pre-Test) of Experimental Class

Class	Interval	Frequency		
		Absolute	Relative	Cumulative
1	43-48.33	1	4%	4%
2	49-54.33	3	11%	15%
3	55-60.33	6	21%	36%
4	61-66.33	14	50%	86%
5	67-72.33	2	7%	93%
6	73-78.33	2	7%	100%
Total		28	100	

The above distribution could be illustrated with the following histogram.
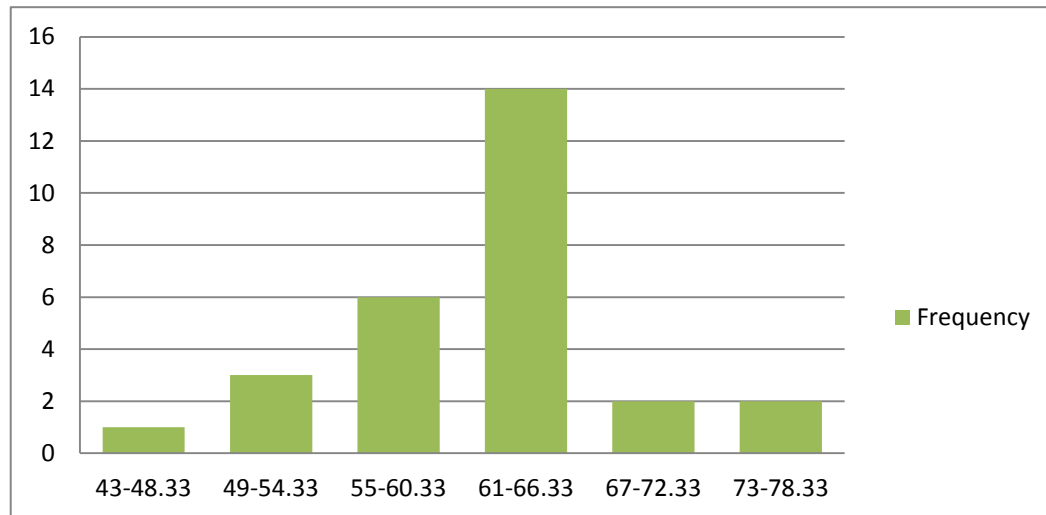
Picture 11. Histogram of Frequency Distribution of the Initial Data of Learning Independence (Pre-Test) of Experimental Class

Identification of tendency category or the high and low of the initial self-confidence (Pre-Test) of experimental group in this study was based on the following categories.

Table 35. Identification of Tendency Category

Formula	Category
>(M+1SD)	High
(M-1SD) up to (M+1SD)	Average
< (M-1SD)	Low

Ideal Mean value (M) and Ideal Standard Deviation (SD) was obtained by the following calculation.

M   = ½ (the highest score + the lowest score)

= ½ (75+43)

$$= \frac{1}{2} (118)$$

$$= 59$$

SD $= 1/6$ (the highest score $-$ the lowest score)

$$= 1/6 (75-43)$$

$$= 1/6 (32)$$

$$= 5.33$$

Based on the above principle, the identification of tendency category could be made as follows.

Table 36. Identification of Tendency Category of the Initial Learning Independence (Pre-Test) of Experimental Class

Number	Score	Frequency			Information
		Absolute	Relative	Cumulative	
1	>64,33	5	18%	18%	High
2	53,67 – 64,33	20	71%	89%	Average
3	<53,67	3	11%	100%	Low
	Total	28	100%		

From the data above, it was found that the tendency of the initial learning independence of experimental class belonged to average category proven by the frequency value 71% which were students who had score between 53.67 up to 64.33.

The related tendency category could be illustrated with pie chart as follows.
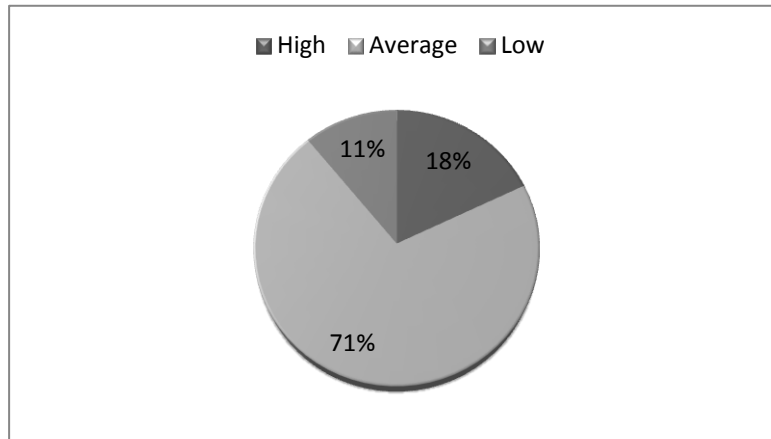
Picture 12. Pie Chart Tendency Category of the Initial Data of Learning Independence Result (Pre-Test) of Experimental Class

The following was the method to present the frequency distribution of the initial score of self-confidence (Pre-Test) of control class.

$$K = 1+ 3.3 \log (n)$$
$$= 1+ 3.3 \log (27)$$
$$= 1+ 3.3 (1.43)$$
$$= 1+ 4.719$$
$$= 5.719$$

It was found that the number of classes in each variable were 5.719 class rounded to 6 classes from the number of population which were 27 students. Furthermore, the range and interval of each variable was varied depended on the high and low of the score obtained. Again, the range and interval of Pre-Test variables in control class were as follows.

Range   = the highest score – the lowest score

                 = 74-41

                 = 33

Interval   = the highest score – the lowest score
                                    class

                 = 74-41
                    6
                 = 33
                    6
                 = 5.5

Frequency distribution of the initial result of learning independence (Pre-Test) of control class was presented in the following table.

Table 37. Cumulative Frequency Distribution of the Initial Data of Learning Independence (Pre-Test) of Control Class

Class	Interval	Frequency		
		Absolute	Relative	Cumulative
1	41-46.5	1	4%	4%
2	47-52.5	1	4%	8%
3	53-58.5	9	33%	41%
4	59-64.5	12	44%	85%
5	65-70.5	3	11%	96%
6	71-76.5	1	4%	100%
Total		27	100%	

The above distribution could be illustrated with the following histogram.
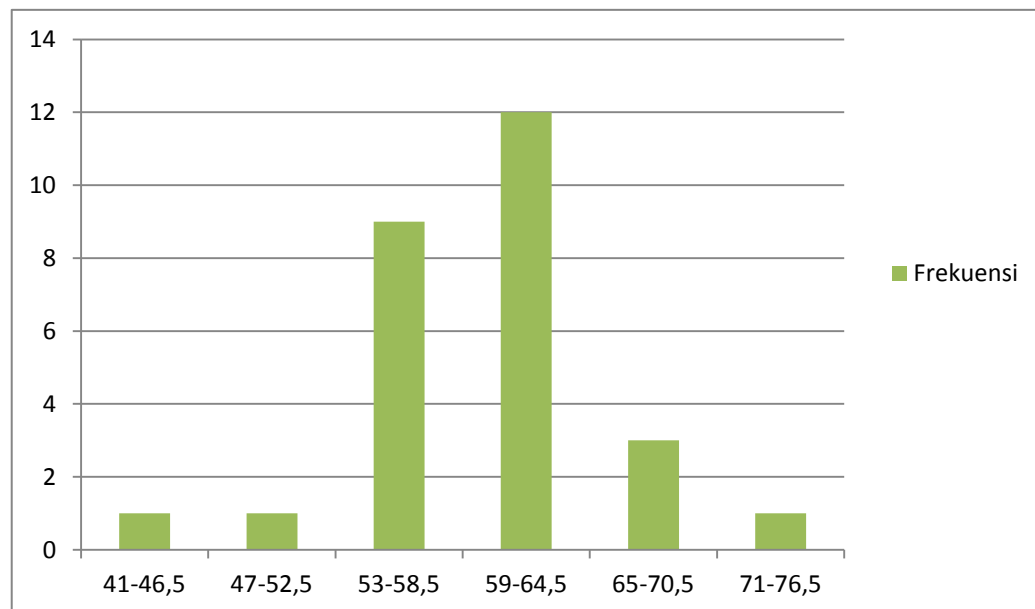
Picture 13. Histogram of Frequency Distribution of the Initial Data of Learning Independence Result (Pre-Test) of Control Class

Identification of tendency category or the high and low of the initial learning independence (Pre-Test) of control group in this study was based on the following categories.

Table 38. Identification of Tendency Category

Formula	Category
>(M+1SD)	High
(M-1SD) up to (M+1SD)	Average
< (M-1SD)	Low

Ideal Mean value (M) and ideal Standard Deviation (SD) was obtained by the following calculation.

M   = ½ (the highest score + the lowest score)

= ½ (74+41)

= ½ (115)

= 57.5

SD   = 1/6 (the highest score – the lowest score)

= 1/6 (74-41)

= 1/6 (33)

= 5.5

Based on the above principle, the identification of tendency category could be made as follows.

Table 39. Identification of Tendency Category of the Initial Learning Independence (Pre-Test) of Control Class

Number	Score	Frequency			Information
		Absolute	Relative	Cumulative	
1	>63	4	15%	15%	High
2	52 up to 63	22	81%	96%	Average
3	<52	1	4%	100%	Low
	Total	27	100%		

From the data above, it was found that the tendency of the initial learning independence of control class belonged to average category proven by the frequency value 81% which were students who had score between 52 up to 63.

The related tendency category could be illustrated with pie chart as follows.
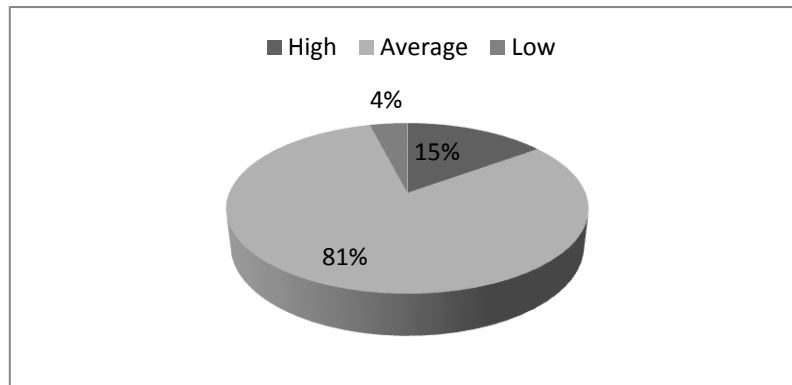
Picture 14. Pie Chart Tendency Category of the Initial Data of Learning Independence Result (Pre-Test) of Control Class

Data of the recapulation result of the initial learning indepence questionnaire study conducted in the experimental and control class was as follows.

From the above table, it was found that the initial result of learning independence questionnaire of experimental class was the lowest score 70 and of control class was 65. The highest score of experimental class was 93 and of control class was 88. (Tabel data in appendix 9)

6. **Final Data of Instrument of Learning Independence (Post-Test)**

Initial data of self-confidence was obtained from the researcher after conducting study in the experimental and control class by circulating questionnaire in the beginning of learning process (Pre-Test) was as follows.

Table 40. Final Learning Independence of the Experimental and Control Class
(Post-Test)

Control Class *Post-Test*		Control Class *Post-Test*	
Number	Degree of Final Learning Independence	Number	Degree of Final Learning Independence
1	55	1	67
2	64	2	62
3	57	3	62
4	60	4	61
5	61	5	59
6	54	6	54
7	58	7	65
8	55	8	62
9	63	9	50
10	60	10	65
11	55	11	61
12	58	12	64
13	59	13	65
14	68	14	60
15	55	15	61
16	59	16	65
17	59	17	69
18	65	18	61
19	57	19	70
20	58	20	59
21	58	21	66
22	54	22	67
23	65	23	76
24	58	24	59
25	58	25	53
26	64	26	72
27	56	27	69
		28	70
	n : 27		n : 28
	$\overline{X}$: 59		$\overline{X}$: 63.32
	S_1 : 3.731		S_1 : 5.843

The following was the description of the measurement result of

instrument of self-confidence.

Table 41. Description of Data of Students' Learning Independence (Post-Test)

Data	Experimental Class Post-Test	Control Class Post-Test
Population	28	27
Mean	63.32	59
Standard Deviation (SD)	5.843	3.731
Minimum	50	54
Maximum	76	68

Source: Primary Data Processed

From the above table, it could be found that the lowest score for experimental class was 50 and for control class was 54. The highest score for experimental class was 76 and for control class was 68. Furthermore the mean for experimental class was 63.32 with standard deviation 5.843 and for control class 59 with standard deviation 3.731. Thus it could be concluded that the initial score of self-confidence for experimental and control class was equal.

The following was the method to present the frequency distribution of the initial score of self-confidence (Post-Test) of experimental class.

K = 1+ 3.3 log (n)

= 1+ 3.3 log (28)

= 1+ 3.3 (1.447)

= 1+ 4.775

= 5.775

It was found that the number of classes in each variable were 5.775 class rounded to 6 classes from the number of population which were 28 students. Furthermore, the range and interval of each variable was varied depended on the high and low of the score obtained. Again, the range and interval of variables in experimental class were as follows.

Range = the highest score – the lowest score

= 76-50

= 26

Interval = the highest score – the lowest score / class

= $\frac{76\text{-}50}{6}$

= $\frac{26}{6}$

= 4.33

Frequency distribution of the final result of learning independence (Post-Test) of control class was presented in the following table.

Table 42. Cumulative Frequency Distribution of the Final Data of Learning Independence (Post-Test) of Experimental Class

Class	Interval	Frequency		
		Absolute	Relative	Cumulative
1	50-54.33	3	11%	11%
2	55-59.33	3	11%	22%
3	60-64.33	9	32%	54%
4	65-69.33	9	32%	86%
5	70-74.33	3	11%	97%
6	75-79.33	1	3%	100%
Total		28	100	

The above distribution could be illustrated with the following histrogram.
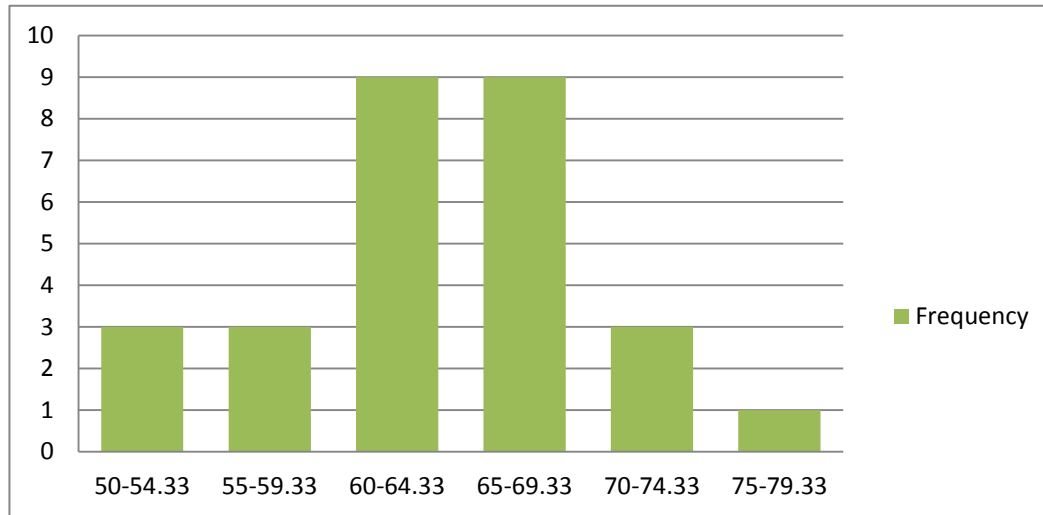
Picture 15. Histogram of Frequency Distribution of the Final Data of Learning Independence Result (Post-Test) of Experimental Class

Identification of tendency category or the high and low of the final learning independence (Post-Test) of experimental group in this study was based on the following categories.

Table 43. Identification of Tendency Category

Formula	Category
>(M+1SD)	High
(M-1SD) up to (M+1SD)	Average
< (M-1SD)	Low

Ideal Mean value (M) and ideal Standard Deviation (SD) was obtained by the following calculation.

M = ½ (the highest score + the lowest score)
= ½ (76+50)

= ½ (126)

= 63

SD   = 1/6 (the highest score − the lowest score)

       = 1/6 (76-50)

       = 1/6 (26)

       = 4.33

Based on the above principle, the identification of tendency category could be made as follows.

