

The Effect Of Study Habits And Self-Regulation On Student Study Presentation At MTS Al- Ikhwan Gresik

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The Effect Of Study Habits And Self-Regulation On Student Study Presentation At MTS Al-Ikhwan Gresik

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Abstract - The desire to learn results in study habits in such a way and will have a balanced impact on learning achievement or not. This research aims to determine the influence of study habits and self-regulation on student learning achievement at MTs. Al-Ikhwan, Gresik. This research is quantitative research involving two independent variables (study habits and self-regulation) on the dependent variable (learning achievement). The population of this research is aimed at MTs students. Al-Ikhwan, Gresik. The sampling technique is random. Next, this research data will be analysis using multiple linear regression. The results of this research indicate that study habits and self-regulation have a significant effect on the learning achievement of MTs students. Al-Ikhwan Gresik. Study habits include activities and strategies that students apply during the learning process, while self-regulation includes students' ability to plan, monitor and evaluate themselves. These results can provide a basis for educational programs on developing study habits and increasing student self-regulation.

Keywords - Learning Achievement; Study Habits; Self-Regulation; Education.

INTRODUCTION

Education plays an important role as a fundamental need for the progress of a country and individual life. This view is reflected in research by Yulianto and Darmawan (2024), which emphasizes that the quality of a nation is greatly influenced by the quality of education in that country. Education is not just a process of transferring knowledge, but also a place and forum for planning the achievement of learning targets. This concept is strengthened by the views of Hakim and Iskandar (2023), who reveal that education is a tool for developing a person's activity, skills and potential. In this context, education is the foundation for forming individuals who are able to contribute positively to themselves and society.

Education is not just teaching subject matter, but also embraces the development of social, emotional aspects and practical skills (Masnawati & Masfufah, 2023). By planning learning targets, education provides clear direction for students to develop their potential. Therefore, education is the key to creating a society that is intelligent, creative and able to face various global challenges.

Learning in schools is a series of activities organized in a planned and conscious manner, aimed at having a significant impact on human life patterns. By planning the learning process, it is hoped that changes will occur involving aspects of knowledge, skills, skills, attitudes, interests and personal adjustments, in accordance with research conducted by Salsabila et al. (2020). Education in schools is not only transmissive in increasing knowledge,

but also prioritizes the development of character and other abilities. Teachers, as learning agents, have a crucial role in fulfilling these expectations by delivering material effectively and inspiring students (Firmansyah & Darmawan, 2023; Masnawati & Masfufah, 2023).

Apart from that, the role of students as learners cannot be ignored. As stated by Kirom (2017), students are recipients of knowledge who must be actively involved in the learning process. In the school environment, students not only act as absorbers of information, but also as character builders and potential developers. The learning process carried out at school can be a vehicle for students to explore and develop their interests, hone skills, and form positive attitudes needed in everyday life (Safitri & Darmawan, 2023). Therefore, interaction between teachers and students, supported by innovative and inclusive learning methods, is the key to achieving learning goals.

The learning process at school can be said to be successful if seen from the learning achievements obtained by students during the learning process (Sirit, 2016; Andayani & Darmawan, 2004). Learning achievement is a result or change that arises as a result of the interaction of various factors achieved by students. This interaction includes the knowledge, attitudes and skills possessed by students (Apriyanto & Herlina, 2020; Darmawan & Mardikaningsih, 2022; Haataja et al., 2022). Students as learners should achieve the highest possible achievements, they must be able to regulate themselves to lead to positive things for the ideals they dream of and become good individuals. It is important to understand that the changes and results seen in student learning achievement are not caused by factors such as maturity or temporary changes of a natural nature, such as educational policies, teaching methods, learning environments, and student involvement in educational activities (Mardikaningsih, 2014). Lembong et al. (2015); Ali (2021); Rafiuddin and Darmawan (2023) stated that the concept of learning achievement indicates that this process involves various elements and factors that interact with each other. The process of learning achievement cannot be reduced to a single element, but is the result of a number of interacting components. In achieving standards and student learning outcome data, changes in student behavior are considered the main key. This means that learning achievement is not only focused on understanding academic material, but also involves forming a positive attitude and developing practical skills (Blegur, 2020; Arifin & Kurniawan, 2022). These positive changes in behavior can have a significant impact on a student's academic achievement.

