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The Relationship between Study Habits and Learning Outcomes

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Abstract
Effective and efficient study habits are needed by everyone in their learning activities because they greatly influence the understanding and learning outcomes they will achieve. This study aims to measure the level of habits and learning outcomes of students at SMP N 21 Batang Hari. The research method uses a quantitative approach with a correlational method and uses a sample of 89 students with the Pearson Product Moment Correlation analysis method to find the direction and strength of the relationship between the research variables. The results of the study show that (1) in general the level of student learning habits that include work methods and punctuality in completing tasks are in the high category with a percentage of 84%. (2) the level of student learning outcomes has an average value of 80 with a percentage of 89% and is in the very high category. (3) the results of this study state that there is a relationship between study habits and student learning outcomes. This relationship is proven by the results of the sig value of 0.019 <0.05 which indicates a relationship between the two variables, and is proven by the results of the calculated r correlation of 0.248. After interpreting the value using the correlation interpretation criteria, the r value (0.248) is in the range (0.21–0.40) which is interpreted as being included in the category of having a correlation.

Keyword: Study Habits, Student Learning Outcomes, Level of Learning Outcomes.

1. Introduction

Education literally means a conscious effort made by educators towards students, to realize the achievement of changes in behavior, character, skills and intelligence intellectually, emotionally and spiritually. According to the big Indonesian dictionary (1992) Education is the process of changing attitudes and behavior of individuals or as the ability of a group of individuals in an effort to mature humans through teaching and training efforts. According to the opinion of several experts, it is explained that learning outcomes include cognitive, affective, and psychomotor abilities, each of which consists of several types ranging from the lowest to the most complex (Abbasi et al., 2023; Ekpenyong et al., 2023; Hoque, 2016). Further according to Silaban et al. (2023) learning outcomes are the results of learning activities in students including aspects of knowledge, attitudes, and skills. Meanwhile, Triarisanti & Purnawarman (2019) states that learning outcomes are a form of action, a person's skills and appreciation. Some of the definitions above show that learning outcomes are changes in student behavior in the form of changes in patterns, actions, values, understanding, attitudes, appreciation, and skills as well as cognitive, affective, and psychomotor abilities as a result of their learning experiences that can be observed and measured (Abbasi et al., 2023; Alafnan, 2025; Silaban et al., 2023)

Various research results show that learning outcomes have a positive correlation with study habits (Harefa et al., 2023; Kusmawan et al, 2025; Purdie & Hattie, 1999). Lizardo (2021) defines habit as: an acquired way of acting which is persistent, uniform, and fairly automatic. Habit is a way of acting that is acquired through repeated learning, which eventually becomes permanent and automatic. Habitual actions do not require concentration of attention and thought in doing them. Habits can continue, while individuals think about or pay attention to other things (Verplanken & Orbell, 2022). Adeoye et al. (2023) explains that study habits are ways or techniques that persist in students when receiving lessons, reading books, doing assignments, and managing time to complete activities. Furthermore, according to Djaali (2015), learning habits are divided into 2 parts, namely: delay avoidance (timeliness of completing academic tasks) and work methods (use of effective and efficient learning procedures).

Based on the results of the researcher's observations in class VIII of SMP N 21 Batang Hari, it was found that the learning habits were quite good, most students submitted assignments on time, focused on following the lessons, only a few students were less focused on following the lessons, were not on time in submitting assignments and so on. Based on the phenomena in the field, each student shows different learning habits so that the students' abilities in learning and receiving learning will also be different. The researcher feels that this study is very important to do because it is to see how students' learning habits are through students' learning outcomes at school.