Table 44. Identification of Tendency Category of the Final Learning Independence (Post-Test) of Experimental Class

Number	Score	Frequency			Information
		Absolute	Relative	Cumulative	
1	>67,33	6	21%	21%	High
2	58,67-67,33	19	68%	89%	Average
3	<58,57	3	11%	100%	Low
	Total	28	100%		

From the data above, it was found that the tendency of the initial self-confidence of control class belonged to average category proven by the frequency value 68% which were students who had score between 58.67 up to 67.33.

The related tendency category could be illustrated with pie chart as follows.
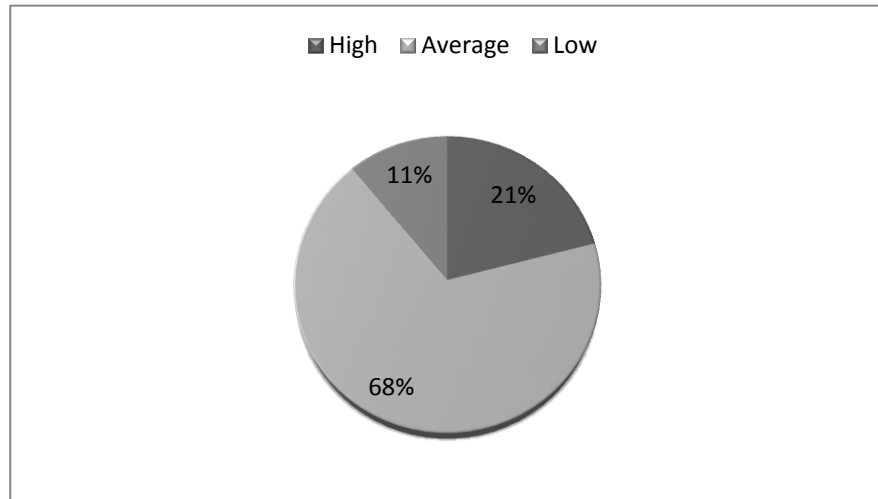
Picture 16. Pie Chart Tendency Category of the Final Data of Learning Independence Result (Post-Test) of Experimental Class

The following was the method to present the frequency distribution of the final score of learning independence (Post-Test) of control class.

$$K \quad = 1+ 3.3 \log (n)$$
$$= 1+ 3.3 \log (27)$$
$$= 1+ 3.3 (1.43)$$
$$= 1+ 4.719$$
$$= 5.719$$

It was found that the number of classes in each variable were 5.719 class rounded to 6 classes from the number of population which were 27 students. Furthermore, the range and interval of each variable was varied depended on the high and low of the score obtained. Again, the range and interval of Post-Test variables in control class were as follows.

Range   = the highest score – the lowest score

                  = 68-54

                  = 14

Interval   = $\dfrac{\text{the highest score – the lowest score}}{\text{class}}$

                  = $\dfrac{68\text{-}54}{6}$

                  = $\dfrac{14}{6}$

                  = 2.33

Frequency distribution of the initial result of learning independence (Post-Test) of control class was presented in the following table.

Table 45. Cumulative Frequency Distribution of the Final Data of Learning Independence (Post-Test) of Control Class

Class	Interval	Frequency		
		Absolute	Relative	Cumulative
1	54-56.33	7	26%	26%
2	57-59.33	11	41%	67%
3	60-62.33	3	11%	78%
4	63-65.33	5	18%	96%
5	66-68.33	1	4%	100%
6	69-71.33	-	-	-
Total		27	100%	

The above distribution could be illustrated with the following histogram.
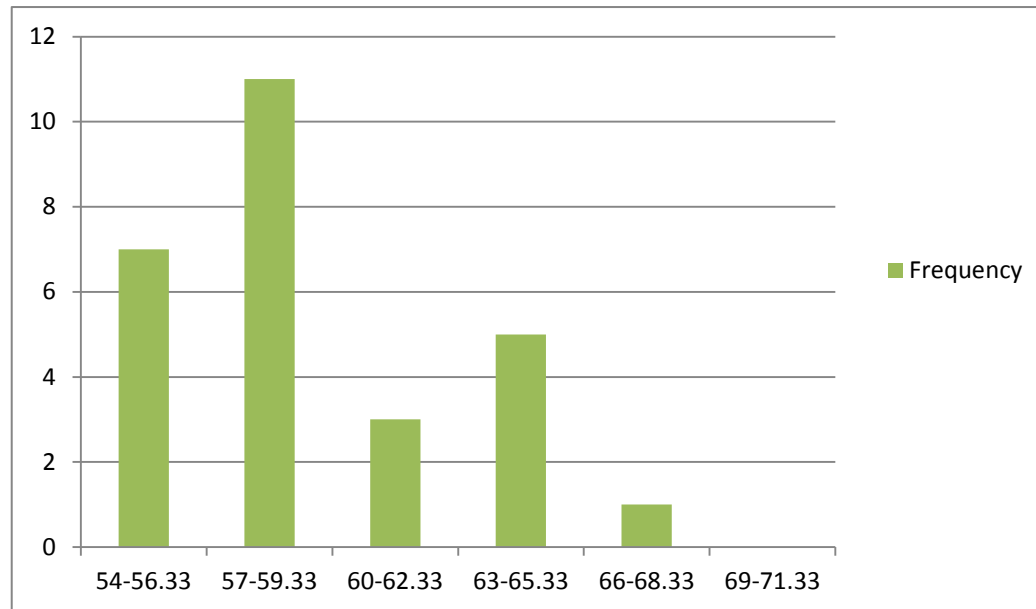
Picture 17. Histogram of Frequency Distribution of the Final Data of Learning Independence Result (Post-Test) of Control Class

Identification of tendency category or the high and low of the final learning independence (Post-Test) of control group in this study was based on the following categories.

Table 46. Identification of Tendency Category

Formula	Category
>(M+1SD)	High
(M-1SD) up to (M+1SD)	Average
< (M-1SD)	Low

Ideal Mean value (M) and ideal Standard Deviation (SD) was obtained by the following calculation.

M   = ½ (the highest score + the lowest score)

   = ½ (68+54)

   = ½ (122)

   = 61

SD   = 1/6 (the highest score − the lowest score)

   = 1/6 (68-54)

   = 1/6 (14)

   = 2.33

Based on the above principle, the identification of tendency category could be made as follows.

Table 47. Identification of Tendency Category of the Final Learning Independence (Post-Test) of Control Class

Number	Score	Frequency			Information
		Absolute	Relative	Cumulative	
1	>63.33	4	15%	15%	High
2	58.67 up to 63.33	8	29%	44%	Average
3	<58.67	15	56%	100%	Low
	Total	27	100%		

From the data above, it was found that the tendency of the initial self-confidence of control class belonged to average category proven by the frequency value 56% which were students who had score between <58.67.

The related tendency category could be illustrated with pie chart as follows.
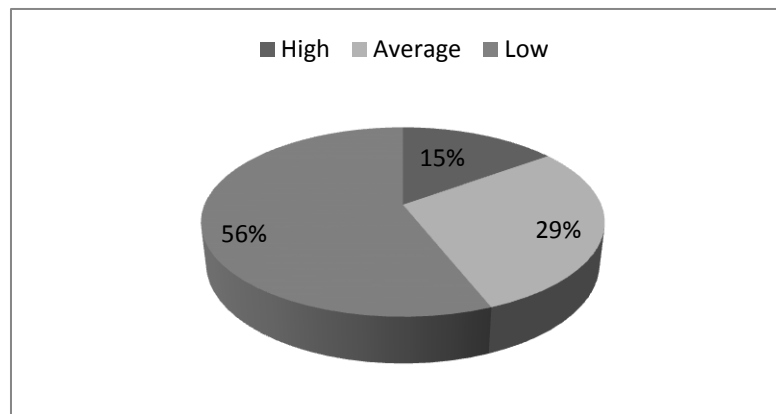
Picture 18. Pie Chart Tendency Category of the Final Data of Learning Independence Result (Post-Test) of Control Class

Data of the recapulation result of the initial self-confidence questionnaireafter conducting study in the experimental and control class was as follows.

From the above table, it was found that the initial result of self-confidence questionnaire of experimental class was the lowest score 65 and of control class was 59. The highest score of experimental class was 96 and of control class was 90. (Tabel data in appendix 9)

7. **Analysis Requirement Test**

Before testing the hypotheses, it was firstly conducted analysis requirement test involved normality test and homogenity test.

a. **Normality Test**

Normality test was conducted to see whether the data of the result study were normally distributed or not. It was done towards the initial self-confidence test (Pre-Test), the final self-confidence test (Post-Test), the initial learning independence test (Pre-Test), and the final learning independence (Post-Test). It was done by employing *Kosmogorov-Smirnov*. The summary of the result of this test was presented in the following table.

Table 48. The Summary of the Result of Normality of Self-Confidence Test

Data Source	*p-value*	Alpha (5%)	Conclusion
Experimental Class Pre-Test	0.708	0.05	Normal
Experimental Class Post-Test	0.867	0.05	Normal
Control Class Pre-Test	0.751	0.05	Normal
Control Class Post-Test	0.594	0.05	Normal

Table 49. The Summary of the Result of Normality of Learning Independence Test

Data Source	*p-value*	Alpha (5%)	Conclusion
Experimental Class Pre-Test	0.553	0.05	Normal
Experimental Class Post-Test	0.793	0.05	Normal
Control Class Pre-Test	0.772	0.05	Normal
Control Class Post-Test	0.441	0.05	Normal

Based on the calculation result of self-confidence, it was obtained *p-value* for Pre-Test score of experimental class was 0.708 and control class was 0.751. *P-value* for Post-test of experimental class was 0.867

and control class was 0.594. *P-value* for the calculation of Pre-Test and Post-Test score of experimental and control class was p that were more than 5% (0.05) then it could be concluded that Pre-Test and Post-Test score of experimental and control class was normally distributed. Moreover, based on the calculation result of learning independence, it was obtained *p-value* for Pre-Test of experimental class was 0.553 and control class was 0.772. *P-value* for Post-Test score of experimental class was 0.793 and control class was 0.441. *P-value* for the calculation of Pre-Test and Post-Test score of experimental and control class was p that were more than 5% (0.05) then it could be concluded that Pre-Test and Post-Test score of experimental and control class was normally distributed.

b. Homogenity Test

Homogenity test was done towards the result of the initial self-confidence score (Pre-Test), the result of the final learning independence (Post-Test), the result of the initial learning independence (Pre-Test) and the result of the final learning independence (Post-Test) both for experimental and control class. This was done to see whether there was the difference in homogenity or not between Pre-Test and Post-Test in both in experimental and control class. The summary of the result of homogenity test was presented in the following.

Table 50. The Summary of the Homogenity Result of Self-Confidence

Data Source	Levene Statistic	df1	df2	*P-Value*	Conclusion
Pre-Test	2,936	6	11	0,058	Homogenous
Post-Test	2,426	6	11	0,096	Homogenous

Table 51. The Summary of the Homogenity Result of Learning Independence

Data Source	Levene Statistic	df1	df2	*P-Value*	Conclusion
Pre-Test	2,166	6	11	0,117	Homogenous
Post-Test	1,656	6	11	0,183	Homogenous

The above table showed that the homogenity the result of self-confidence was proven by *p-value*. *P-value* for Pre-Test was 0.058 and for Post-Test was 0.096. It meant that the data of Pre-Test and Post-Test were homogenous. Moreover, for the homogenity result of self-confidence was also proven by *p-value*. *P-value* for Pre-Test was 0.117 and for Post-Test was 0.187. It meant that the data of Pre-Test and Post-Test were homogenous.

8. **Hypotheses Test**

Hypothesis was the temporary answer to the formulated problems. The research hypothesis was written to see the differences in the degree of self-confidence and learning independence after treatment given to the expeerimental class in the form of the Internet-based learning and without treatment given to the control class. Moreover it was written to see whether there was an improvement or not in the

degree of sef-confidence and learning independence in the class learned by using the Internet.

H1   : there was differences in self-confidence between students learned by using the Internet as learning source and those learned without using the Internet as learning source.

H2   : there was differences in learning independence between students learned by using the Internet as learning source and those learned without using the Internet as learning source.

H3   : learning by using the Internet as learning source could improve students' self-confidence.

H4   : learning without by using the Internet as learning source could improve students' learning independence.

Hypotheses test was conducted by employing Anova and T-Test to detemine whether there was differences in the mean score between students learned by using the Internet and those learned without using the Internet. Moreover, whether there was an improvement in self-confidence and learning independence between students learned by using the Internet.

From two previous tables of analysis requirements, it was foudn that both samples were normally distributed and homogenous, then

analysis calculation could be conducted by using Anova Test and T-Test Separated Variance. The following were the data and the calculation result by using Anova Test and T-Test Separated Variance.

Table 52. Data Analysis of the Result of Anova Test towards H1

Data Source	df	F	P-value	Conclusion
Experimental Class Post-Test Control Class Post-Test	27	9.358	0.001	H1 was accepted

The above table showed that the scores obtained were distributed to the formula and it was obtained *P-value* 0.001 which was less than 0,05 which meant that there was differences. Based on the above analysis, it could be concluded that H1 argued that there was differences in self-confidence between students learned by using the Internet and those learned without using the Internet was accepted.

Table 53. Data Analysis of the Result of Anova Test towards H2

Data Source	Df	F	P-value	Conclusion
Experimental Class Post-Test Contro Class Post-Test	26	3.154	0.018	H2 was accepted

The above table showed that the scored obtained were distributed to the formula and it was obtained *P-value* 0.018 which was less than 0.05 which meant that there was differences. Based on the above analysis, it could be concluded that H2 argued that there was differences

in learning independence between students learned by using the Internet
and those learned without using the Internet was accepted.

Table 54. Data Analysis of the Result of T-Test towards H3

Data Spurce	Mean	N	Standard Deviation	Sig. (2-tailed)	Conclusion
Experimental Class Pre-Test	78.29	28	7.659	0.007	H3 was accepted
Experimental Class Post-Test	83.07	28	7.493		

Based on the above table, mean score of experimental class when
Post-Test was given was 83.07 with standard deviation 7.493 which this
score was higher than mean score when Pre-Test was given which was
78.29 with standard deviation 7.659. It meant that the differences in
mean score 4.78. Besides, the score of test of difference using T-Test in
the degree of Sig. (2-tailed) was 0.007 (less than 0.05) which meant that
there was significant differences in self-confidence between
experimental and control class. It could be concluded that H3 argued that
there was an imporvement in self-confidence of student learned by using
the Internet was accepted.

Table 55. Data Analysis of the Result of T-Test towards H4

Data Source	Mean	N	Standard Deviation	Sig. (2-tailed)	Conclusion
Experimental Pre-Test	61	28	6.423	0.030	H4 was accepted
Control Post-Test	63.32	28	5.843		

Based on the above table, mean score of experimental when Post-Test was given was 61 with standard deviation 6.423 which this score was higher than mean score when Pre-Test was given which was 63.32 with standard deviation 5.843. It meant that the differences in score mean was 2.32. Besides, the score of test differences using T-Test in the degree of Sig. (2-tailed) was 0.030 (less than 0.05) which meant that there was significant differences in learning independence of experimental class before and after the Internet was implemented. It could be concluded that H4 argued that there was an improvement in learning independence of students learned by using the Internet was accepted.

B. Discussion

1. There was differences in self-confidence betwen students learned by using the Internet as learning source and those learned without using the Internet as learning source.

   Based on the result of the first hypothesis test (H1) it was found that there was differences in self-confidence between students learned by using the Internet as learning source and those learned without using the Internet as learning source was accepted. It was proven by the result of Anova test which was 0.001 which was less than 0.05 which meant that there was differences. This result showed that there was differences in self-confidence between class learned by using the Internet as learning source and those

learned without using the Internet as learning source (lecture and exercises method).

The differences were influenced by the benefits of the Internet-based learning which conventional learning didn't have. This was in line with what suggested by Kenji Kitao (Munir, 2008: 196-201) that the Internet could have additional function if students had chance to choose, whether they would utilize it or not.

2. There was differences in learning independence between students learned by using the Internet as learning source and those learned without using the Internet as learning source. It was prove by

Based on the result of the second hypothesis test (H2), it was found that there was differences in learning independence between students learned by using the Internet as learning source and those learned without using the Internet as learning source. It was proven by the result of Anova test which was 0.018 which was less than 0.05 which meant that there was differences. This result showed that there was differences in learning independence between students learned by using the Internet as learning source and those learned without using the Internet as learning source (lecture and exercises method).