To achieve strong determination, each individual must have their own way of dealing with the problems they will face and thinking about the process that must be carried out next. Activities that a person does continuously and become habits, whether habits change for the

better or vice versa. By applying learning habits, techniques or processes that are already embedded in the student's personality when receiving lessons, reading books, completing assignments, and controlling time when completing activities (Prateya et al., 2013). Behavior and study habits that are persistent, diligent, and have strong energy and effort will definitely have balanced results, but if the behavior and study habits are not good, it is feared that it will give birth to bad results too. Students who have good study habits are able to manage time efficiently for studying, resting, and other activities. Scheduling time wisely allows students to focus on learning without feeling too stressed (Nurfadila et al., 2021). This regularity can create a routine that supports consistency in learning efforts. Students who are active, ask questions, and are directly involved in the learning process tend to achieve better learning achievements. This involvement includes participation in class discussions, serious work on assignments, and a willingness to seek deeper understanding. Thus, good study habits can significantly shape student learning achievement (Albarado & Eminita, 2020).

Self-regulation in learning can be considered as a self-management skill that involves metacognition processes. This includes planning, monitoring and self-evaluation in carrying out learning activities (Darmanto, 2014; Rachmah, 2015). Students who are able to implement learning based on self-regulation show a high level of independence in managing their learning process (Farah et al., 2019; Irawan & Darmawan, 2023). In practice, self-regulation plans the steps necessary to achieve learning goals, monitors their progress continuously, and evaluates the effectiveness of the learning strategies they have chosen (Hutomo et al., 2012). This means that students who are skilled in self-regulation not only understand what needs to be learned, but also have the ability to manage time, develop action plans, and control their attention and motivation during the learning process (Darmawan, 2015; Oktrifianty, 2021; Ummat & Retnowati, 2022). Students who are able to control their learning process tend to achieve better results because they can adapt their learning strategies according to the needs and challenges they face (Saraswati et al., 2014). The ability to actively organize and control the learning process is then positively correlated with student learning achievement (Kusaeri & Mulhamah, 2016). Thus, self-regulation is not just a metacognitive skill, but is also a key factor in forming effective thought patterns and learning behavior (Ahmar, 2016).

Factors that influence student learning achievement are an important focus in efforts to improve the quality of learning. Therefore, this research aims to determine the factors that influence student learning achievement at MTs. Al-Ikhwan, Gresik. The main focus of this research is on the influence of study habits and self-regulation on student learning achievement.

This research provides an opportunity to identify the relative contribution of each factor to student learning achievement

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RESEARCH METHODS

33 This research will use a quantitative approach as the main method to measure the influence of study habits and self-regulation on learning achievement. The population of this research will include all MTs students. Al-Ikhwan Gresik, totaling 36 students. From this population, the research sample will be taken from class XII students. The sampling process will be carried out randomly based on the time of data collection, by distributing questionnaires to all respondents. The variables involved in this research are independent variables consisting of study habits and self-regulation of study achievement as the dependent variable. The following is an explanation of the operational definitions and indicators in this research:

1. Student study habits (X1) are the way students manage time, handle learning tasks, and everything related to the learning process with the following indicators: time spent studying every day; learning methods used, students' ability to arrange study schedules, and use of additional learning resources (Akmal et al., 2015).
2. Self-regulation (X2) is a proactive process where a person is aligned in regulating and managing thoughts, emotions, behavior and the environment to achieve their academic goals (Hasan et al, 2021). Student self-regulation Ramadhani et al. (2022), includes eight indicators of self-regulation which include planning and setting goals, controlling attention, applying learning strategies, evaluating, motivating oneself, efforts to overcome difficulties, seeking help, and self-monitoring.
3. The definition of learning achievement (Y) is the result of assessment activities expressed in numbers or symbols, all of which are about the progress of student learning outcomes during a certain period (Harahadp et al., 2021). According to Usun (2004), learning achievement can be measured based on indicators, namely learning concern, learning style, learning dimensions, and belief systems.

15 Data collection in this research will be carried out using a questionnaire. The questionnaire is designed to include a number of questions that focus on three main variables, namely study habits and self-regulation and how these variables influence the learning achievement of MTs students. Al-Ikhwan Gresik. Each question will use a Likert scale with a rating range of one to five, where the number one indicates a level of disagreement or low, while the number five indicates the level of agreement.

The data analysis process in this research reflects a comprehensive and scientific approach. The application of advanced statistical methods, especially regression analysis,

shows a commitment to measuring and identifying the influence of study habits and self-regulation on MTs student learning achievement. Al-Ikhwan Gresik.

The data analysis steps begin with data quality testing, including validity testing and reliability testing. This step ensures that the data collected is reliable and representative for research purposes. Furthermore, the use of classical assumption tests is an important step to ensure the statistical integrity of the regression analysis model.

Regression analysis is a tool for evaluating the relationship between independent variables (study habits and self-regulation) and the dependent variable (learning achievement). This approach provides an in-depth understanding of the extent and in what form these variables contribute to student achievement outcomes.

