THE IMPACT OF STUDENTS HABITS IN THE “FOCUS ON LESSONS AND READING BOOKS” ON STUDENT ACHIEVEMENT AT THE HIGHER EDUCATION

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ABSTRACT

This study examines the effect of reading habits and paying attention to the lessons on students’ learning achievement in mathematics. The habits of paying attention to the lessons is measured by using some indicators, including: on time attending the class, sitting in the front row, listening to the lecture, noting the important things, noting something unclear, asking, submitting feedback if necessary, noting assignment from lecturer, and finishing the lessons convincingly. The habits of reading is measured by using a few indicators, including: heed the health requirements for reading, draw up a schedule for reading, prepare stationary to make notes, go to libraries, examine the content of books, and focus while reading. The learning achievement is obtained from GPA data of the students. The data of this study is categorized as primary data (which are obtained by using closed questionnaire with Likert scale measurement), and secondary data (which is the students’ GPA, that collected from total 113 students (as a sample). The analytical method used is multiple regression linier analysis. The calculation shows that the value of \( \text{df}_1 = 2, \text{df}_2 = 110, \) signification is 5\%, the \( \text{F}_{\text{count}} = 11.020, \) and \( \text{T}_{\text{count}} = 3.115. \) By looking at those values above, we got the value of \( \text{F}_{\text{table}} = 3.078\) and \( \text{T}_{\text{table}} = 1.98, \) respectively. It shows that the \( \text{F}_{\text{count}} > \text{F}_{\text{table}} \) and \( \text{T}_{\text{count}} > \text{T}_{\text{table}}, \) with \( (R_{X1X2Y})^2 = 16.69\%. \) Therefore, based on the values above, the analysis shows that both simultaneously and respectively, the habit of paying attention to the lesson and reading books affects on student achievement by 16.69\%.

Keywords: paying attention to the lesson, reading a book, GPA.

INTRODUCTION

Education is a means to establish human quality by prioritizing the guidance of teaching and training. It aims to educating the nation, and enhancing human dignity. An effort of improving the quality of education is
directly related to learner. So that, one of the key successes of educational institutions, especially in higher education, significantly can be observed by looking at students’ achievement. According to Djamarah (1994), learning achievement is an educational assessment result by looking at students’ progress after teaching and learning process. Learning achievement is significantly related to the effort of learning itself. It means that, better determination will give better success. Furthermore, learning achievement is a term to indicate a success rate of achievement about a goal, as a learning effort that has been done by someone optimally. It shows that the achievement of learning achieved by students is the result of interaction between the various influenced factors.

One of many factors that influenced students’ achievement is psychology. Psychology factor is divided into two sub factors, including intellect and non-intellect. Intellect factor is a potential factor that consists of intelligent and talent, and real skill factor, such as the achievement people had. In contrast, the non-intellect factor is a factor that consists of elements of personality such as attitude, study habits, interests, needs, motivations, emotions, and self-adjustment (Ahmadi&Supriyono, 2013).

Moreover, Sibanda and friends (2013) also stated that “Apart from regular study, regular attendance at lecture and hard work, commitment and dedication were considered to be very influential towards student success. It was concluded based on the finding that’s factors such as, lecture method of instruction which turns the learner into passive participants, in the learning process as while as inadequate teaching and the learning material affect students’ performance in mathematics.”

According to the statements above, it can be concluded that the most influenced factors in the process of learning are regular attendance, work hard, and accomplish a given task. It means that, if students want a good result of learning, then active learning will be something required for them. There will no more passive learning for students. This is proved by our observation to Mathematics Education Students at IAIN Zawiyah Cot Kala Langsa, the result show that three of five students have poor study habits. All of them said that, “I rarely read books at library, and while in the teaching and learning process I usually play with my gadget, and it made me not focus to the process of learning.”

The above fact is in line with the words of Gloor (2013) that stated students who able to manage their rest time and study habits will have a
better achievement in learning. Moreover, Surakhman (in Hanifah, 2011) also said that there are five practices related to worthy study habits, including 1). The habits of paying attention to the lesson, 2). The habits of reading a book, 3). The habits of solidarity lesson, 4). The habits of preparing a paper, 5). The habits of facing examination. Furthermore, good study habits can create changes in students, in terms of becoming qualified students and having a good performance in learning.