2. The Art of Research

a. Enterprise Architecture

According to Firmansyah & Saepuloh (2022) learning is a process of change, namely a change in behavior as a result of interaction with the environment in meeting the needs of life. Burhanuddin et al. (2021) explained that's learning is the acquisition of relatively permanent changes in behavior as a result of practice and experience. Ginsburg & Jablonka (2021) stated that learning is the process of an organism changing its behavior due to the results of experience. efforts made by a

person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. Changes in behavior are obtained through learning activities through interaction with the environment.

b. Study Habits

According to Adil et al. (203) stated that learning habits are the process of forming new habits or improving existing habits. The goal is for students to acquire new attitudes and habits that are more appropriate and positive in the sense of being in line with the needs of space and time (Ansya et al., 2024; Mundiri & Hamimah, 2022). Another opinion from Djaali (2015) argue that "learning habits can be interpreted as a way or technique that is embedded in students when receiving lessons, reading books, doing assignments, and managing time to complete activities".

c. The Relationship between Study Habits and Learning Outcomes

Student learning outcomes are a form of information regarding the development or success of students in carrying out learning activities at school. Learning outcomes can be influenced by several factors both from within the student and factors from outside the student (Menggo et al., 2021). One of the factors that influences student learning outcomes is learning habits. Student learning habits are closely related to the learning outcomes they obtain. According to Indra et al. (2023) states that learning habits influence the learning outcomes obtained by students and college students in following lessons or lectures, depending largely on learning habits that are carried out regularly and continuously. Student learning outcomes are a form of information regarding the development or success of students in carrying out learning activities at school. Learning outcomes can be influenced by several factors both from within the student and factors from outside the student. One of the factors that influences student learning outcomes is learning habits (Aristeidou & Cross, 2021). Student learning habits are closely related to the learning outcomes they obtain. According to Yanti (2021) states that learning habits influence the learning outcomes obtained by students and college students in following lessons or lectures, depending largely on learning habits that are carried out regularly and continuously. To clarify the process flow in this study, the conceptual framework of the research will be described in Figure 1 below:

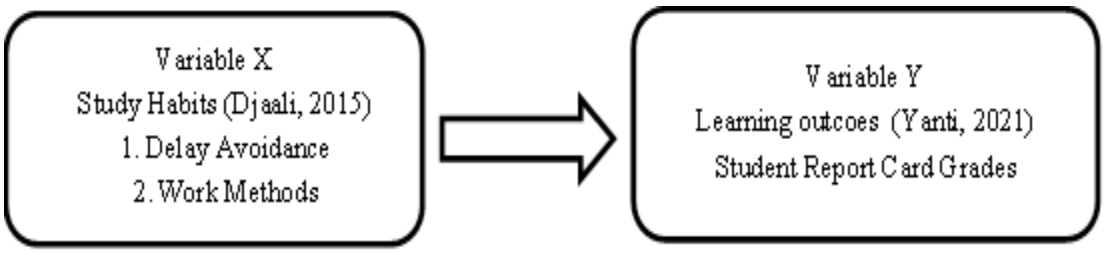

Figure 1. Research Concept Framework

3. Method

This study uses a quantitative approach with a correlational method. Sutja, et al., (2017:62) argue that quantitative approaches are usually theory-testing, using instruments, processing data based on numbers or summations to draw conclusions deductively or from general to specific. The population and sample used were all eighth grade students totaling 89 students. Two types of data in this study, namely: primary data obtained through questionnaires and secondary data from observations and interviews with related parties (eg: teachers and school principals). Logical, empirical and reliability validity tests were carried out to determine whether the instruments that had been measured in this study could be used properly. The measurement scale uses a Likert scale, the data collected will be analyzed using the Pearson Product Moment Correlation formula to find the direction and strength of the relationship between research variables and the percentage test with the C formula is carried out to ensure that the data collected is negative or positive interpretation.

4. Result

a. Study Habits Data Description

After distributing the questionnaire, the results of the overall score of the respondents' answers were obtained based on the size of the students' learning habits as shown in table 1. The results shown in table 1 for 32 statement items with alternative answers "Always (SL), Often (SR), Sometimes (KK), Rarely (J) and Never (TP)". The items were distributed to 89 students as respondents. Based on the data above, the highest score was 160 and the lowest score was 85. Furthermore, the distribution table of student learning habit percentage data will be shown in table 2 below.