RESULTS AND DISCUSSION

This research involved 36 class XII students at MTs Al-Ikhwan Gresik as respondents. The selection of respondents from the final level of secondary education is expected to provide a fairly representative picture of the influence of study habits and self-regulation on learning achievement. Thus, the research results can provide insight into the factors that influence students' academic achievement in their education. Grade The success in obtaining participation from all class XII also strengthens the validity and reliability of the research results.

Validity testing will be carried out on the next research data, focusing on two independent variables, namely study habits and self-regulation, as well as one dependent variable, namely learning achievement. In the validity testing process, all statements contained in the questionnaire were accepted, with item correlation values above 0.3 after correction. Therefore, the measuring instrument used in this research is considered to have validity in measuring study habits, self-regulation and learning achievement.

Reliability in this research was measured through tests on three variables, namely study habits (X1) with a reliability value of 0.738, self-regulation (X2) reaching 0.896, and learning achievement (Y) having a reliability value of 0.879. These values show significant Cronbach test results, confirming the reliability of all variables involved in the research. With a high Cronbach value, it can be believed that each variable has good reliability and can be relied upon to measure the concept in question.

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Table 1. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	906.676	2	453.338	30.103	.000 ^b
	Residual	496.963	33	15.059		
	Total	1403.639	35			

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The next stage in data analysis involves the use of the F test. The F test is used to test the simultaneous influence of the independent variables on the dependent variable. The results of the F test show that the F-calculated value reaches 30.103, with a significance level of 0.000. Because this probability value is smaller than 0.05, it can be concluded that the regression equation has strong significance. Further analysis shows that the variables of study habits and self-regulation simultaneously have a significant influence on learning achievement at MTs. Al-Ikhwan Gresik. This means that the combination of study habits and self-regulation can jointly explain variations in student learning achievement.

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Table 2. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.549	3.622		4.846	.000
	X1	2.622	.602	.510	4.359	.000
	X2	2.212	.603	.429	3.668	.001

2

The t test is a statistical method used to partially test the significance of each independent variable on the dependent variable in a regression model. T test results for study habits and self-regulation variables on learning achievement at MTs. Al-Ikhwan Gresik, the results show high significance. From the results of the t test, it was found that there was significance for the study habits variable with a value of 0.000, and the self-regulation variable also had a significant value of 0.001. With a significance of less than 0.05, it can be concluded that learning habits and self-regulation partially have a significant role in realizing learning achievement at MTs. Al-Ikhwan Gresik. This means that each of these variables contributes individually to student learning achievement.

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From the results of this research, a regression model was obtained which can be represented as follows: $Y = 17.549 + 2.622X1 + 2.212X2$. This regression model provides valuable information about the contribution of study habit variables (X1) and self-regulation (X2) to the study achievement variable (Y). In the interpretation of this model, the intercept (17.549) can be considered as the value of learning achievement when the two independent variables, namely study habits and self-regulation, have a value of zero or do not make any contribution. In other words, this can be interpreted as basic learning achievement or initial grades before the influence of study habits and self-regulation.

The positive regression coefficients for X1 (2.622) and thus, these results imply that study habits and self-regulation have a significant positive influence on student learning achievement.

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Table 3. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.804 ^a	.646	.624	3.88065

4
3
2
16
The next step in data analysis involves the use of the coefficient of determination. The coefficient of determination (R Square) is a measure used to evaluate the extent to which variability in the dependent variable can be explained by the independent variables in a regression model. In this research, the findings show that there is a significant relationship between the variables studied, namely study habits and self-regulation, on learning achievement. The R value obtained was 0.804, while the R Square value was recorded at 0.646. This R Square value indicates that around 64.6% of the variation in learning achievement can be explained by variables such as study habits and self-regulation of students at MTs. Al-Ikhwan Gresik. The remaining 35.4% is influenced by other factors not included in the scope of this research.

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The results of the analysis show that study habits have a significant influence on the learning achievement of MTs students. Al-Ikhwan Gresik. This finding is consistent with research conducted by Oluwatimilehin and Owoyele (2012); Lawrence (2014); Julius and Evans (2015); Albarado and Eminita (2020); Fitriyah and Darmawan (2024) stated that students who are able to form good study habits tend to achieve higher learning achievements. Study habits as activity patterns and strategies used by students in the learning process, play a role in shaping students' level of learning success (Rahayu, 2015). Good study habits involve a set of practices that support academic achievement. One key aspect is wise time management, where students have the ability to set an efficient and appropriate study schedule. Apart from that, choosing the right learning strategy is also an important part, where students understand the best way to understand and remember the lesson material (Darmawan, 2007). Consistency in active participation in academic activities, such as class discussions and work on assignments, is also an important element that ensures continued engagement. By maintaining study habits like these, students can create a productive learning environment and increase their potential for success in academic achievement. By integrating positive study habits, students can increase the efficiency and effectiveness of their learning.