Based on the above opinions, the research questions in this study consist of three questions, including: 1). Is there a significant influence between the habits of paying attention to the lesson and the students’ achievement?, 2). Is there a significant impact between the habits of reading books to the students’ achievement? 3). Is there a significant relation between “The habits of paying attention to the lesson and reading books” to the Mathematics Education students’ achievement at IAIN Zawiyah Cot Kala Langsa?

METHODS

This study was an associative research that has symmetry relations which in practice does not require a particular treatment of the object and a causal relationship. This study used a quantitative approach and survey method. Based on Wirawan (2012), the survey method is a way to collect data or quantitative information by using respondents who are a sample of a population.

There were two variables in this study, including: 1). Dependent Variable, and 2). Independent Variable. Dependent variable in this research was the habit of paying attention to the lesson that symbolized by $X_1$, and the habit of reading books that represented by $X_2$. On the other hand, the independent variable was the students’ achievement which symbolized as $Y$.

1. Sample

The sample of this study came from 148 students who called as population. The population was the fifth semester students. By using the Taro Yamane formula, the researchers found the numbers of samples were 113 students.
Taro Yamane formula:

\[ n = \frac{N}{Nd^2 + 1} \]

Data collection technique was non test method, which well known as questionnaires.

2. Data Analysis Methods
   a. The First and Second Hypothesis Testing

The data was analyzed by using regression partial method. This technique was used to examine the effects of the first \(X_1\) and the second \(X_2\) dependent variables on independent variable. There were four steps to answer research questions above:

a) Formulated Ho and Ha, as research hypothesis:
   \( H_o \): There was no significant effect between \(X_1\) or \(X_2\) and \(Y\)
   \( H_a \): There was significant effect between \(X_1\) or \(X_2\) and \(Y\)

b) Formulated statistics hypothesis:
   \( H_o \): \( r = 0 \)
   \( H_a \): \( r \neq 0 \)

c) Find the partial correlation of \(X_1/X_2\) to \(Y\) by using the formula below:

\[
\rho_{X_1,Y} = \frac{n(\sum X_1Y) - (\sum X_1)(\sum Y)}{\sqrt{(n(\sum X_1^2) - (\sum X_1)^2)}} \]

\[
\rho_{X_2,Y} = \frac{n(\sum X_2Y) - (\sum X_2)(\sum Y)}{\sqrt{(n(\sum X_2^2) - (\sum X_2)^2)}} \]

d) Find the given contribution of \(X_1/X_2\) to \(Y\), by using:

\[
KP = (\rho_{X_1,Y})^2 \times 100\%
\]

\[
KP = (\rho_{X_2,Y})^2 \times 100\%
\]

e) Examine the partial significance with the t-test formula:
b. The Third Hypothesis Testing

The third hypothesis testing was done by using multiple linear regression method. This method used to examine the effects of two or more dependent variables on independent variable (Riduwan). There were nine steps to work with the multiple linear regression method, including:

a) Formulated H₀ and Hₐ as research hypothesis:
   H₀ : There was no significant effect between X₁ and X₂ to Y
   Hₐ : There was significant effect between X₁ and X₂ to Y

b) Formulated statistics hypothesis:
   H₀ : R = 0
   Hₐ : R ≠ 0

c) Found the b₁ coefficient:
   \[ b₁ = \frac{(\Sigma X₂^2)(\Sigma X₁Y) - (\Sigma X₁X₂)(\Sigma YX₂)}{(\Sigma X₁^2)(\Sigma X₂^2) - (\Sigma X₁X₂)^2} \]

d) Found the b₂ coefficient:
   \[ b₂ = \frac{(\Sigma X₁^2)(\Sigma X₂Y) - (\Sigma X₁X₂)(\Sigma X₁Y)}{(\Sigma X₁^2)(\Sigma X₂^2) - (\Sigma X₁X₂)^2} \]