Table 1. Student Learning Habits Data

Res	X	Res	X	Res	X	Res	X	Res	X
A1	153	A19	156	A37	113	A55	111	A73	85
A2	154	A20	136	A38	154	A56	154	A74	101
A3	146	A21	137	A39	116	A57	142	A75	127
A4	137	A22	155	A40	148	A58	142	A76	107
A5	127	A23	144	A41	153	A59	134	A77	100
A6	143	A24	140	A42	154	A60	160	A78	106
A7	142	A25	126	A43	102	A61	157	A79	104
A8	139	A26	138	A44	149	A62	142	A80	122
A9	133	A27	150	A45	158	A63	113	A81	149
A10	145	A28	134	A46	149	A64	147	A82	112
A11	153	A29	111	A47	160	A65	118	A83	137
A12	143	A30	154	A48	158	A66	113	A84	106
A13	158	A31	142	A49	144	A67	93	A85	139
A14	158	A32	142	A50	140	A68	114	A86	112
A15	156	A33	134	A51	126	A69	108	A87	96
A16	156	A34	154	A52	138	A70	126	A88	122
A17	139	A35	157	A53	150	A71	109	A89	139
A18	143	A36	142	A54	134	A72	93		
			Total					11961	
			Average					134.39	
			Max Score					160	
			Min Score					85	

Table 2 which explains the frequency distribution above, can be explained that students' learning habits are in the "Very High" category with the highest percentage of 68.55% and the highest frequency of 61 students. Furthermore, the percentage distribution table of students' learning habits will be shown in table 3 below.

Table 2. Frequency Distribution of Study Habits

No	Interval Class	Classification	f	Percentage
1.	> 128	Very high	61	68.55
2.	95 – 127	High	25	28.08
3.	62 – 94	Neutral	3	3.37
4.	29 – 61	Low	0	0
5.	< 28	Very Low	0	0

Table 3 shows that students' learning habits are in the high category with a percentage of 84.15%. To find out more details, data analysis shows that the score on the Work Methods indicator is 81.72% while the percentage on the Delay Avoidance indicator (accuracy of completing academic tasks) is 86.58%.

Table 3. Percentage Distribution of Study Habits Per Indicator

No	Indicator	Score						
		Ideal	Max	Min	∑	Mean	%	Info
1.	Work Methods	85	85	43	6183	69.47	81.27	High
2.	Delay Avoidance	75	75	41	5780	64.94	86.58	High
	Total	160	160	84	11963	134.41	84.15	High

Furthermore, the calculation results with formula C are carried out to describe the data in the study, namely:

$p=(\Sigma fb)/(\Sigma n(i)(bi))\ x100$

$p=11963/(89(32)(5))\ x100 = 11963/14240\ x100 = 84\%$

From the results above, it can be seen that overall, the items on students' study habits are in the high category with a percentage of 84%.

b. Learning Outcome Data Description

After distributing the questionnaire, the results of the overall score of the respondents' answers were obtained based on the measurement of student learning outcomes as shown in Table 1. The results shown in table 4 show that the total value of student learning outcomes is 7096 with an average of 79.73 and the highest score is 85 and the lowest score is 75. Furthermore, the distribution table of learning outcome percentage data will be shown in table 5 below.