The differences were influenced by the benefits of the Internet-based learning which conventional learning didn't have which was in line with Tjiptono in Nafisah (2001: 22) argued that global connectivity and coverage

of the Internet enabled people to access information from data base and libraries all over the world. The Internet network enabled people to find many journals could not be found in the most complete library in Indonesia. Twenty four hours the Internet access enabled information to be accessed everytime. Time difference was no longer restricted to access the data.

3. The Internet-based learning could improve students' self-confidence.

The result of study showed that students would have higher score mean after they got treatment than before they got treatment. This was proven by the result of T-Test showed that the lowest score in the initial test (Pre-Test) was 56 and the highest score was 94 while mean score was 78.29 with standard deviation 7.629. The lowest score in the initial test (Pre-Test) was 69 and the highest score was 99 while mean score was 83.07 with standard deviation 7.493. Besides, the score of test of differences using T-Test in experimental class before and after treatment which was learning by using the Internet in the degree of Sig. (2-tailed) was 0.007 which was less than 0.05.

Score of the initial recapitulation result of self-confidence questionnaire showed that the highest score was 96 and the lowest score was 73. Score of the final recapitulation result of self-confidence questionnaire showed that the highest score was 103 and the lowest score was 75. Based on the result obtained in the experimental class, it could be concluded that the Internet-based learning could improve students' self-confidence, and thus

the Internet-based learning as the effective learning source was employed in Economics subject in order to improve students' self-confidence.

Generally, the data of result study regarding the improvement in self-confidence of students learned by using the Internet was related to the study conducted by Ahmad Sultoni (2013), which this study was conducted in students XI Social by implementing the Internet as learning source in History subject to improve students' learning motivation. Surya (2007: 56) suggested that "self-confidence was optimism in children's ability to satisfy everything and adapt to the situation faced".

4. The Internet-based learning could improve students' learning independence.

The result of study showed that students would have higher score mean after they got treatment than before they got treatment. This was proven by the result of T-Test showed that the initial test (Pre-Test) was 43 and the highest score was 75 while mean score was 61 with standard deviation 6.423. The lowest score in the initial test (Pre-Test) was 50 and the highest score was 76 while mean score was 63.32 with standard deviation 5.843. Besides, the score of test of differences using T-Test in experimental class before and after treatment which was learning by using the Internet in the degree of Sig. (2-tailed) was 0.030 which was less than 0.05.

Score of the initial recapitulation result of learning independence questionnaire showed that the highest score was 93 and the lowest score was 70. Score of the final recapitulation result of learning independence

questionnaire showed that the highest score was 96 and the lowest score was 65. Based on the result obtained in the experimental class, it could be concluded that the Internet-based learning could improve students' learning independence, and thus the Internet-based learning as the effective learning source was employed in Economics subject in order to improve students' self-confidence.

Generally, the data of result study regarding the improvement in self-confidence of students learned by using the Internet was related to the study conducted by Ahmad Sultoni (2013), which this study was conducted in students XI Social by implementing the Internet as learning source in History subject to improve students' learning motivation. Besides, the improvement in learning independence due to the use of the Internet was proven by Muhammad Asriri (2002: 118-119) suggested that the achievement of learning independence could not be separated from factor influenced the independece itself. In addition to this, students' learning independence was both influenced by students' internal factors and external factors, such as family, intercourse, school, learning style, and learning method implemented.

C. Limitations of the Study

This study had several limitations such as.

1. The study was not maximally conducted due to time limitation instructional is used when research.

2. There were only two instruments employed in this study which were self-confidence and learning independence questionnaire to see the differences in the degree of self-confidence and learning independence before and after treatment was given.

3. This study neglected other factors that could influence the differences in the degree of self-confidence and learning independence when learning took place, however it only tested the treatment in the form of the Internet-based learning as learning source as the method of seeing the differences in the degree of self-confidence and learning independence.

4. there did't physical evidence that could be presented by the researchers to measure the equivalence class because of a unilateral decision by the school to the experimental class and control class

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and discussion, the conclusion could be drawn as follows.

1. There was differences in students' self-confidence between students learned by using the Internet media and those learned without using the Internet media proven by the result of Anova test 0.001 which was less than 0.05 which meant that there was difference in self-confidence.

2. There was difference in students' learning independence learned by using the Internet media and those learned without using the Internet media proven by the result of Anova test 0.018 which was less than 0.05 which meant that there was difference in learning independence.

3. There was improvement is students' self-confidence after learning using the Internet. It was supported by the initial result of self-confidence test (pre-test) with the lowest score 56, the highest score 94, and mean 78.29 with deviation standard 7.629. Furthermore, for post-test score, it was obtained the lowest score 69, the highest score 99, and mean 83,07 with deviation standard 7.493. Moreover, for test of difference using T-Test with degree of significance (2-tailed), it was obtained the result 0.007 which was less than 0.05.

4. There was improvement in students' learning independence after learning using the Internet. It was supported by the initial result of learning independence test (pre-test) with the lowest score 43, the highest score 75, and mean 61 with deviation standard 6.423. Furthermore, for post-test score, it was obtained the lowest score 50, the highest score 76, and mean 63,32 with deviation standard 5.843. Moreover, for test of difference using T-Test with degree of significance (2-tailed), it was obtained the result 0.030 which was less than 0.05.

B. Implication

From the above conclusion, it could be concluded several things/implications for the study of economics.

1. The use of the Internet as the learning media was time-consuming rather than the conventional learning method was. Therefore it was necessary to take into account the time management and the readiness of teacher to apply the Internet in the learning process.

2. The use of the Internet as the learning media without careful planning could change the stucture of teaching unit already planned before so that could diminish the learning source already planned. To deal with this problem, teacher needed to plan the Internet-based learning in the beginning of semester when they were making lesson plan so that the learning source could be utilized according to plan.

C. Suggestion

The research showed that the highest score for the initial self-confidence questionnaire was 96 for "positive thinking" and the lowest score was 75 for "firmness".

The highest score for the initial self-confidence questionnaire was 93 for "self-confidence" and the lowest score was 70 for "responsibility", whereas the highest score for the final learning independence questionnaire was "integrity and responsibility" and the lowest score was 65 for "responsibility". The Internet as the learning source had weakness. Therefore, several suggestions regarding the utilization of the Internet medium as the learning source were necessary.

1. For students, it was necessary for them to be more enthusiastic and concentrated on the learning process using the Internet. This aimed at making students understood the learning materials so that they could express ideas regarding the materials they had not been understood yet and be responsible for the Internet-based learning.

2. For teacher of Economics subject, the result of this study reflected that the use of the Internet was beneficial to improve students' self-confidence and learning independence, it was better to make use of the Internet as part of the lesson plan.

3. For the next researcher

   a. This study was expected to develop by employing another research instrument. Interview as another research instrument was expected to give information directly regarding the effect of the use of the Internet as the learning source for students.

   b. It was better for the researcher to review another primary factor influenced the alteration of students' self-confidence and learning independence, such as affective aspect. This was because this factor reflected the formation of self-confidence and learning independence.

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APPENDIX

Appendix 1: Questionnaire Trials

<div align="center">

SURAT PENGANTAR

</div>

Lamp   :

Hal   : Permohonan Pengisian Angket

Yth. Siswa-siswi

SMK Muhammadiyah 2 Klaten Utara

Di Tempat

Dengan hormat,

Bersama surat ini, perkenankanlah saya memohon kepada adik-adik untuk mengisi angket penelitian dalam rangka menyelesaikan tugas akhir skripsi saya yang berjudul ***"Efektifitas Penggunaan Media Internet Sebagai Sumber Belajar Untuk Meningkatkan Kepercayaan Diri Peserta Didik dan Kemandirian Belajar Peserta Didik Kelas XI IPS MAN 3 Yogyakarta Tahun Ajaran 2015/2016"***.

Angket tersebut dimaksud untuk mengumpulkan data tentang kepercayaan diri dan kemandirian belajar. Berkenaan dengan hal tersebut, saya mohon bantuan adik-adik untuk memberikan jawaban yang sejujurnya sesuai dengan keadaan sebenarnya. Jawaban yang adik-adik berikan tidak akan mempengaruhi nilai rapor adik-adik.

Atas bantuan dan partisipasi adik-adik, saya ucapkan terima kasih.

Hormat saya,

Niken Dyah Permatasari

KUESIONER PENELITIAN

Data Diri

Nama   :

Kelas   :

Nomor Absen   :

Jenis Kelamin   :

Petunjuk Pengisian

a. Tulislah data diri dahulu pada kolom yang telah disediakan.

b. Kuesioner ini hanya untuk kepentingan ilmiah, tidak akan mempengaruhi proses akademik saudara/i. Oleh sebab itu tidak perlu ragu dan takut untuk mengisi jawaban. Jawablah sejujur-jujurnya.

c. Bacalah setiap pertanyaan yang ada dengan seksama dan cermat.

d. Bacalah dengan seksama kemudian pilih salah satu dari keempat kotak yang tersedia pada setiap pernyataan yang paling tepat menggambarkan keadaan diri anda dengan memberikan tanda (√) pada kotak yang anda pilih:

Keterangan: S   : Sesuai

                SS   : Sangat Sesuai

                TS   : Tidak Sesuai

                STS : Sangat Tidak Sesuai

e. Apabila Anda keliru memilih salah satu kotak pilihan, coretlah kotak tersebut kemudian beri tanda centang (√) pada kotak pilihan yang paling sesuai dengan pilihan anda.

f. Semua pernyataan harap dicentang salah satu sesuai pilihan anda, jangan sampai ada yang terlewati.

g. Semua jawaban dianggap benar dan tidak ada yang salah.

A. KEPERCAYAAN DIRI

No.	Pernyataan	SS	S	TS	STS
1	Ketika orang lain sedang berbicara, saya mampu mendengarkannya dengan penuh perhatian.				
2	Saya tetap mendengarkan dan memperhatikan orang lain yang sedang berbicara walau isi pembicaraannya tidak menarik.				
3	Saya ingin mempunyai kemampuan berbicara yang baik dengan orang lain				
4	Saya ingin mudah bergaul dengan teman dan guru				
5	Saya suka menyendiri ketika berada di dalam kelas agar tidak ditunjuk untuk maju				
6	Ketika di depan kelas saya merasa rileks				
7	Saya ingin menjadi yang pertama dalam mendapatkan giliran tampil di depan kelas				
8	Saya berani bertanya tanpa harus ditunjuk apabila ada yang belum saya mengerti				
9	Saya berani mengungkapkan pendapat tanpa harus ditunjuk oleh guru				
10	Saya tidak lancar dalam menyampaikan saran atau pendapat saat ditunjuk oleh guru				
11	Saya menampakkan wajah yang berseri atau tersenyum pada orang lain ketika maju di depan kelas				
12	Muka terlihat pucat saat maju di depan kelas				
13	Pada saat maju di depan kelas, saya mengalami perasaan panik, gugup, dan cemas				
14	Saya mampu mengendalikan amarah sehingga tidak merugikan orang lain				
15	Saya tidak bisa mengendalikan amarah sehingga berdampak pada orang terdekat				
16	Saya selalu mengatakan pada diri kalau saya pasti bisa				
17	Saya mampu mengerjakan tugas-tugas yang diberikan guru				
18	Saya yakin mendapat nilai yang bagus				
19	Saya tidak tahu caranya memotivasi diri sendiri				
20	Kritikan orang lain membuat saya terpuruk				
21	Saya merasa bangga dengan diri saya sendiri				
22	Saya merasa orang lain lebih baik dalam segala hal dari pada saya				
22	Saya menentukan sendiri tujuan atau target apa yang akan saya capai sesuai dengan keinginan saya				
24	Saya bingung dengan cita-cita saya nanti				
25	Saya dapat mengambil keputusan yang terbaik untuk diri sendiri tanpa ragu-ragu				

No.	Pernyataan	SS	S	TS	STS
26	Saya merasa pesimis dengan kemampuan yang saya miliki				
27	Saya mudah menyesali kegagalan				
28	Saya kuatir tentang masa depan saya				
29	Untuk mendapatkan nilai yang baik, saya akan berlatih mengerjakan soal-soal				
30	Saya jarang belajar karena belum tentu membuat nilaiku menjadi lebih baik				
31	Jika saya gagal meraih sesuatu, saya merasa apa yang saya lakukan semuanya sia-sia saja atau tiada guna				
32	Saya ingin mempunyai kepercayaan diri sendiri dalam mengerjakan soal ujian (test)				

B. KEMANDIRIAN BELAJAR

No	Pernyataan	SS	S	TS	STS
1	Saya ingin pengetahuan dari sekolah dapat mengatasi masalah yang saya hadapi				
2	Saya ingin segera mengetahui manfaat nyata dari apa yang saya pelajari di sekolah				
3	Ketika saya dihadapkan pada masalah yang tidak dapat saya pecahkan, saya akan mencari bantuan orang lain				
4	Saya dapat mencari informasi untuk diri saya				
5	Saya percaya diri terhadap kemampuan saya untuk mencari informasi				
6	Saya mempunyai kepercayaan diri yang tinggi terhadap kemampuan saya				
7	Apabila guru keliru dalam menyampaikan materi, saya akan menanyakan langsung mengenai kekeliruan tersebut				
8	Saya segera berusaha mempraktikan ilmu yang sudah saya peroleh agar tidak mudah lupa				
9	Saya menyukai mata pelajaran yang memusat pada pemecahan suatu masalah di masyarakat				
10	Sebelum belajar di kelas dimulai, saya sudah menyiapkan catatan pribadi tentang materi yang akan dibahas				
11	Saya merasa penjelasan dari guru bisa menjawab kebingungan saya di waktu belajar sendiri				
12	Saya merasa pengalaman hidup yang dialami orang lain tidak berpengaruh terhadap diri saya				
13	Saya lebih memilih untuk merencanakan belajar saya sendiri				

No	Pernyataan	SS	S	TS	STS
14	Apabila ada materi yang belum paham, saya akan mencari di internet atau ke perpustakaan untuk menentukan jawabannya				
15	Setiap malam saya belajar meski tidak diperintahkan orang tua				
16	Buku-buku yang sudah saya baca selama proses belajar sekolah sudah cukup menjadi bekal ketika harus terjun ke masyarakat				
17	Saya merasa banyak teori yang disampaikan di sekolah tidak sesuai dengan kehidupan di masyarakat				
18	Saya merasa malas untuk belajar				
19	Saya mempunyai harapan diri yang tinggi				
20	Ketika guru tidak masuk ke kelas dan tidak memberikan tugas maka saya belajar pelajaran lain yang akan diujiankan(ulangan) setelah mata pelajaran itu				
21	Saya tetap mengerjakan tugas rumah yang diberikan guru, meskipun waktu mengumpulkanya terlambat daripada saya tidak mengumpulkan tugas				
22	Karena saya mengikuti kegiatan ekstrakurikuler dan saya bertanggungjawab sebagai pengurus OSIS, saya hanya sempat belajar ketika akan ada ulangan				
23	Saat saya izin tidak masuk sekolah saya akan menitipkan tugas kepada teman saya				
24	Saya berusaha untuk mengerjakan sendiri semua tugas yang diberikan oleh guru				
25	Apabila mengalami kesulitan mencari referensi untuk tugas sekolah, saya mencari di internet atau pergi ke perpustakaan untuk menemukannya				
26	Saya mengatur waktu saya dengan baik				
27	Saya menikmati belajar di kelas saat proses belajar mengajar berlangsung				

Appendix 2: Test Validity and Reliability Self-Confidence and Independence Learning