e) Found the value of a:
   \[ a = \frac{\Sigma Y}{n} - b₁ \left[ \frac{\Sigma X₁}{n} \right] - b₂ \left[ \frac{\Sigma X₂}{n} \right] \]

f) Formulated equation:
   \[ \hat{Y} = a + b₁X₁ + b₂X₂ \]

g) Found the multiple correlation value:
   \[ R_{X₁X₂Y} = \sqrt{\frac{b₁ΣX₁Y + b₂ΣX₂Y}{\Sigma Y^2}} \]
h) Found the contribution value of multiple linear correlations:

\[ KP = (R_{X_1X_2})^2 \times 100\% \]

i) Examined the significance by comparing \( F_{\text{count}} \) and \( F_{\text{table}} \):

\[ F_{\text{count}} = \frac{(R_{X_1X_2Y})^2(n - m - 1)}{m\left(1 - (R_{X_1X_2Y})^2\right)} \]

RESULT AND DISCUSSION

1. The First Hypothesis Testing

The first hypothesis was tested by using partial regression analysis with t-test. The first hypothesis was that there are effects of habits paying attention to the lessons on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa. Based on the research hypothesis above, then the operational hypothesis could be described in sentences as follow:

\( H_0 \): There are no significant effects of habits paying attention to the lessons on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa.

\( H_a \): There are significant effects of habits paying attention to the lessons on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa.

By means of the t-test and KP value, the value of \( t_{\text{count}} = 2.431 \) and \( t_{\text{table}} = 1.659 \), and KP = 5.10%. It shows that \( t_{\text{count}} > t_{\text{table}} \). Therefore, the \( H_0 \) rejected, in contrast accepting \( H_a \). It means that as partial there are significant effects of habits paying attention to the lessons on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa, with 5.10% contribution.

2. The Second Hypothesis Testing

The second hypothesis also tested by using partial regression analysis with t-test. Research hypothesis was formulated as there were effects of reading books on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa. According to the
research hypothesis above, \(H_0\) and \(H_a\), that called as operational hypothesis could be:

\(H_o\) : There are no significant effects of habits reading books on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa.

\(H_a\) : There are significant effects of habits reading books on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa.

Through the t-test and KP formula, this study found that the null hypothesis was rejected, in contrast accepted \(H_a\). Moreover, the KP value was 8.11 %. It means that there are significant effects of habits reading books on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa by 8.11% contribution.

3. The Third Hypothesis Testing

The hypothesis tested by using simultaneous regression analysis with F-test. The operational hypothesis formulated as:

\(H_o\) : There are no significant effects of habits paying attention to the lesson and reading books on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa.

\(H_a\) : There are significant effects of habits paying attention to the lesson and reading books on Mathematics Teacher Training Faculty students’ achievement at IAIN Zawiyah Cot Kala Langsa.

By using multiple regression analysis, the regression equation was 
\[Y = 1.14 + 0.006X_1 + 0.011X_2\]. The equation could be analyzed as if the \(X_1\) variable has increased, then the \(Y\) variable also increased by 0.006. In the same way, if the \(X_2\) variable has increased, the \(Y\) variable also increased by 0.011.

The values of \(F_{count}\) and \(F_{table}\) were 11.020 and 3.079 respectively. It shows that \(F_{count} > F_{table}\). Therefore, it can be concluded as those variables jointly have a significant effect on students’ achievement. Moreover, based on the \((R_{X_1X_2Y})^2\) percentage, \((R_{X_1X_2Y})^2 = 16.69\%\), obtained that the habits of paying attention to the lessons and reading books altogether contribute to the learning outcomes around 16.69%.

Based on the finding above, it can be generalized that the two habits can be considered as one of many important factors in achieving
good learning outcomes. This results are in line with the opinion of some experts statements that stated the factors affecting learning achievements is a non-intellective factor such as attitude, study habits, interests, needs, motivation, emotion, and adjustment (Ahmadi, 2013).

CONCLUSION
Based on the result, it can be concluded that: The effect of habits paying attention to lessons and reading books contributed 16.69% to the achievement of the students. The rest influenced by other factors in education. It shows that, the learning achievement will be increased as the habits of paying attention to lessons and reading books are better.

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