Creative learning habits involve fun and innovative ways to make the learning process more interesting. One way is to use visual methods such as making mind maps, diagrams or

graphs to summarize information. Apart from that, role-playing can also help understand concepts in a deeper way. It is also important to collaborate and discuss with friends to gain various perspectives. Learning based on the exploration of multimedia resources and the use of technology has a positive impact on students' learning experiences (Al Mursyidi & Darmawan, 2023). By utilizing various media such as video, images and audio, students can be more actively involved and understand the material thoroughly. Different learning locations, such as parks or libraries, can also increase student creativity and motivation (Masnawati et al., 2022; Kholid & Darmawan, 2023). Then, the use of technology such as laptops or tablets allows easy access to information, facilitating independent and interactive learning.

In addition, learning effectiveness can be increased through other positive habits, such as meditation, exercise, and the courage to try new things. Engaging in meditation sessions can help students manage stress and improve concentration, while exercise can provide energy and improve physical health, both of which contribute to improved academic performance. Dare to try new things is also an important element in developing students' skills and self-confidence. By combining all these elements, the learning experience becomes more dynamic and enjoyable, creating a learning environment that supports students' holistic growth.

In the framework of this research, study habits include aspects such as time management, learning strategies used, and consistency in involving oneself in learning activities. Implementing effective study habits can be the main strategy in improving student learning achievement at secondary education levels such as MTs. Al-Ikhwan, Gresik. These findings provide a basis for educational institutions and teachers to consider developing learning programs that encourage the formation of positive learning habits. In addition, this research contributes to an in-depth understanding of the factors that influence student achievement which can be a basis for improving and developing educational policies.

The results of statistical analysis show that the self-regulation variable has a strong influence on student learning achievement at MTs. Al-Ikhwan Gresik. A finding that is in line with research conducted by McClelland and Cameron (2011); Kusaeri and Mulhamah (2016); Wigfield (2023) stated that students who have good self-regulation skills tend to achieve higher learning achievements. Self-regulation, as an individual's ability to plan, monitor and evaluate themselves in the learning process, has proven itself to be an important factor in increasing the level of student learning success. In a study by Dami and Parikaes (2018), self-regulation is recognized as a key skill that can make a significant contribution to improving learning outcomes. Self-regulation involves an individual's ability to plan, monitor, and evaluate themselves in various activities, including the learning process.

Students often face challenges and pressure in the learning process, and emotional regulation allows them to overcome feelings of fear or anxiety that can hinder motivation. By recognizing and managing their emotions, students can maintain focus and calm, even in difficult situations (Noviyanti & Darmawan, 2023). This ability to overcome emotional tension helps students maintain enthusiasm and enthusiasm in achieving their academic goals. Thus, the combination of self-regulation and emotional regulation creates an important basis for optimal learning achievement.

The ability to organize and control oneself during the learning process allows students to plan time wisely, manage tasks effectively, and evaluate their progress (Asmani, 2016). Thus, self-regulation not only includes technical aspects of learning, but also involves psychological and motivational aspects that can guide students towards achieving their learning goals (Yanti et al., 2013). The implication is that developing self-regulation skills can be an effective strategy in improving the quality of student learning achievement at the educational level. Efforts to improve these skills can be made through innovative learning strategies and educational support aimed at helping students optimize their potential in achieving better learning success (Masnawati et al., 2022; Ya'lu & Darmawan, 2024). Thus, the results of these findings can be a basis for developing learning programs that are more focused on developing students' self-regulation.

CONCLUSIONS

The results of the analysis show that study habits have a significant influence on student learning achievement at MTs. Al-Ikhwan. Students who are able to form good study habits tend to achieve higher learning achievements. Self-regulation variables are also proven to have a strong influence on student learning achievement. Students' ability to plan, monitor and self-evaluate in the learning process encourages better learning achievement. Therefore, the suggestions that researchers can give are as follows:

1. Schools can create learning program strategies that promote the formation of positive learning habits, including time management, the use of effective learning strategies, and consistency in student engagement.
2. Teachers can include the development of self-regulation skills in the curriculum, providing training to students on planning, monitoring and self-evaluation.
3. Implement an individual progress monitoring system to regularly monitor student progress. This can help catch problems early and provide appropriate support.

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