Self-Confidence

No. Butir	Pearson Correlation	Sig. (2-tailed)	N	Keterangan
Correlations				
	Skor Total			
1	0,440*	0,015	30	Valid
2	0,173	0,361	30	Tidak Valid
3	0,635**	0,000	30	Valid
4	0,582**	0,001	30	Valid
5	0,571**	0,001	30	Valid
6	0,369*	0,045	30	Valid
7	0,417*	0,022	30	Valid
8	-0,356	0,054	30	Tidak Valid
9	0,417*	0,022	30	Valid
10	0,571**	0,001	30	Valid
11	0,198	0,374	30	Tidak Valid
12	0,498**	0,005	30	Valid
13	0,571**	0,001	30	Valid
14	0,369*	0,045	30	Valid
15	0,595**	0,001	30	Valid
16	0,825**	0,000	30	Valid
17	0,567**	0,001	30	Valid
18	0,617**	0,000	30	Valid
19	0,571**	0,001	30	Valid
20	0,616**	0,000	30	Valid
21	-0,337	0,054	30	Tidak Valid
22	0,618**	0,000	30	Valid
23	-0,105	0,582	30	Tidak Valid
24	0,571**	0,001	30	Valid
25	0,419*	0,021	30	Valid
26	0,173	0,361	30	Tidak Valid
27	0,598**	0,001	30	Valid
28	0,652**	0,001	30	Valid
29	0,494**	0,006	30	Valid
30	0,652**	0,001	30	Valid
31	0,583**	0,001	30	Valid
32	1		30	Valid

Independence Learning

Correlations				
	Skor Total			
No. Butir	Pearson Correlation	Sig. (2-tailed)	N	Keterangan
1	0,565**	0,001	30	Valid
2	0,558**	0,001	30	Tidak Valid
3	0,367*	0,046	30	Valid
4	0,565**	0,001	30	Valid
5	-0,005	0,979	30	Valid
6	0,571**	0,001	30	Valid
7	0,417*	0,022	30	Valid
8	0,571**	0,001	30	Tidak Valid
9	0,450*	0,013	30	Valid
10	0,623**	0,000	30	Valid
11	0,380*	0,038	30	Tidak Valid
12	0,565**	0,001	30	Valid
13	0,005	0,979	30	Valid
14	0,835**	0,000	30	Valid
15	0,002	0,993	30	Valid
16	0,659**	0,000	30	Valid
17	0,696**	0,000	30	Valid
18	-0,089	0,638	30	Valid
19	0,606**	0,001	30	Valid
20	0,616**	0,000	30	Valid
21	0,602**	0,000	30	Tidak Valid
22	0,002	0,993	30	Valid
23	0,419*	0,021	30	Tidak Valid
24	0,547**	0,002	30	Valid
25	0,626**	0,000	30	Valid
26	-0,033	0,863	30	Tidak Valid
27	1		30	Valid

Reability Self-Confidence

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.849	32

Reability Independence Learning

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.667	27

Appendix 3: Research Questionnaire Self-Confidence and Independence Learning

SURAT PENGANTAR

Lamp :

Hal : Permohonan Pengisian Angket

Yth. Siswa-siswi

MAN 3 Yogyakarta

Di Tempat

Dengan hormat,

Bersama surat ini, perkenankanlah saya memohon kepada adik-adik untuk mengisi angket penelitian dalam rangka menyelesaikan tugas akhir skripsi saya yang berjudul *"Efektifitas Penggunaan Media Internet Sebagai Sumber Belajar Untuk Meningkatkan Kepercayaan Diri Peserta Didik dan Kemandirian Belajar Peserta Didik Kelas XI IPS MAN 3 Yogyakarta Tahun Ajaran 2015/2016"*.

Angket tersebut dimaksud untuk mengumpulkan data tentang kepercayaan diri dan kemandirian belajar. Berkenaan dengan hal tersebut, saya mohon bantuan adik-adik untuk memberikan jawaban yang sejujurnya sesuai dengan keadaan sebenarnya. Jawaban yang adik-adik berikan tidak akan mempengaruhi nilai rapor adik-adik.

Atas bantuan dan partisipasi adik-adik, saya ucapkan terima kasih.

Hormat saya,

Niken Dyah Permatasari

KUESIONER PENELITIAN

Data Diri

Nama   :

Kelas   :

Nomor Absen   :

Jenis Kelamin   :

Petunjuk Pengisian

a. Tulislah data diri dahulu pada kolom yang telah disediakan.
b. Kuesioner ini hanya untuk kepentingan ilmiah, tidak akan mempengaruhi proses akademik saudara/i. Oleh sebab itu tidak perlu ragu dan takut untuk mengisi jawaban. Jawablah sejujur-jujurnya.
c. Bacalah setiap pertanyaan yang ada dengan seksama dan cermat.
d. Bacalah dengan seksama kemudian pilih salah satu dari keempat kotak yang tersedia pada setiap pernyataan yang paling tepat menggambarkan keadaan diri anda dengan memberikan tanda (√) pada kotak yang anda pilih:

   Keterangan: S   : Sesuai

                   SS   : Sangat Sesuai

                   TS   : Tidak Sesuai

                   STS : Sangat Tidak Sesuai

e. Apabila Anda keliru memilih salah satu kotak pilihan, coretlah kotak tersebut kemudian beri tanda centang (√) pada kotak pilihan yang paling sesuai dengan pilihan anda.
f. Semua pernyataan harap dicentang salah satu sesuai pilihan anda, jangan sampai ada yang terlewati.
g. Semua jawaban dianggap benar dan tidak ada yang salah.

A. KEPERCAYAAN DIRI

No.	Pernyataan	SS	S	TS	STS
1	Ketika orang lain sedang berbicara, saya mampu mendengarkannya dengan penuh perhatian.				
2	Saya ingin mempunyai kemampuan berbicara yang baik dengan orang lain				
3	Saya ingin mudah bergaul dengan teman dan guru				
4	Saya suka menyendiri ketika berada di dalam kelas agar tidak ditunjuk untuk maju				
5	Ketika di depan kelas saya merasa rileks				
6	Saya ingin menjadi yang pertama dalam mendapatkan giliran tampil di depan kelas				
7	Saya berani mengungkapkan pendapat tanpa harus ditunjuk oleh guru				
8	Saya tidak lancar dalam menyampaikan saran atau pendapat saat ditunjuk oleh guru				
9	Muka terlihat pucat saat maju di depan kelas				
10	Pada saat maju di depan kelas, saya mengalami perasaan panik, gugup, dan cemas				
11	Saya mampu mengendalikan amarah sehingga tidak merugikan orang lain				
12	Saya tidak bisa mengendalikan amarah sehingga berdampak pada orang terdekat				
13	Saya selalu mengatakan pada diri kalau saya pasti bisa				
14	Saya mampu mengerjakan tugas-tugas yang diberikan guru				
15	Saya yakin mendapat nilai yang bagus				
16	Saya tidak tahu caranya memotivasi diri sendiri				
17	Kritikan orang lain membuat saya terpuruk				
18	Saya merasa orang lain lebih baik dalam segala hal dari pada saya				
19	Saya bingung dengan cita-cita saya nanti				
20	Saya dapat mengambil keputusan yang terbaik untuk diri sendiri tanpa ragu-ragu				
21	Saya mudah menyesali kegagalan				
22	Saya kuatir tentang masa depan saya				
23	Untuk mendapatkan nilai yang baik, saya akan berlatih mengerjakan soal-soal				
24	Saya jarang belajar karena belum tentu membuat nilaiku menjadi lebih baik				
25	Jika saya gagal meraih sesuatu, saya merasa apa yang saya lakukan semuanya sia-sia saja atau tiada guna				
26	Saya ingin mempunyai kepercayaan diri sendiri dalam mengerjakan soal ujian (test)				

B. KEMANDIRIAN BELAJAR

No	Pernyataan	SS	S	TS	STS
1	Saya ingin pengetahuan dari sekolah dapat mengatasi masalah yang saya hadapi				
2	Saya ingin segera mengetahui manfaat nyata dari apa yang saya pelajari di sekolah				
3	Ketika saya dihadapkan pada masalah yang tidak dapat saya pecahkan, saya akan mencari bantuan orang lain				
4	Saya dapat mencari informasi untuk diri saya				
5	Saya mempunyai kepercayaan diri yang tinggi terhadap kemampuan saya				
6	Apabila guru keliru dalam menyampaikan materi, saya akan menanyakan langsung mengenai kekeliruan tersebut				
7	Saya segera berusaha mempraktikan ilmu yang sudah saya peroleh agar tidak mudah lupa				
8	Saya menyukai mata pelajaran yang memusat pada pemecahan suatu masalah di masyarakat				
9	Sebelum belajar di kelas dimulai, saya sudah menyiapkan catatan pribadi tentang materi yang akan dibahas				
10	Saya merasa penjelasan dari guru bisa menjawab kebingungan saya di waktu belajar sendiri				
11	Saya merasa pengalaman hidup yang dialami orang lain tidak berpengaruh terhadap diri saya				
12	Apabila ada materi yang belum paham, saya akan mencari di internet atau ke perpustakaan untuk menentukan jawabannya				
13	Buku-buku yang sudah saya baca selama proses belajar sekolah sudah cukup menjadi bekal ketika harus terjun ke masyarakat				
14	Saya merasa banyak teori yang disampaikan di sekolah tidak sesuai dengan kehidupan di masyarakat				
15	Saya mempunyai harapan diri yang tinggi				
16	Ketika guru tidak masuk ke kelas dan tidak memberikan tugas maka saya belajar pelajaran lain yang akan diujiankan(ulangan) setelah mata pelajaran itu				
17	Saya tetap mengerjakan tugas rumah yang diberikan guru, meskipun waktu mengumpulkanya terlambat daripada saya tidak mengumpulkan tugas				
18	Saat saya izin tidak masuk sekolah saya akan menitipkan tugas kepada teman saya				
19	Saya berusaha untuk mengerjakan sendiri semua tugas yang diberikan oleh guru				
20	Apabila mengalami kesulitan mencari referensi untuk tugas sekolah, saya mencari di internet atau pergi ke perpustakaan untuk menemukannya				
21	Saya menikmati belajar di kelas saat proses belajar mengajar berlangsung				

Appendix 4: Research Data Initial (Pre-Test) Self-Confidence and Independence Learning

N	Kepercayaan Diri Kela Eksperimen																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Total
1	4	3	4	3	2	3	3	3	4	3	3	3	4	3	3	3	4	2	3	3	3	2	3	3	2	4	80
2	3	3	4	3	1	2	2	3	2	3	3	3	2	3	1	4	4	2	2	3	1	1	1	2	3	1	62
3	3	3	3	2	3	3	3	2	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	4	78
4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	4	3	3	78
5	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	4	3	3	3	77
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23	3	3	3	3	3	3	3	3	3	3	4	3	4	2	3	3	4	3	2	3	4	3	3	4	3	3	81
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25	3	3	3	4	3	3	3	3	4	3	2	2	3	2	4	2	3	4	4	2	2	3	2	2	2	3	74
26	4	4	4	4	3	3	3	3	4	3	3	3	4	4	4	3	4	3	3	3	2	3	4	4	4	4	90
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N	Kepercayaan Diri Kelas Kontrol																										
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22	3	3	4	3	3	2	2	3	3	2	3	2	3	3	2	2	3	2	1	2	2	2	3	2	2	3	65
23	3	4	3	4	3	3	3	3	4	3	3	4	4	3	4	3	2	4	3	4	2	2	3	3	4	4	85
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26	4	3	3	3	2	2	2	3	2	2	2	3	3	2	2	3	2	2	2	4	2	3	3	2	3	3	67
27	3	4	4	3	1	1	1	1	3	4	3	3	3	3	3	2	2	2	2	2	1	1	2	3	2	4	63
	Total																										1998

N	Kemandirian Belajar Kelas Eksperimen																					
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6	3	3	2	3	3	3	2	2	4	3	2	2	2	3	2	3	3	2	2	2	3	54
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8	3	3	3	3	3	3	3	2	4	3	4	3	3	3	2	2	3	3	3	3	2	61
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15	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	2	3	3	2	3	3	62
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22	4	3	3	4	4	3	3	3	3	3	3	3	2	2	3	2	4	2	3	2	2	61
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24	3	4	3	3	4	3	3	3	3	3	3	2	2	3	3	2	4	3	2	3	3	62
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26	4	4	4	4	4	4	4	3	3	3	3	3	3	4	4	3	4	4	4	2	2	73
27	3	3	4	3	4	4	3	3	4	4	4	3	2	4	2	3	3	3	3	3	3	68
28	2	2	2	3	3	2	1	4	3	3	1	2	1	2	2	3	1	1	2	2	1	43
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158

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4	3	3	3	3	4	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	2	61
5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	62
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9	4	4	3	3	3	2	3	4	3	3	3	3	3	3	2	2	4	3	2	3	3	63
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Appendix 5: Research Data Final (Post-Test) Self-Confidence and Independence Learning

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12	3	4	4	3	2	3	2	3	3	3	3	3	3	3	3	3	2	2	3	3	2	2	4	3	3	3	75
13	3	4	3	3	3	3	3	3	4	3	3	3	3	4	4	3	4	3	4	3	3	4	3	3	3	3	85
14	4	4	4	3	3	2	3	3	4	4	3	3	3	3	3	3	2	3	3	3	3	3	3	4	4	4	84
15	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	74
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24	3	3	3	4	2	3	3	3	4	3	3	2	4	3	3	3	4	3	4	3	2	4	3	3	3	4	82
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26	4	4	4	4	3	3	3	3	4	3	3	3	4	4	4	3	4	3	3	3	2	3	4	4	3	4	89
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N	Kepercayaan Diri Kelas Kontrol																										
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8	3	4	4	3	3	2	2	2	3	2	3	3	3	3	3	3	3	2	1	2	2	2	3	3	3	3	70
9	4	4	4	4	3	3	3	2	4	4	4	4	4	4	4	3	4	3	4	3	2	2	3	3	3	3	88
10	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	73
11	3	3	3	2	2	2	2	3	3	3	3	3	3	3	3	2	3	2	2	3	2	2	3	3	3	3	69
12	3	3	3	2	3	2	2	3	3	3	4	4	3	3	3	3	3	3	2	3	3	3	3	2	3	2	74
13	3	3	3	4	3	2	2	3	3	3	2	2	3	4	3	3	3	1	3	2	2	3	4	3	3	4	74
14	3	4	4	4	3	2	2	4	4	4	4	2	3	3	4	4	3	4	4	3	4	4	4	4	4	4	92
15	3	4	4	3	2	3	3	3	3	3	2	3	3	2	3	3	3	3	2	2	3	2	3	3	2	3	73
16	3	3	4	3	3	2	3	3	3	3	1	3	3	3	3	4	3	3	3	2	3	2	3	2	3	3	74
17	3	3	3	3	2	2	2	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3	2	2	3	69
18	3	3	4	3	3	2	3	2	3	2	3	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	78
19	3	3	3	3	2	2	2	3	3	3	4	3	4	3	3	3	3	2	2	3	3	2	3	3	3	4	75
20	3	3	4	4	3	2	2	3	3	2	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	75
21	3	3	3	3	2	2	2	3	3	3	2	2	4	3	3	3	3	3	3	3	3	2	3	3	3	4	74

22	3	3	3	3	2	1	2	2	3	2	2	2	3	2	2	2	3	2	2	2	2	1	3	2	2	3	59
23	3	4	3	3	3	2	3	3	4	3	3	3	3	3	3	3	4	4	3	3	2	2	3	4	3	4	81
24	3	3	3	4	3	2	3	3	4	3	3	4	4	3	3	4	3	3	2	3	3	2	2	2	3	3	78
25	3	4	3	4	2	3	3	3	2	3	3	3	3	3	3	3	4	3	4	3	2	2	3	2	3	3	77
26	4	4	4	3	3	3	3	3	3	2	3	3	4	3	3	3	3	3	3	3	2	2	3	3	3	3	79
27	3	4	4	3	1	1	1	1	3	4	3	3	3	3	3	2	2	2	2	2	1	1	2	3	2	4	63
Total																											2023

N	Kemandirian Belajar Kelas Eksperimen																					
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**Total**
1	4	3	3	3	3	3	3	4	4	3	3	3	2	4	4	3	4	3	2	2	4	67
2	3	3	3	3	3	3	3	3	4	4	3	3	2	3	2	2	3	3	3	2	4	62
3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2	3	62
4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3	61
5	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	2	3	3	59
6	3	3	2	3	3	3	2	2	4	3	2	2	2	3	2	3	3	2	2	2	3	54
7	3	4	4	3	3	3	3	2	3	3	3	4	3	3	2	2	4	4	2	3	4	65
8	3	3	3	3	3	3	3	3	4	3	4	3	3	3	2	2	3	3	3	3	2	62
9	2	2	2	3	3	3	2	2	4	2	2	2	2	2	2	3	3	2	2	2	3	50
10	3	3	3	3	3	3	4	3	3	3	3	4	3	3	2	4	3	3	3	3	3	65
11	2	3	3	3	3	4	3	3	3	3	3	3	2	4	3	2	3	3	3	2	3	61
12	4	3	3	3	4	3	3	2	4	4	3	2	3	3	2	3	3	3	3	4	2	64
13	4	3	3	2	3	3	4	3	3	3	3	3	3	2	3	2	4	4	3	3	4	65
14	3	3	3	3	3	3	3	3	3	3	3	4	2	3	1	3	3	3	2	3	3	60
15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2	3	3	61
16	3	3	3	3	3	3	3	4	4	3	3	4	3	3	3	2	4	3	2	3	3	65
17	4	4	4	4	4	4	4	3	3	3	3	3	3	2	3	2	4	3	3	3	3	69
18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	61