Table 4. Student Learning Outcome Data

Res	X	Res	X	Res	X	Res	X	Res	X
A1	85	A19	80	A37	80	A55	77	A73	79
A2	85	A20	80	A38	80	A56	77	A74	79
A3	85	A21	79	A39	80	A57	77	A75	79
A4	83	A22	79	A40	80	A58	77	A76	79
A5	82	A23	78	A41	80	A59	77	A77	78
A6	83	A24	77	A42	80	A60	85	A78	78
A7	82	A25	77	A43	80	A61	84	A79	78
A8	82	A26	76	A44	80	A62	84	A80	77
A9	82	A27	76	A45	80	A63	84	A81	77
A10	82	A28	76	A46	78	A64	84	A82	77
A11	82	A29	75	A47	78	A65	83	A83	77
A12	82	A30	83	A48	78	A66	83	A84	77
A13	81	A31	83	A49	78	A67	83	A85	77
A14	82	A32	83	A50	78	A68	80	A86	76
A15	82	A33	81	A51	77	A69	80	A87	76
A16	81	A34	81	A52	78	A70	80	A88	76
A17	80	A35	81	A53	77	A71	80	A89	75
A18	80	A36	80	A54	78	A72	80		
			Total					7096	
			Average					79.73	
			Max Score					85	
			Min Score					75	

The results shown in table 5 above show a very high category with a percentage of 17.98% with a total of 16 students. In the high category with a percentage of 15.73% with a total of 14 students. In the medium category with a percentage of 28.09% with a total of 25 students. In the low category with a percentage of 29.21% with a total of 26 students. In the very low category with a percentage of 8.99% with a total of 8 students. So it can be concluded that student learning outcomes are at a percentage of 29.21% with 26 students and are in the low category.

Table 5. Frequency Distribution of Learning Outcomes

No	Interval Class	Classification	f	Percentage
1.	> 83	Very high	16	17.98
2.	81 – 82	High	14	15.73
3.	79 – 80	Neutral	25	28.09
4.	77 – 78	Low	26	29.21
5.	< 76	Very Low	8	8.99

c. Data analysis

- Normality Test

Normality test is conducted to determine whether the data obtained is normally distributed or not normally distributed. In this study, the normality test uses Kolmogorov smirnov (K-S), the data is said to be normally distributed if it has asymptotic significance (asymp.sig) > 0.05. The results of the normality test will be presented in table 6 showing the value of asymp.sig of 0.343 > 0.05 and it can be concluded that the residual value is normally distributed.

Table 6. One-Sample Kolmogorov-Smirnov Test of Normality

		Unstandardized Residual
N		89
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	2.53295871
Most Extreme Differences	Absolute	.099
	Positive	.099
	Negative	-.049
Kolmogorov-Smirnov Z		.938
Asymp. Sig. (2-tailed)		.343

a. Test distribution is Normal.
b. Calculated from data.

- Linearity Test

Linearity test is conducted to determine whether the independent and dependent variables have a significant linear relationship or not. Decision making in the linearity test for this study uses a significance standard <0.05 is stated as linear or has a relationship. The results shown in table 7 for the sig linearity value are 0.001 <0.05, while the sig deviation from linearity value is 0. 087> 0.05, it can be concluded that there is a linear relationship between the study habit variable and the learning outcome variable.

Table 7. Linearity Test Results (Anova Test)

			Sum of Squares	df	Mean Square	F	Sig
Learning outcomes Habit Study	Between Groups	(Combined)	354.588	41	8.648	1.646	.044
		Linearity	36.931	1	36.931	7.029	.001
		Deviation From Linearity	317.657	40	7.941	1.511	.087
	Within Groups		246.940	47	5.254		
	Total		601.528	88			

- Correlation Test

To find out the relationship between habits and student learning outcomes, this study uses a correlation test and the results shown in table 8 show that the sig value is 0.019 <0.05, so the variable of learning habits with student learning outcomes has an adequate relationship of 0.248. After being interpreted using the correlation interpretation criteria, the r value (0.248) is in the range (0.21–0.40) which is interpreted as being included in the category of having a low correlation (clear but small relationship).

Table 8. Results of Research Correlation Test

		Study Habits	Learning outcomes
Study Habits	Pearson Correlation	1	.258*
	Sig. (2-tailed)		.019
	N	89	89
Learning outcomes	Pearson Correlation	.248	1
	Sig. (2-tailed)	.019	
	N	89	89

*. Correlation is significant at the 0.05 level (2-tailed).