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
19	3	4	4	4	4	4	3	3	4	3	4	3	2	3	2	3	4	3	4	4	2	70
20	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	2	3	3	59
21	4	4	4	3	3	4	3	3	4	4	3	3	3	3	2	2	3	3	2	3	3	66
22	4	3	3	4	4	4	4	4	4	2	4	3	2	2	2	4	4	3	1	3	3	67
23	4	4	4	3	4	4	4	4	4	3	4	3	3	3	4	4	4	3	4	3	3	76
24	3	3	3	3	4	4	3	2	3	3	3	2	2	3	2	2	4	3	2	3	2	59
25	3	3	2	3	3	3	2	3	2	2	2	3	3	3	2	2	3	2	2	2	2	52
26	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	4	4	4	4	2	2	72
27	3	3	4	3	4	4	3	3	4	4	4	3	2	4	2	2	4	4	3	3	3	69
28	4	4	4	3	3	4	3	4	4	4	4	3	3	3	2	2	4	3	3	3	3	70
	Total																					1773

N	Kemandirian Belajar Kelas Kontrol																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
1	3	3	3	3	2	3	3	3	3	2	3	3	2	2	3	2	3	2	2	3	2	55
2	3	4	4	3	3	4	3	3	3	3	3	3	2	3	2	2	4	3	3	3	3	64
3	3	3	3	3	3	3	3	3	2	3	2	3	2	3	2	2	3	3	2	3	3	57
4	3	3	3	3	4	3	2	2	3	3	2	3	2	3	3	3	4	3	3	3	2	60
5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	2	4	61
6	2	4	4	1	3	3	2	2	4	4	4	3	1	1	3	2	4	1	1	1	4	54
7	3	3	2	3	4	3	2	3	3	3	3	2	3	3	3	3	3	2	2	2	3	58
8	3	3	3	3	3	4	2	2	3	2	2	2	2	3	3	2	3	3	2	2	3	55
9	4	4	3	3	3	2	3	4	3	3	3	3	3	3	2	2	4	3	2	3	3	63
10	3	4	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3	2	2	60
11	3	3	3	3	3	3	2	2	3	3	2	3	2	3	2	2	3	3	2	2	3	55
12	4	3	3	3	3	3	2	3	2	3	3	3	2	2	3	2	3	3	2	3	3	58
13	3	3	3	3	3	3	2	3	3	3	3	2	2	3	3	3	3	3	3	2	3	59
14	4	4	3	4	3	3	3	4	3	3	3	2	4	3	3	3	4	4	1	3	4	68

15	3	3	3	3	3	3	2	2	3	3	3	3	2	2	2	2	3	3	2	3	2	55
16	3	3	2	3	3	3	3	2	3	4	3	4	2	3	3	2	3	3	1	2	4	59
17	3	4	4	3	3	3	3	3	3	3	2	3	2	3	2	3	3	2	3	2	2	59
18	4	3	3	3	3	3	4	3	4	4	3	3	3	3	2	2	3	4	2	3	3	65
19	3	3	3	3	2	2	2	3	3	2	3	3	2	4	3	3	3	3	2	2	3	57
20	3	3	3	3	3	3	3	3	3	3	2	3	2	3	2	2	3	3	2	3	3	58
21	3	4	3	3	4	2	3	3	3	3	2	2	3	2	3	3	3	2	2	2	3	58
22	2	2	3	3	3	4	2	3	2	3	2	2	2	3	3	2	3	3	2	2	3	54
23	3	4	4	4	4	3	3	3	4	4	4	3	2	3	3	2	3	3	2	2	2	65
24	2	3	2	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	2	58
25	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3	2	3	3	2	2	3	58
26	3	4	3	3	3	3	3	3	4	3	3	3	3	3	3	2	3	3	3	3	3	64
27	3	4	3	3	3	4	2	4	2	3	2	2	1	3	2	2	3	3	3	2	2	56
	Total																						1593

Appendix 6: Normality Test Self-Confidence and Independence Intial Learning (pre-test)

Self-Confidence Class Controls and Class Experiment

One-Sample Kolmogorov-Smirnov Test

		Kepercayaan Diri Awal Kelas Experimen	Kepercayaan Diri Awal Kelas Kontrol
N		28	27
Normal Parameters[a]	Mean	78.2857	74.0000
	Std. Deviation	7.65873	7.11445
Most Extreme Differences	Absolute	.133	.130
	Positive	.126	.130
	Negative	-.133	-.068
Kolmogorov-Smirnov Z		.702	.676
Asymp. Sig. (2-tailed)		.708	.751

a. Test distribution is Normal.

Independence Learning Experiment Class and Class Controls

One-Sample Kolmogorov-Smirnov Test

		Kemandirian Belajar Awal Kelas Eksperimen	Kemandirian Belajar Awal Kelas Kontrol
N		28	27
Normal Parameters[a]	Mean	61.0000	59.2593
	Std. Deviation	6.42334	6.05483
Most Extreme Differences	Absolute	.152	.128
	Positive	.142	.128
	Negative	-.152	-.121
Kolmogorov-Smirnov Z		.807	.663
Asymp. Sig. (2-tailed)		.533	.772

a. Test distribution is Normal.

Appendix 7: Normality Self-Confidence and Independence Learning Final (Post-Test)

Self-Confidence Class Eksperimen and Class Controls

One-Sample Kolmogorov-Smirnov Test

		Kepercayaan Diri Awal Kelas EKsperimen	Kepercayaan Diri Awal Kelas Kontrol
N		28	27
Normal Parameters[a]	Mean	83.0714	73.8889
	Std. Deviation	7.49285	6.36295
Most Extreme Differences	Absolute	.113	.148
	Positive	.113	.123
	Negative	-.086	-.148
Kolmogorov-Smirnov Z		.598	.770
Asymp. Sig. (2-tailed)		.867	.594

a. Test distribution is Normal.

Independence Learning Class Eksperimen and Class Controls

One-Sample Kolmogorov-Smirnov Test

		KBAkX	KBAkK
N		28	27
Normal Parameters[a]	Mean	63.3214	59.0000
	Std. Deviation	5.84398	3.73136
Most Extreme Differences	Absolute	.123	.167
	Positive	.089	.167
	Negative	-.123	-.095
Kolmogorov-Smirnov Z		.649	.866
Asymp. Sig. (2-tailed)		.793	.441

a. Test distribution is Normal.

Appendix 8: Homogeneity Test Selft-Confidence and Independence Initial Learning (pre-test)

Self-Confidence Class Experiment and Class Controls

Test of Homogeneity of Variances

PD

Levene Statistic	df1	df2	Sig.
2.936	6	11	.058

Independence Learning Class Experiment and Class Controls

Test of Homogeneity of Variances

KB

Levene Statistic	df1	df2	Sig.
2.166	6	11	.117

Appendix 9: Recapitulation of Score Result

Initial Self-Confidence Questionnaire in Experimental and Control Class

Number	Experimental Class	Number	Control Class
1	85	1	84
2	88	2	92
3	93	3	94
4	90	4	87
5	77	5	68
6	73	6	60
7	81	7	66
8	78	8	74
9	92	9	86
10	86	10	76
11	84	11	76
12	81	12	78
13	91	13	85
14	81	14	84
15	87	15	82
16	82	16	74
17	87	17	79
18	82	18	69
19	81	19	66
20	82	20	75
21	76	21	64
22	81	22	62
23	84	23	78
24	88	24	74
25	86	25	78
26	96	26	87
Max : 96		Max : 94	
Min : 73		Min : 60	

Final Self-Confidence Questionnaire in Experimental and Control Class

Number	Experimental Class	Number	Control Class
1	92	1	83
2	103	2	94
3	98	3	94
4	96	4	86
5	77	5	67
6	75	6	57
7	83	7	67
8	79	8	71
9	100	9	87
10	87	10	78
11	88	11	79
12	82	12	81
13	99	13	89
14	84	14	82
15	96	15	81
16	88	16	78
17	92	17	84
18	85	18	72
19	88	19	70
20	87	20	73
21	82	21	69
22	91	22	61
23	96	23	76
24	87	24	76
25	90	25	80
26	101	26	88
Max : 103		Max : 94	
Min : 75		Min : 57	

Initial Learning Independence Questionnaire in Experimental and Control Class

Number	Experimental Class	Number	Control Class
1	91	1	81
2	88	2	88
3	86	3	81
4	86	4	81
5	93	5	86
6	89	6	78
7	82	7	71
8	84	8	79
9	91	9	81
10	84	10	80
11	81	11	78
12	80	12	73
13	71	13	68
14	78	14	79
15	70	15	66
16	73	16	66
17	83	17	83
18	78	18	77
19	70	19	65
20	72	20	71
21	78	21	68
Max : 93		Max : 88	
Min : 70		Min : 65	

Final Learning Independence Questionnaire in Experimental and Control Class

Number	Experimental Class	Number	Control Class
1	92	1	82
2	91	2	90
3	89	3	82
4	87	4	80
5	92	5	83
6	94	6	82
7	87	7	71
8	84	8	77
9	96	9	81
10	86	10	82
11	87	11	74
12	84	12	75
13	71	13	61
14	81	14	76
15	65	15	69
16	74	16	64
17	96	17	86
18	85	18	77
19	72	19	59
20	78	20	65
21	82	21	77
Max : 96		Max : 90	
Min : 65		Min : 59	

Appendix 10: Homogeneity Test Self-Confidence and Independence Learning Final (Post-Test)

Self-Confidence Class Experiment and Class Controls

Test of Homogeneity of Variances

PD

Levene Statistic	df1	df2	Sig.
2.426	6	11	.096

Independence Learning Class Experiment and Class Controls

Test of Homogeneity of Variances

PD

Levene Statistic	df1	df2	Sig.
1.656	6	11	.183

Appendix 11: Test H1 and H2

ANOVA

Self-Confidence

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1490.048	17	87.650	9.358	.001
Within Groups	93.667	10	9.367		
Total	1583.714	27			

ANOVA

Independence Learning

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	766.269	14	54.733	3.514	.018
Within Groups	186.917	12	15.576		
Total	953.185	26			

Appendix 12: Test H3

Experiment Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Kepercayaan Diri *pre-test*	78.29	28	7.659	1.447
	Kepercayaan Diri *post-test*	83.07	28	7.493	1.416

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Kepercayaan Diri *pre-test* & Kepercayaan Diri *post-test*	28	.337	.080

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Kepercayaan Diri *pre-test* – Kepercayaan Diri *post-test*	-4.786	8.728	1.649	-8.170	-1.401	-2.901	27	.007

Appendix 13: Test H4

Experiment Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Kemandiri an Belajar *Pre-Test*	61.0000	28	6.42334	1.21390
	Kemandiri an Belajar *Post-Test*	63.3214	28	5.84398	1.10441

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Kemandirian Belajar *pre-test* & Kemandirian Belajar *post-test*	28	.624	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Kemandirian Belajar *pre-test* – Kemandirian Belajar *post-test*	-2.32143	5.34758	1.01060	-4.39500	-.24786	-2.297	27	.030

Appendix 14: Reserch Lesson Plan

Experiment Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MAN 3 Yogyakarta
Kelas/Semester	: XI IPS/2
Mata Pelajaran	: Ekonomi
Materi Pokok	: Perdagangan Internasional
Alokasi Waktu	: 4 x 45 menit (2 x pertemuan)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, dan rasa prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1. Mensyukuri karunia Tuhan Yang	1. Berdo'a sebelum dan sesudah

	Maha Esa, atas pemberian amanah untuk mengelola administrasi keuangan entitas. 1.2. Mangamalkan ajaran agama dalam memanfaatkan ilmu pengetahuan dan teknologi untuk mengasilkan informasi keuangan yang mudah dipahami, relevan, andal dan dapat diperbandingkan.	kegiatan pembelajaran. 2. Mengamalkan ajaran agama sesuai keyakinannya.
2.	2.1. Memiliki motivasi internal dan menunjukkan rasa ingin tahu dalam menemukan dan memahami pengetahuan dasar tentang ilmu yang dipelajarinya. 2.2. Menunjukkan perilaku ilmiah (disiplin, jujur, teliti, tanggung jawab, obyektif, kritis, kreatif, inovatif, santun, peduli dan ramah lingkungan) dalam melakukan pekerjaan sebagai bagian dari sikap ilmiah. 2.3. Menghargai kerja individu dan kelompok dalam pembelajaran sehari-hari sebagai wujud implementasi sikap kerja.	1. Menghargai dan menghormati sesame. 2. Menjaga kebersihan lingkungan kelas. 3. Memelihara hubungan baik dengan teman sekelas. 4. Mengungkapkan pendapat dan pertanyaan pada saat diskusi dan persentasi dengan disiplin dan bertanggung jawab.
3.	3.1. Menjelaskan cara pembayaran perdagangan internasional.	1. Siswa dapat menjelaskan tentang cara pembayaran perdagangan internasional.
4	4.1 Menjelaskan alat pembayaran perdagangan internasional	2. Siswa dapat menjelaskan tentang alat-alat pembayaran

		perdagangan internasional.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik dapat :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghargai dan menghormati sesama.

3. Menjaga kebersihan lingkungan kelas.

4. Memelihara hubungan baik dengan teman sekelas.

5. Mengungkapkan pendapat dan pertanyaan pada saat diskusi dan persentasi dengan disiplin dan bertanggung jawab.

6. Menjelaskan cara pembayaran perdagangan internasional.

7. Menjelaskan alat pembayaran perdagangan internasional.

D. Materi Ajar

1. Cara dan Alat-alat Pembayaran Internasional

Setiap transaksi perdagangan selalu menimbulkan hak dan kewajiban baik bagi pembeli maupun penjual (importer dan eksportir). Pihak penjual berkewajiban melakukan penyerahan barang yang telah disepakati bersama dan berhak untuk menerima pembayaran atas harga barang yang diserahkan. Sebaliknya, pembeli berkewajiban melunasi harga barang dan berhak menuntut penyerahan barang yang dibelinya. Dengan demikian, dalam suatu transaksi perdagangan akan terjadi suatu pembayaran. Oleh karena itu, dalam perdagangan internasional akan terjadi pembayaran internasional yang menggunakan mata uang asing atau valuta asing.

a. Cara Pembayaran Internasional

Cara yang dapat ditempuh dalam menyelesaikan pembayaran yang berkaitan dengan perdagangan internasional, antara lain dengan tunai, rekning terbuka dan *letter of credit*.

1) Pembayaran secara Tunai (Cash Payment)

Jika importir memiliki dan menguasai sendiri sejumlah alat pembayaran luar negeri yang berupa devisa, importir dapat melakukan pembayaran kepada eksportir sebelum barangnya dikirim. Hal ini disebut pembayaran tunai oleh importir kepada eksportir.

Bagi importir, pembayaran seperti ini memiliki risiko yang besar. Eksportir berada dalam jarak jauh dari importir sehingga kemampuan eksportir tidak diketahui sepenuhnya oleh importir. Oleh karena itu, cara pembayaran secara tunai jarang dilakukan dalam perdagangan internasional.

2) Pembayaran secara Rekening Terbuka (*Open Account*)

Jika importir sudah dikenal baik oleh eksportir atau *supplier* adakalanya eksportir akan mengirim saja barang yang dibutuhkan oleh importir tanpa menuntut pembayaran pada saat yang bersamaan. Dalam hal ini, eksportir hanya membuka suatu rekening tersendiri untuk importir dan jika barang sudah terjual, barulah pembayaran dilakukan. Cara pembayaran melalui *open account* jarang dilakukan karena mempunyai risiko yang besar untuk eksportir atau *supplier.*

3) Pembayaran dengan *Letter of Credit* (L/C)

Letter of Credit atau biasa disingkat dengan L/C adalah suatu surat yang dikeluarkan oleh suatu bank atas permintaan importir yang ditujukan untuk eksportir yang berada di luar negeri yang menjadi relasi importir itu. Dalam L/C itu disebutkan bahwa bank memberi hak kepada eksportir untuk menarik wesel atasi importir bersangkutan menjamin untuk sejumlah unag yang disebutkan dalam surat. Selanjutnya, bank yang bersangkutan menjamin untuk mengakseptir wesel yang ditarik itu jika telah sesuai dan memenuhi semua syarat yang tercantum dalam surat itu.

L/C atau Letter of Credit pada prinsipnya merupakan fasilitas atau jasa untuk memperlancar transaksi jual beli barang terutama yang berkaitan dengan transaksi internasional. Bank, pemberi L/ C memberikan jaminan untuk membayar sejumlah tertentu kepada pihak lain atas permintaan nasabahnya. Pembeli dan penjual sering dibatasi oleh jarak yang berjauhan, bahkan berlainan pulau atau Negara. Kondisi tersebut menimbulkan permasalahan dalam hal penyelesaian transaksi jual beli barang. Jarak yang jauh tadi mengakibatkan transaksi tunai sulit dilakukan.

Permasalahan yang muncul adalah siapa yang akan mengirimkan uang terlebih dahulu sebelum barang tersebut sampai di alamatnya. Penjual tidak berani melepas barangnya sebelum ada kepastian pembayaran dari pembeli atas barang tersebut. Kedua belah pihak memiliki kekhawatiran terhadap resiko kerugian, apabola di antaranya ternyata tidak ada yang memenuhi kewajibannya. Untuk menyelesaikan dilema yang dihadapi antara penjual dan pembeli ini, dibutuhkan jasa dari bank sebagai pihak ketiga atau menjadi perantara, dengan memberikan jaminan kepada pihak penjual atau eksportir dan pembeli atau importir.

Pembukaan L/C melibatkan beberapa pihak, yakni importir sebagai pihak yang langsung berkepentingan, bank di dalam negeri sebagai *open bank* atau *issuing bank,* koresponden bank di luar negeri yang disebut *advising bank* atau *notifying bank,* dan eksportir sebagai penerima L/C yang disebut *beneficiary.*

b. Alat Pembayaran Internasional

Untuk melakukan pembayaran ke luar negeri karena adanya transaksi internasional diperlukan suatu alat pembayaran internasional

atau alat pembayaran luar negeri, yang disebut dengan devisa. Sistem devisa yang digunakan antara Negara satu dengan negara lain berbeda-beda, karena setiap Negara mempunyai mata uang sendiri-sendiri yang diperlukan dalam perdagangan. Sistem devisa pada umumnya dipakai oleh sebagian besar negara di dunia dalam lalu lintas keuangan internasional membentuk suatu sistem yang disebut system moneter internasional

Pembayaran yang dilakukan oleh suatu negara ke negara lain dalam bentuk mata uang, digunakan dengan membandingkan kurs valuta asing (exchange rate). Berdasarkan sumber perolehannya, valuta asing atau devisa dapat debedakan menjadi dua, yaitu devisa umum dan devisa khusus.

1) Devisa umum adalah devisa yang diperoleh dari hasil ekspor barang atau dari penjualan jasa dan transfer. Tingkat kurs devisa umum ditentukan oleh penawaran dan permintaan valuta asing di pasar valuta asing.

2) Devisa kredit adalah devisa yang berasal dari kredit atau pinjaman luar negeri. Tingkat kurs devisa kredit ditentukan oleh pemerintah, yang bertindak sebagai debitur, bukan oleh permintaan dan penawaran valuta asing di pasar valuta asing. Permintaan akan valuta asing berasal dari:

1) importir, karena seorang importir dalam melakukan pembayaran atas suatu transaksinya dengan menggunakan mata uang asing,

2) pemerintah yang akan melakukan pembayaran ke luar negeri untuk barang-barang yang diimpor,

3) para investor dalam negeri yang memerlukan valuta asing untuk menyelesaikan kewajiban-kewajiban luar negeri yang timbul dari transaksi pembelian surat berharga penduduk negara lain atau transaksi pemberian pinjaman kepada penduduk negara lain,

4) wisatawan-wisatawan dalam negeri yang akan melawat ke luar negeri,

5) perusahaan-perusahaan asing yang harus membayar dividen yang dibagikan kepada para pemegang saham di luar negeri.

Penawaran atas valuta asing berasal dari:

1) eksportir, karena eksportir selalu menerima pembayaran atas transaksi perdagangan,

2) valuta asing dari kredit luar negeri yang disalurkan ke pasar valuta,

3) wisatawan-wisatawan mancanegara,

4) pemerintah yang menerima pinjaman dari luar negeri,

5) investor asing yang menanamkan modalnya di dalam negeri

E. Model/ Metode Pembelajaran

Pendekatan : Saintifik

Metode Pembelajaran : Saintifik dengan metode diskusi

F. Media dan Sumber Bahan

a. Media:

Papan tulis, LCD, jaringan internet

b. Sumber bahan:

i. Sa'diyah, C. dan D. A. Purnomo. 2009. Ekonomi 2 : Untuk Kelas XI SMA dan MA. Pusat Perbukuan, Departemen Pendidikan Nasional, Jakarta.

ii. Waluyo, Indarto. 2007."Ekonomi Kontekstual".Surakarta: Mediatama.

iii. Ismawanto. 2009. *Ekonomi Jilid III*. Surakarta : CV Gema Ilmu.

G. Kegiatan Pembelajaran

Pertemuan Pertama

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran siswa sebagai sikap disiplin. 3. Menyampaikan tujuan pembelajaran yang akan dicapai. 4. Melakukan apersepsi dengan mengaitkan materi cara pembayaran perdagangan internasional.	5 menit

Inti	Mengamati
	  a. Peserta didik dibagi menjadi 9 kelompok, masing-masing kelompok terdiri dari 3 siswa.
	  b. Mendownload materi pelajaran dari grup facebook.
	  c. Mempelajari materi yang telah didownload atau mencari sumber lain diinternet tentang cara pembayaran perdagangan internasional.
	  d. Diskusi kelompok tentang cara pembayaran perdangan internasional.
	Menanya
	  a. Berdiskusi tentang cara pembayaran perdagangan internasional
		15 menit
		
		10 menit

	Mengeksplorasi	30 menit
	a. Masing-masing kelompok membahas pertanyaan dari kelompok yang bertanya.	
	b. Masing-masing mencari sumber bahan dari yang telah didownload, link yang telah disediakan atau mencari sendiri diinternet untuk mengerjakan pertanyaan tentang cara pembayaran perdagangan internasional.	
	c. Masing-masing kelompok mencatat jawaban tentang cara pembayaran perdagangan internasional.	
	Asosiasi	
	a. Setiap kelompok melakukan presentasi jawaban yang telah didiskusikan tentang cara pembayaran perdagangan internasional.	15 menit
	Komunikasi	
	a. Semua kelompok berpartisipasi memberikan pendapat, masukan dan tanya jawab mengenai cara pembayaran perdagangan internasional.	10 menit
Penutup	1. Guru bersama siswa menyimpulkan materi yang telah disampaikan.	5 menit
	2. Guru menyampaikan pesan tentang materi yang akan dipelajari pada pertemuan berikutnya, yaitu alat pembayaran perdagangan internasional	

	3. Guru mengucapkan salam.	

Pertemuan Kedua

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran siswa sebagai sikap disiplin. 3. Menyampaikan tujuan pembelajaran yang akan dicapai. 4. Melakukan apersepsi dengan mengaitkan materi alat pembayaran perdagangan internasional.	5 menit
Inti	Mengamati a. Peserta didik dibagi menjadi 9 kelompok, masing-masing kelompok terdiri dari 3 siswa. b. Mendownload materi pelajaran dari grup facebook. c. Mempelajari materi yang telah didownload atau mencari sumber lain diinternet tentang alat pembayaran perdagangan internasional. d. Diskusi kelompok tentang alat	15 menit

	pembayaran perdangan internasional.	
	Menanya	10 menit
	a. Berdiskusi tentang alat pembayaran perdagangan internasional	
	Mengeksplorasi	30 menit
	a. Masing-masing kelompok membahas pertanyaan yang diajukan dari kelompok lain.	
	b. Masing-masing kelompok mencari sumber bahan dari yang telah didownload, link yang telah disediakan atau mencari sendiri diinternet untuk mengerjakan soal tentang alat pembayaran perdagangan internasional.	
	c. Masing-masing kelompok mencatat jawaban tentang alat pembayaran perdagangan internasional.	
	Asosiasi	15 menit
	a. Setiap kelompok melakukan presentasi hasil diskusi tentang alat pembayaran perdagangan internasional.	
	Komunikasi	10 menit
	a. Semua kelompok berpartisipasi memberikan pendapat, masukan dan tanya jawab mengenai alat pembayaran perdagangan internasional.	

Penutup	a. Guru bersama siswa menyimpulkan materi yang telah disampaikan. b. Guru menyampaikan pesan tentang materi yang akan dipelajari pada pertemuan berikutnya, yaitu neraca pembayaran perdagangan internasional c. Guru mengucapkan salam.	5 menit

H. Penilaian Hasil Belajar

1. Teknik Penilaian   : Pengamatan, tes tertulis
2. Prosedur Penilaian   :

No	Apek yang Dinilai	Teknik Penilaian	Waktu Penilaian
1	Sikap 1. Keaktifan dalam pembelajaran 2. Toleran terhadap proses pemecahan masalah 3. Kreativitas dalam pemecahan masalah	Pengamatan	Selama pembelajaran dan saat diskusi
2	Pengetahuan Menjelaskan cara dan alat pembayaran perdagangan internasional.	Pengamatan dan tes	Penyelesaian tugas dan *post-test*
3	Keterampilan Terampil menerapkan konsep dan strategi pemecahan masalah yang relevan dengan pembelajaran	Pengamatan	Penyelesaian tugas dan diskusi

I. Instrument Penilaian Hasil Belajar

Soal tentang cara pembayaran

1. Pak Anis yang berasal dari Indonesia mendapat tawaran dari temannya yang bernama Pak Alex yang tinggal di Jepang untuk menjual barang kerajinan gerabah yang dibuatnya untuk dipasarkan di Jepang, kemudian Pak Anis pun menyetujui untuk menjual gerabah-gerabah tersebut. Sebagai sempel Pak Anis mengirimkan terlebih dahulu 100 gerabah ke Jepang, setelah gerabah tersebut terjual separuhnya Pak Alex baru membayar gerabah yang telah dikirim oleh Pak Anis. Analisislah transaksi tersebut!

2. Setelah satu bulan kemudian gerabah yang dimiliki Pak Anis laku keras di Jepang, kemudian Pak Alex memesannya lagi kepada Pak Anis untuk mengirimkan gerabahnya lagi ke Jepang akan tetapi Pak Alex membayar terlebih dahulu 150 gerabah sebelum gerabah tersebut dikirimkan ke Jepang. Analisislah transaksi tersebut!

3. Saat pengiriman berikutnya berhubung Pak Anis sudah mengenal baik Pak Alex, maka Pak Anis mempercayai Pak Alex untuk membayar gerabah tersebut terjual seluruhnya. Analisislah transaksi tersebut!

4. Pak Anis juga mempunyai teman di Jepang yang bernama Pak Nico yang sudah dikenalnya selama 5 tahun sebelum Pak Anis mengenal Pak Alex. Beberapa bulan yang lalu Pak Anis meminjam uang ke Pak Nico sebesar dengan harga penjualan gerabah yang dijualnya ke Pak Alex, Pak Anis meminta kepada Pak Alex untuk membayarkan utangnya kepada Pak Nico sebagai penjualan gerabah. Analisislah transaksi tersebut!

5. Pak Alex kemudian memesan gerabah sebanyak 300 buah kepada Pak Anis untuk dikirim lagi ke Jepang akan tetapi Pak Alex akan membayar gerabah tersebut dengan menggunakan logam mulia seharga gerabah tersebut, Pak Alex telah mengurus perijinan pembayaran dengan menggunakan logam mulia. Analisislah transaksi tersebut!

6. Peminat gerabah di Jepang sangat lah banyak akibatnya produk gerabah Pak Anis setiap bulannya selalu meningkat maka dari itu Pak Anis meminta

pembayaran gerabah tersebut dengan cara melampirkan dokumen-dokumen dan menetapkan tanggal pembayaran yang telah ditentukan oleh Pak Anis. Analisislah transaksi tersebut!

7. Untuk pengiriman gerabah selanjutnya berhubung yang dikirimkan cukup banyak maka dari itu Pak Anis melakukan perjanjian dengan Pak Alex dengan meminta ke bank untuk menerbitkan surat permintaan pembelian. Analisislah transaksi tersebut!

Kunci Jawaban

1. Pembayaran Kemudian
2. Pembayaran Dimuka/Tunai
3. Pembayaran Konsinyasi
4. Pembayaran Kompensasi Pribadi
5. Pembayaran dengan Emas
6. Pembayaran dengan Wesel
7. Pembayaran dengan *Letter of Credit (L/C)*

Soal tentang Alat Pembayaran

1. Dari mana saja devisa suatu negara berasal?
2. Dalam sistem kurs mengambang, tinggi rendahnya kurs ditentukan oleh?
3. Dengan menggunakan apa Indonesia membayar jasa-jasa ke luar negeri?
4. Seorang turis asing datang ke Bank untuk menukarkan dolarnya $20.000 US. Kurs yang berlaku pada hari itu kurs beli Rp 9.000,00, kurs jual Rp 9.050,00 dan kurs tengah Rp 9.025,00, maka berapa rupiah yang didapat oleh turis tersebut?
5. Sebelum berangkat ke Amerika, Budi menukarkan uangnya sebesar Rp 60.000.000,00 dengan Dollar Amerika, Kurs saat itu untuk kurs beli Rp 9.000,00, kurs jual Rp. 9.050,00 dan kurs tengah Rp 9.025,00. Di Amerika Budi membelanjakan uangnya sebesar $ 5.000. sekembalinya di Indonesia, Budi menukarkan kembali sisa Dollarnya ke Rupiah, saat itu kurs beli Rp 9.900,00, kurs jual Rp 9.950 dan kurs tengah Rp 9.925, maka berapakah sisa uang Budi?

Jawaban:

1. Ekspor barang, ekspor jasa, hasil pariwisata, modal asing, penanaman modal asing dan pinjaman luar negeri.

2. kekuatan pasar atau permintaan dan penawaran mata uang asing.

3. Devisa

4. $20.000 x Rp 9.000,00 = Rp 180.000.000,00 jadi uang yang diterima turis tersebut sebesar Rp 180.000.000,00

5. Sebelum b

6. erangkat = Rp 60.000.000,00 : Rp 9.050,00 = $ 6,629

   Saat berbelanja di Amerika $ 6,629 - $ 5,000 = $ 1,629

   Saat sudah kembali ke Indonesia = $ 1,629 x Rp 9.900,00 = Rp 16.127.100,00

   Jadi sisa uang budi sebesar Rp 16.127.100,00

Yogyakarta, 30 April 2016

Guru Pembimbing   Mahasiswa

Toni Poerwanti, M.Pd   Niken Dyah Permatasari

NIP. 197209131998032010   NIM. 12818144019

LEMBAR PENGAMATAN PENILAIAN SIKAP

Mata Pelajaran   : Ekonomi

Kelas/ Semester   : XI IPS/2

Tahun Pelajaran   : 2015/2016

Waktu Pengamatan   : Selama Proses Pembelajaran dan Diskusi

Indikator sikap aktif dalam pembelajaran Ekonomi :

1. Kurang baik jika sama sekali tidak ambil bagian dalam pembelajaran.
2. Baik jika menunjukkan sudah ada usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten.
3. Sangat baik jika menunjukkan sudah ambil bagian dalam menyelesaikan tugas kelompok secara terus menerus dan ajeg/konsisten.

Indikator sikap toleran terhadap proses pembelajaran pemecahan masalah yang berbeda dan kreatif :

1. Kurang baik jika sama sekali tidak bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.
2. Baik jika menunjukkan sudah ada usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif tetapi masih belum ajeg/konsisten.
3. Sangat baik jika menunjukkan sudah ada usaha untuk bersikap toleran terhadap pemecahan masalah yang berbeda dan kreatif secara terus menerus dan ajeg/konsisten.