- Hypothesis Test

To prove whether there is a relationship between learning habits and student learning outcomes, a correlation analysis was carried out using Pearson's product moment formula with the following long formula:

r xy=(nΣxy-(ΣX)(ΣY))/(√{nΣx^2-(nΣ〖x)〗^2 } {nΣy^2-(nΣ〖y)〗^2 })

r xy=(89(954758)-(11961)(7096))/(√({89(1640447)-(11961)^2 }) {89(7096)-(7096)^2})

r xy=(84973462-84875256)/(√{145999783-143065521}{50406752-50353216})

r xy=98206/(√{2934262}{53536})= 98206/396344=0.248

Based on the results of the product moment correlation test above, the results obtained are r count of 0.248. This shows that the results of the correlation test using the product moment correlation formula show r count of 0.248 ≥0.05, which means that the hypothesis states that there is a relationship between learning habits and student learning outcomes.

5. Discussion

This study discusses the relationship between learning habits and student learning outcomes at SMP Negeri 21 Batanghari. In this study, there is a problem formulation that the researcher will describe with the following problem formulation: Is there a relationship between learning habits and student learning outcomes? The discussion of the results of this study is that after data analysis is carried out and the results are obtained, it can be concluded that there is a relationship between learning habits and student learning outcomes. This relationship is evidenced by the results of the sig value of 0.019 <0.05 which indicates a relationship between the two variables, and is evidenced by the results of the calculated r correlation of 0.248. After being interpreted using the correlation interpretation criteria, the r value (0.248) is in the range (0.21–0.40) which is interpreted as being included in the category of having a low correlation (clear but small relationship) in student SMP N 21 Batang Hari.

Student learning outcomes are a form of information about the development or success of students in carrying out learning activities at school. Learning outcomes can be influenced by several factors both from within the student and from outside the student. One factor that influences student learning outcomes is learning habits. Student learning habits are closely related to the learning outcomes they obtain. According to Djaali (2015:128) Learning habits are a way or technique that is embedded in students when receiving lessons, reading books, doing assignments, and managing time to complete activities.

Then according to Purwanto (2016:54) who states that learning outcomes are changes in behavior that occur after following the teaching and learning process in accordance with educational objectives. According to Sudjana (2013:173) who states that learning habits affect the learning outcomes obtained by students and students in following lessons or lectures depend a lot on learning habits that are carried out regularly and continuously. In student learning activities to understand a material, students usually have their own ways or habits. These methods will stick to students who tend to be done repeatedly so that they will become a habit. Habits like that make students learn by themselves, without any coercion. Thus, good and correct study habits will influence learning outcomes

6. Conclusion

In general, the level of learning habits at SMP N 21 Batang Hari which includes work methods and punctuality in completing tasks (delay avoidance) is in the high category with a percentage of 84%. In addition, there is a significant relationship between learning habits and student learning outcomes. The results of this study are expected to be input and as a consideration for increasing the effectiveness of learning by improving student learning outcomes by the school in SMP N 21 Batang Hari.

This study has several limitations, including the use of samples that are limited to students of SMP N 21 Batang Hari so that the results cannot be generalized to a wider population. In addition, the measurement of learning habits and learning outcomes only relies on questionnaires and academic scores, which may not fully reflect other factors such as motivation, learning environment, or psychological conditions of students. The presence of response bias from participants, such as the tendency to answer according to social desirability bias, can also affect data accuracy.

The results of this study can provide practical benefits for various parties, especially teachers and schools at SMP N 21 Batang Hari. By knowing the level of study habits and their relationship to student learning outcomes, teachers can design more effective learning strategies, such as strengthening time management, independent learning techniques, or special tutoring programs to improve student learning discipline. Schools can also use these findings to develop policies such as teacher training, providing learning support facilities, or student motivation programs.

Acknowledgments

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