Bubuhkan tanda √ pada kolom-kolom sesuai hasil pengamatan.

Kelas : XI IPS 1

No	Nama Siswa	SIKAP					
		Aktif			Toleran		
		KB	B	SB	KB	B	SB
1.	Ahmad Yusril K		√			√	
2.	Al Shadri			√		√	
3.	Aninda Hepy Devitasari		√			√	
4.	Bizen Andyaksa		√			√	
5.	Bunayya Uhib Hallala		√			√	
6.	Cocos N.F		√			√	
7.	Dinda Aprilia Puspita			√		√	
8.	Farrel Akbar Giffari			√		√	
9.	Feggita Dhio S.R.K		√			√	
10.	Jihan Nurul Jamila		√			√	
11.	Lika Apriani		√			√	
12.	Melati Aulia Rahma			√		√	
13.	Miftakhul Hikmah		√			√	
14.	M. Fuadul M. A. H			√		√	
15.	M. Lutfi Azzam		√			√	
16.	M. Ma'fud			√		√	
17.	Narita Rizkia N.F		√			√	
18.	Nurma Istia		√			√	
19.	Risma Savira		√			√	
20.	Sagita Ragil		√			√	
21.	Syahril Nur Arifin		√			√	
22.	Widya Fathul Hanif A.		√			√	
23.	Widya Ria Risti W.		√			√	

24.	Winda Kartika Dewi		√			√	
25.	Yoga Aditya		√			√	
26.	Yusrila Alifia		√			√	
27.	Yusuf Arianto			√		√	
28.	Zidan Abdusalam		√			√	

Keterangan :

KB   : Kurang Baik

B   : Baik

SB   : Sangat Baik

LEMBAR PENGAMATAN PENILAIAN KETERAMPILAN

Mata Pelajaran   : Ekonomi

Kelas/ Semester   : XI IPS/ 2

Tahun Pelajaran   : 2015/2016

Waktu Pengamatan   : Selama Proses Pembelajaran dan Diskusi

Indikator terampil menerapkan konsep dan strategi pemecahan masalah yang relevan dengan Ekonomi :

1. Kurang terampil jika sama sekali tidak dapat menerapkan konsep dan strategi pemecahan masalah yang relevan dan berkaitan dengan cara dan alat pembayaran perdagangan internasional.
2. Terampil jika menunjukkan sudah ada usaha untuk menerpakan konsep dan strategi pemecahan masalah yang relevan dan berkaitan dengan cara dan alat pembayaran perdagangan internasional.
3. Sangat terampil jika menunjukkan adanya usaha untuk menerapkan konsep dan strategi pemecahan masalah yang relevan dan berkaitan dengan cara dan alat pembayaran perdagangan internasional.

Bubuhkan tanda √ pada kolom-kolom sesuai hasil pengamatan.

Kelas : XI IPS 1

No	Nama Siswa	Keterampilan		
		Menerapkan konsep dan strategi pemecahan masalah		
		KT	T	ST
1.	Ahmad Yusril K		√	
2.	Al Shadri		√	
3.	Aninda Hepy Devitasari		√	
4.	Bizen Andyaksa		√	
5.	Bunayya Uhib Hallala		√	
6.	Cocos N.F		√	
7.	Dinda Aprilia Puspita		√	
8.	Farrel Akbar Giffari		√	
9.	Feggita Dhio S.R.K		√	
10.	Jihan Nurul Jamila		√	
11.	Lika Apriani		√	
12.	Melati Aulia Rahma			√
13.	Miftakhul Hikmah		√	
14.	M. Fuadul M. A. H			√
15.	M. Lutfi Azzam		√	
16.	M. Ma'fud		√	
17.	Narita Rizkia N.F		√	
18.	Nurma Istia		√	
19.	Risma Savira		√	
20.	Sagita Ragil		√	
21.	Syahril Nur Arifin		√	
22.	Widya Fathul Hanif A.		√	

			√	
23.	Widya Ria Risti W.		√	
24.	Winda Kartika Dewi		√	
25.	Yoga Aditya		√	
26.	Yusrila Alifia		√	
27.	Yusuf Arianto			√
28.	Zidan Abdusalam		√	

Keterangan :

KT   : Kurang Terampil

T   : Terampil

ST   : Sangat Terampil

Controls Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MAN 3 Yogyakarta
Kelas/Semester	: XI IPS/2
Mata Pelajaran	: Ekonomi
Materi Pokok	: Perdagangan Internasional
Alokasi Waktu	: 4 x 45 menit (2 x pertemuan)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, dan rasa prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1. Mensyukuri karunia Tuhan Yang Maha Esa, atas pemberian amanah	1. Berdo'a sebelum dan sesudah kegiatan pembelajaran.

	untuk mengelola administrasi keuangan entitas. 1.2. Mangamalkan ajaran agama dalam memanfaatkan ilmu pengetahuan dan teknologi untuk mengasilkan informasi keuangan yang mudah dipahami, relevan, andal dan dapat diperbandingkan.	2. Mengamalkan ajaran agama sesuai keyakinannya.
2.	2.1. Memiliki motivasi internal dan menunjukkan rasa ingin tahu dalam menemukan dan memahami pengetahuan dasar tentang ilmu yang dipelajarinya. 2.2. Menunjukkan perilaku ilmiah (disiplin, jujur, teliti, tanggung jawab, obyektif, kritis, kreatif, inovatif, santun, peduli dan ramah lingkungan) dalam melakukan pekerjaan sebagai bagian dari sikap ilmiah. 2.3. Menghargai kerja individu dan kelompok dalam pembelajaran sehari-hari sebagai wujud implementasi sikap kerja.	1. Menghargai dan menghormati sesame. 2. Menjaga kebersihan lingkungan kelas. 3. Memelihara hubungan baik dengan teman sekelas. 4. Mengungkapkan pendapat dan pertanyaan pada saat diskusi dan persentasi dengan disiplin dan bertanggung jawab.
3.	3.1. Menjelasakan cara pembayaran perdagangan internasional.	1. Siswa dapat menjelaskan tentang cara pembayaran perdagangan internasional.
4	4.1 Menjelaskan alat pembayaran perdagangan internasional	2. Siswa dapat menjelaskan tentang alat-alat pembayaran perdagangan internasional.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik dapat :

1. Menghayati dan mengamalkan jaran agama yang dianutnya.

2. Menghargai dan menghormati sesama.

3. Menjaga kebersihan lingkungan kelas.

4. Memelihara hubungan baik dengan teman sekelas.

5. Mengungkapkan pendapat dan pertanyaan pada saat diskusi dan persentasi dengan disiplin dan bertanggung jawab.

6. Menjelaskan cara pembayaran perdagangan internasional.

7. Menjelaskan alat pembayaran perdagangan internasional.

D. Materi Ajar

1. Cara dan Alat-alat Pembayaran Internasional

Setiap transaksi perdagangan selalu menimbulkan hak dan kewajiban baik bagi pembeli maupun penjual (importer dan eksportir). Pihak penjual berkewajiban melakukan penyerahan barang yang telah disepakati bersama dan berhak untuk menerima pembayaran atas harga barang yang diserahkan. Sebaliknya, pembeli berkewajiban melunasi harga barang dan berhak menuntut penyerahan barang yang dibelinya. Dengan demikian, dalam suatu transaksi perdagangan akan terjadi suatu pembayaran. Oleh karena itu, dalam perdagangan internasional akan terjadi pembayaran internasional yang menggunakan mata uang asing atau valuta asing.

a. Cara Pembayaran Internasional

Cara yang dapat ditempuh dalam menyelesaikan pembayaran yang berkaitan dengan perdagangan internasional, antara lain dengan tunai, rekning terbuka dan *letter of credit.*

1) Pembayaran secara Tunai (Cash Payment)

Jika importir memiliki dan menguasai sendiri sejumlah alat pembayaran luar negeri yang berupa devisa, importir dapat melakukan pembayaran kepada eksportir sebelum barangnya

dikirim. Hal ini disebut pembayaran tunai oleh importir kepada eksportir.

Bagi importir, pembayaran seperti ini memiliki risiko yang besar. Eksportir berada dalam jarak jauh dari importir sehingga kemampuan eksportir tidak diketahui sepenuhnya oleh importir. Oleh karena itu, cara pembayaran secara tunai jarang dilakukan dalam perdagangan internasional.

2) Pembayaran secara Rekening Terbuka (*Open Account*)

Jika importir sudah dikenal baik oleh eksportir atau *supplier* adakalanya eksportir akan mengirim saja barang yang dibutuhkan oleh importir tanpa menuntut pembayaran pada saat yang bersamaan. Dalam hal ini, eksportir hanya membuka suatu rekening tersendiri untuk importir dan jika barang sudah terjual, barulah pembayaran dilakukan. Cara pembayaran melalui *open account* jarang dilakukan karena mempunyai risiko yang besar untuk eksportir atau *supplier.*

3) Pembayaran dengan *Letter of Credit* (L/C)

Letter of Credit atau biasa disingkat dengan L/C adalah suatu surat yang dikeluarkan oleh suatu bank atas permintaan importir yang ditujukan untuk eksportir yang berada di luar negeri yang menjadi relasi importir itu. Dalam L/C itu disebutkan bahwa bank memberi hak kepada eksportir untuk menarik wesel atasi importir bersangkutan menjamin untuk sejumlah unag yang disebutkan dalam surat. Selanjutnya, bank yang bersangkutan menjamin untuk mengakseptir wesel yang ditarik itu jika telah sesuai dan memenuhi semua syarat yang tercantum dalam surat itu.

L/C atau Letter of Credit pada prinsipnya merupakan fasilitas atau jasa untuk memperlancar transaksi jual beli barang terutama yang berkaitan dengan transaksi internasional. Bank,

pemberi L/ C memberikan jaminan untuk membayar sejumlah tertentu kepada pihak lain atas permintaan nasabahnya. Pembeli dan penjual sering dibatasi oleh jarak yang berjauhan, bahkan berlainan pulau atau Negara. Kondisi tersebut menimbulkan permasalahan dalam hal penyelesaian transaksi jual beli barang. Jarak yang jauh tadi mengakibatkan transaksi tunai sulit dilakukan.

Permasalahan yang muncul adalah siapa yang akan mengirimkan uang terlebih dahulu sebelum barang tersebut sampai di alamatnya. Penjual tidak berani melepas barangnya sebelum ada kepastian pembayaran dari pembeli atas barang tersebut. Kedua belah pihak memiliki kekhawatiran terhadap resiko kerugian, apabola di antaranya ternyata tidak ada yang memenuhi kewajibannya. Untuk menyelesaikan dilema yang dihadapi antara penjual dan pembeli ini, dibutuhkan jasa dari bank sebagai pihak ketiga atau menjadi perantara, dengan memberikan jaminan kepada pihak penjual atau eksportir dan pembeli atau importir.

Pembukaan L/C melibatkan beberapa pihak, yakni importir sebagai pihak yang langsung berkepentingan, bank di dalam negeri sebagai *open bank* atau *issuing bank,* koresponden bank di luar negeri yang disebut *advising bank* atau *notifying bank,* dan eksportir sebagai penerima L/C yang disebut *beneficiary.*

b. Alat Pembayaran Internasional

Untuk melakukan pembayaran ke luar negeri karena adanya transaksi internasional diperlukan suatu alat pembayaran internasional atau alat pembayaran luar negeri, yang disebut dengan devisa. Sistem devisa yang digunakan antara Negara satu dengan negara lain berbeda-beda, karena setiap Negara mempunyai mata uang sendiri-sendiri yang

diperlukan dalam perdagangan. Sistem devisa pada umumnya dipakai oleh sebagian besar negara di dunia dalam lalu lintas keuangan internasional membentuk suatu sistem yang disebut system moneter internasional

Pembayaran yang dilakukan oleh suatu negara ke negara lain dalam bentuk mata uang, digunakan dengan membandingkan kurs valuta asing (exchange rate). Berdasarkan sumber perolehannya, valuta asing atau devisa dapat debedakan menjadi dua, yaitu devisa umum dan devisa khusus.

1) Devisa umum adalah devisa yang diperoleh dari hasil ekspor barang atau dari penjualan jasa dan transfer. Tingkat kurs devisa umum ditentukan oleh penawaran dan permintaan valuta asing di pasar valuta asing.

2) Devisa kredit adalah devisa yang berasal dari kredit atau pinjaman luar negeri. Tingkat kurs devisa kredit ditentukan oleh pemerintah, yang bertindak sebagai debitur, bukan oleh permintaan dan penawaran valuta asing di pasar valuta asing. Permintaan akan valuta asing berasal dari:

1) importir, karena seorang importir dalam melakukan pembayaran atas suatu transaksinya dengan menggunakan mata uang asing,

2) pemerintah yang akan melakukan pembayaran ke luar negeri untuk barang-barang yang diimpor,

3) para investor dalam negeri yang memerlukan valuta asing untuk menyelesaikan kewajiban-kewajiban luar negeri yang timbul dari transaksi pembelian surat berharga penduduk negara lain atau transaksi pemberian pinjaman kepada penduduk negara lain,

4) wisatawan-wisatawan dalam negeri yang akan melawat ke luar negeri,

5) perusahaan-perusahaan asing yang harus membayar dividen yang dibagikan kepada para pemegang saham di luar negeri.

Penawaran atas valuta asing berasal dari:

1) eksportir, karena eksportir selalu menerima pembayaran atas transaksi perdagangan,

2) valuta asing dari kredit luar negeri yang disalurkan ke pasar valuta,

3) wisatawan-wisatawan mancanegara,

4) pemerintah yang menerima pinjaman dari luar negeri,

5) investor asing yang menanamkan modalnya di dalam negeri

E. Model/ Metode Pembelajaran

Pendekatan : Saintifik

Metode Pembelajaran : Saintifik dengan metode diskusi

F. Media dan Sumber Bahan

a. Media:

Papan tulis, LCD, jaringan internet

b. Sumber bahan:

i. Sa'diyah, C. dan D. A. Purnomo. 2009. Ekonomi 2 : Untuk Kelas XI SMA dan MA. Pusat Perbukuan, Departemen Pendidikan Nasional, Jakarta.

ii. Waluyo, Indarto. 2007."Ekonomi Kontekstual".Surakarta: Mediatama.

iii. Ismawanto. 2009. *Ekonomi Jilid III*. Surakarta : CV Gema Ilmu.

G. Kegiatan Pembelajaran

Pertemuan Pertama

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai	

Pendahuluan	pembelajaran. 2. Memeriksa kehadiran siswa sebagai sikap disiplin. 3. Menyampaikan tujuan pembelajaran yang akan dicapai. 4. Melakukan apersepsi dengan mengaitkan materi cara pembayaran perdagangan internasional.	5 menit
Inti	Mengamati a. Peserta didik dibagi menjadi 6 kelompok, masing-masing kelompok terdiri dari 4 siswa b. Mempelajari buku teks atau sumber bahan lain tentang cara pembayaran perdagangan internasional c. Diskusi kelompok tentang cara pembayaran perdangan internasional.	15 menit
	Menanya a. Berdiskusi tentang cara pembayaran perdagangan internasional	10 menit
	Mengeksplorasi a. Masing-masing kelompok membahas pertanyaan dari kelompok lain tentang cara pembayaran perdagangan internasional. b. Masin-masing kelompok mencari sumber bahan dari buku teks. c. Masing-masing kelompok mencatat jawaban tentang cara pembayaran	30 menit

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	perdagangan internasional.	
	Asosiasi	15 menit
	a. Setiap kelompok melakukan presentasi hasil diskusi tentang cara pembayaran perdagangan internasional.	
	Komunikasi	10 menit
	a. Semua kelompok berpartisipasi memberikan pendapat, masukan dan tanya jawab mengenai cara pembayaran perdagangan internasional.	
Penutup	1. Guru bersama siswa menyimpulkan materi yang telah disampaikan.	5 menit
	2. Guru menyampaikan pesan tentang materi yang akan dipelajari pada pertemuan berikutnya, yaitu alat pembayaran perdagangan internasional	
	3. Guru mengucapkan salam.	

Pertemuan Kedua

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai	

Pendahuluan	pembelajaran. 2. Memeriksa kehadiran siswa sebagai sikap disiplin. 3. Menyampaikan tujuan pembelajaran yang akan dicapai. 4. Melakukan apersepsi dengan mengaitkan materi alat pembayaran perdagangan internasional.	5 menit
Inti	Mengamati a. Peserta didik dibagi menjadi 5 kelompok, masing-masing kelompok terdiri dari 5 siswa b. Mempelajari buku teks atau sumber bahan lain tentang alat pembayaran perdagangan internasional	15 menit
	c. Diskusi kelompok tentang alat pembayaran perdangan internasional.	10 menit
	Menanya a. Berdiskusi tentang alat pembayaran perdagangan internasional	30 menit
	Mengeksplorasi a. Masing-masing kelompok mencari sumber bahan untuk mengerjakan soal tentang alat pembayaran perdagangan internasional. b. Masing-masing kelompok mencatat jawaban tentang alat pembayaran perdagangan internasional.	
	Asosiasi	15 menit

	a. Setiap kelompok melakukan presentasi hasil diskusi tentang alat pembayaran perdagangan internasional. Komunikasi a. Semua kelompok berpartisipasi memberikan pendapat, masukan dan tanya jawab mengenai alat pembayaran perdagangan internasional.	10 menit
Penutup	a. Guru bersama siswa menyimpulkan materi yang telah disampaikan. b. Guru menyampaikan pesan tentang materi yang akan dipelajari pada pertemuan berikutnya, yaitu neraca pembayaran perdagangan internasional c. Guru mengucapkan salam.	5 menit

H. Penilaian Hasil Belajar

1. Teknik Penilaian   : Pengamatan, tes tertulis
2. Prosedur Penilaian   :

No	Apek yang Dinilai	Teknik Penilaian	Waktu Penilaian
1	Sikap 1. Keaktifan dalam pembelajaran 2. Toleran terhadap proses pemecahan masalah 3. Kreativitas dalam pemecahan	Pengamatan	Selama pembelajaran dan saat diskusi

	masalah		
2	Pengetahuan Menjelaskan cara dan alat pembayaran perdagangan internasional.	Pengamatan dan tes	Penyelesaian tugas dan *post-test*
3	Keterampilan Terampil menerapkan konsep dan strategi pemecahan masalah yang relevan dengan pembelajaran	Pengamatan	Penyelesaian tugas dan diskusi

I. Instrument Penilaian Hasil Belajar

Soal tentang cara pembayaran

1. Pak Anis yang berasal dari Indonesia mendapat tawaran dari temannya yang bernama Pak Alex yang tinggal di Jepang untuk menjual barang kerajinan gerabah yang dibuatnya untuk dipasarkan di Jepang, kemudian Pak Anis pun menyetujui untuk menjual gerabah-gerabah tersebut. Sebagai sempel Pak Anis mengirimkan terlebih dahulu 100 gerabah ke Jepang, setelah gerabah tersebut terjual separuhnya Pak Alex baru membayar gerabah yang telah dikirim oleh Pak Anis. Analisislah transaksi tersebut!

2. Setelah satu bulan kemudian gerabah yang dimiliki Pak Anis laku keras di Jepang, kemudian Pak Alex memesannya lagi kepada Pak Anis untuk mengirimkan gerabahnya lagi ke Jepang akan tetapi Pak Alex membayar terlebih dahulu 150 gerabah sebelum gerabah tersebut dikirimkan ke Jepang. Analisislah transaksi tersebut!

3. Saat pengiriman berikutnya berhubung Pak Anis sudah mengenal baik Pak Alex, maka Pak Anis mempercayai Pak Alex untuk membayar gerabah tersebut terjual seluruhnya. Analisislah transaksi tersebut!

4. Pak Anis juga mempunyai teman di Jepang yang bernama Pak Nico yang sudah dikenalnya selama 5 tahun sebelum Pak Anis mengenal Pak Alex. Beberapa bulan yang lalu Pak Anis meminjam uang ke Pak Nico sebesar dengan harga penjualan gerabah yang dijualnya ke Pak Alex, Pak Anis meminta kepada Pak Alex untuk membayarkan utangnya kepada Pak Nico sebagai penjualan gerabah. Analisislah transaksi tersebut!

5. Pak Alex kemudian memesan gerabah sebanyak 300 buah kepada Pak Anis untuk dikirim lagi ke Jepang akan tetapi Pak Alex akan membayar gerabah tersebut dengan menggunakan logam mulia seharga gerabah tersebut, Pak Alex telah mengurus perijinan pembayaran dengan menggunakan logam mulia. Analisislah transaksi tersebut!

6. Peminat gerabah di Jepang sangat lah banyak akibatnya produk gerabah Pak Anis setiap bulannya selalu meningkat maka dari itu Pak Anis meminta pembayaran gerabah tersebut dengan cara melampirkan dokumen-dokumen dan menetapkan tanggal pembayaran yang telah ditentukan oleh Pak Anis. Analisislah transaksi tersebut!

7. Untuk pengiriman gerabah selanjutnya berhubung yang dikirimkan cukup banyak maka dari itu Pak Anis melakukan perjanjian dengan Pak Alex dengan meminta ke bank untuk menerbitkan surat permintaan pembelian. Analisislah transaksi tersebut!

Kunci Jawaban

1. Pembayaran Kemudian
2. Pembayaran Dimuka/Tunai
3. Pembayaran Konsinyasi
4. Pembayaran Kompensasi Pribadi
5. Pembayaran dengan Emas
6. Pembayaran dengan Wesel
7. Pembayaran dengan *Letter of Credit (L/C)*

Soal tentang Alat Pembayaran

1. Dari mana saja devisa suatu negara berasal?

2. Dalam sistem kurs mengambang, tinggi rendahnya kurs ditentukan oleh?

3. Dengan menggunakan apa Indonesia membayar jasa-jasa ke luar negeri?

4. Seorang turis asing datang ke Bank untuk menukarkan dolarnya $20.000 US. Kurs yang berlaku pada hari itu kurs beli Rp 9.000,00, kurs jual Rp 9.050,00 dan kurs tengah Rp 9.025,00, maka berapa rupiah yang didapat oleh turis tersebut?

5. Sebelum berangkat ke Amerika, Budi menukarkan uangnya sebesar Rp 60.000.000,00 dengan Dollar Amerika, Kurs saat itu untuk kurs beli Rp 9.000,00, kurs jual Rp. 9.050,00 dan kurs tengah Rp 9.025,00. Di Amerika Budi membelanjakan uangnya sebesar $ 5.000. sekembalinya di Indonesia, Budi menukarkan kembali sisa Dollarnya ke Rupiah, saat itu kurs beli Rp 9.900,00, kurs jual Rp 9.950 dan kurs tengah Rp 9.925, maka berapakah sisa uang Budi?

Jawaban:

1. Ekspor barang, ekspor jasa, hasil pariwisata, modal asing, penanaman modal asing dan pinjaman luar negeri.

2. kekuatan pasar atau permintaan dan penawaran mata uang asing.

3. Devisa

4. $20.000 x Rp 9.000,00 = Rp 180.000.000,00 jadi uang yang diterima turis tersebut sebesar Rp 180.000.000,00

5. Sebelum b

6. erangkat = Rp 60.000.000,00 : Rp 9.050,00 = $ 6,629

   Saat berbelanja di Amerika $ 6,629 - $ 5,000 = $ 1,629

   Saat sudah kembali ke Indonesia = $ 1,629 x Rp 9.900,00 = Rp 16.127.100,00

   Jadi sisa uang budi sebesar Rp 16.127.100,00

Yogyakarta, 30 April 2016

Guru Pembimbing   Mahasiswa

Toni Poerwanti, M.Pd   Niken Dyah Permatasari
NIP. 197209131998032010   NIM. 12818144019

LEMBAR PENGAMATAN PENILAIAN SIKAP

Mata Pelajaran   : Ekonomi

Kelas/ Semester   : XI IPS/2

Tahun Pelajaran   : 2015/2016

Waktu Pengamatan   : Selama Proses Pembelajaran

Indikator sikap aktif dalam pembelajaran Ekonomi :

1. Kurang baik jika sama sekali tidak ambil bagian dalam pembelajaran.
2. Baik jika menunjukkan sudah ada usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten.
3. Sangat baik jika menunjukkan sudah ambil bagian dalam menyelesaikan tugas kelompok secara terus menerus dan ajeg/konsisten.

Indikator sikap toleran terhadap proses pembelajaran pemecahan masalah yang berbeda dan kreatif :

1. Kurang baik jika sama sekali tidak bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.
2. Baik jika menunjukkan sudah ada usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif tetapi masih belum ajeg/konsisten.
3. Sangat baik jika menunjukkan sudah ada usaha untuk bersikap toleran terhadap pemecahan masalah yang berbeda dan kreatif secara terus menerus dan ajeg/konsisten.

Bubuhkan tanda √ pada kolom-kolom sesuai hasil pengamatan.

Kelas : XI IPS 2

No	Nama Siswa	SIKAP					
		Aktif			Toleran		
		KB	B	SB	KB	B	SB
1	Abdullah Hafidz Ridho F		√			√	
2	Alma Syafira			√			√
3	Aninda Naswa Faradhila		√			√	
4	Bellapsi Gusfiandriani		√			√	
5	Bima Khrismawan P		√			√	
6	Damaring Lintang Utomo			√			√
7	Gina Anindita			√			√
8	Hanifa Kusuma Ayu		√			√	
9	Haura		√			√	
10	Ildha Prisilia		√			√	
11	Indhira Zulkarnain		√			√	
12	Kagunan Tetradio		√			√	
13	Khaniafah		√			√	
14	Lilin Kurniawati		√			√	
15	Milata Ihsami Hanifa			√		√	
16	Muhammad Ilham		√			√	
17	Nadia Nur Annisa		√			√	
18	Neng Rania Nurfaiza A.		√			√	
19	Nia Aulia Y		√			√	
20	Nur Indah M. P. K		√			√	
21	Nurul Chaulah		√			√	
22	Prisca Nuraida		√			√	
23	Raden Agung Suryo Prabowo		√			√	

24	Reza Fahlevvi		√			√	
25	Taptisya Diah Puspita		√			√	
26	Ummi Kaisum		√			√	
27	Victoria Shoimi		√			√	

Keterangan :

KB   : Kurang Baik

B   : Baik

SB   : Sangat Baik

LEMBAR PENGAMATAN PENILAIAN KETERAMPILAN

Mata Pelajaran : Ekonomi

Kelas/ Semester : XI IPS/ 2

Tahun Pelajaran : 2015/2016

Waktu Pengamatan : Selama Proses Pembelajaran

Indikator terampil menerapkan konsep dan strategi pemecahan masalah yang relevan dengan Ekonomi :

1. Kurang terampil jika sama sekali tidak dapat menerapkan konsep dan strategi pemecahan masalah yang relevan dan berkaitan dengan cara dan alat pembayaran perdagangan internasional.
2. Terampil jika menunjukkan sudah ada usaha untuk menerpakan konsep dan strategi pemecahan masalah yang relevan dan berkaitan dengan cara dan alat pembayaran perdagangan internasional.
3. Sangat teranpil jika menunjukkan adanya usaha untuk menerapkan konsep dan strategi pemecahan masalah yang relevan dan berkaitan dengan cara dan alat pembayaran perdagangan internasional.

Bubuhkan tanda √ pada kolom-kolom sesuai hasil pengamatan.

Kelas : XI IPS 2

No	Nama Siswa	Keterampilan		
		Menerapkan konsep dan strategi pemecahan masalah		
		KT	T	ST
1	Abdullah Hafidz Ridho F		√	
2	Alma Syafira			√
3	Aninda Naswa Faradhila		√	
4	Bellapsi Gusfiandriani		√	
5	Bima Khrismawan P		√	
6	Damaring Lintang Utomo			√
7	Gina Anindita			√
8	Hanifa Kusuma Ayu		√	
9	Haura		√	
10	Ildha Prisilia		√	
11	Indhira Zulkarnain		√	
12	Kagunan Tetradio		√	
13	Khaniafah		√	
14	Lilin Kurniawati		√	
15	Milata Ihsami Hanifa		√	
16	Muhammad Ilham		√	
17	Nadia Nur Annisa		√	
18	Neng Rania Nurfaiza A.		√	
19	Nia Aulia Y		√	
20	Nur Indah M. P. K		√	

21	Nurul Chaulah		√	
22	Prisca Nuraida		√	
23	Raden Agung Suryo Prabowo		√	
24	Reza Fahlevvi		√	
25	Taptisya Diah Puspita		√	
26	Ummi Kaisum		√	
27	Victoria Shoimi		√	

Keterangan :

KT   : Kurang Terampil

T   : Terampil

ST   : Sangat Terampil

Appendix 15: Research Letter

PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: www.bappeda.slemankab.go.id, E-mail : bappeda@slemankab.go.id

S U R A T   I Z I N
Nomor : 070 / Bappeda / 1676 / 2016
TENTANG
PENELITIAN
KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.

Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
Nomor : 070/Kesbang/1602/2016
Hal : Rekomendasi Penelitian
Tanggal : 18 April 2016

MENGIZINKAN :

Kepada	:
Nama	: NIKEN DYAH PERMATASARI
No.Mhs/NIM/NIP/NIK	: 12818244019
Program/Tingkat	: S1
Instansi/Perguruan Tinggi	: Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi	: Karangmalang Yogyakarta
Alamat Rumah	: Karanggondang Ngabeyan Karanganom Klaten
No. Telp / HP	: 085601593151
Untuk	: Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul **EFEKTIVITAS PENGGUNAAN MEDIA INTERNET SEBAGAI SUMBER BELAJAR UNTUK MENINGKATKAN KEPERCAYAAN DIRI PESERTA DIDIK DAN KEMANDIRIAN BELAJAR PESERTA DIDIK KELAS XI IPS MAN 3 YOGYAKARTA TAHUN AJARAN 2015/2016**
Lokasi	: MAN 3 Yogyakarta di Sleman
Waktu	: Selama 3 Bulan mulai tanggal 18 April 2016 s/d 18 Juli 2016

Dengan ketentuan sebagai berikut :

1. *Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Tembusan :
1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kepala Kantor Kementerian Agama Kab. Sleman
4. Kabid. Sosial & Pemerintahan Bappeda Kab. Sleman
5. Camat Mlati
6. Kepala UPT Pelayanan Pendidikan Kec. Mlati
7. Ka. MAN 3 Yogyakarta di Sleman
8. Dekan FE UNY
9. Yang Bersangkutan

Dikeluarkan di Sleman
Pada Tanggal : 18 April 2016
a.n. Kepala Badan Perencanaan Pembangunan Daerah
Sekretaris

Kepala Bidang Statistik, Penelitian, dan Perencanaan

EKNY MARYATUN, S.IP, MT
Pembina, IV/a

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN SLEMAN
MADARASAH ALIYAH NEGERI YOGYAKARTA III
Alamat: Jl. Magelang Km.4 Sinduadi Mlati Sleman Telp. 513613
E-mail : man3.513613@yahoo.comwebsite:www.mayoga.sch.id

SURAT PENELITIAN

Nomor : B-481/Ma.12.03/TL.01/06/2016

Berdasar Surat :   Universitas Negeri Yogyakarta
Nomor   :   723/UN 34.18/LT/2016

Kepala MAN Yogyakarta III menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	NIKEN DYAH PERMATASARI
NIM	:	12818244019
Program Studi	:	Pendidikan Akuntansi
Perguruan Tinggi	:	Universitas Negeri Yogyakarta

Telah melaksanakan penelitian di MAN Yogyakarta III selama 4 hari dalam rangka pengambilan data untuk menyelesaikan Skripsi berjudul :

Efektifitas Penggunaan Media Internet sebagai Sumber Belajar untuk meningkatkan kepercayaan diri peserta didik dan kemandirian belajar peserta didik Klas XI IPS MAN Yogyakarta III Tahun Ajaran 2015/ 2016.

Waktu Penelitian   : 10 Mei - 13 Mei 2016

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagimana mestinya.

Sleman, 01 Juni 2016
Kepala

Nur Wahyudin Al Azis, S.Pd
NIP. 19690123 199803 1 002

NB.

Harap menyerahkan :
a. copian laporan (Skripsi/Tesis) ke bagian Kurikulum dan Pembelajaran
b. Wakaf buku perpustakaan melalui Kepala Tata Usaha atau diserahkan langsung ke Pengelola Perpustakaan MAYOGA

Appendix 16: Photographs

Experiment Class

Controls Class

Appendix 17: Implementation Providing Material Through Facebook