
Tricks For Excellent Studying: The Impact Of Study Habits And Learning Environment On Student Achievement At Mts Darul Hikmah Langkap Burneh Bangkalan

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Abstract

Education is one of the key factors in character formation and development of student potential. At the secondary education level, student achievement factors are a concern. Student learning achievement is not only influenced by internal factors such as study habits, but also by external factors such as the learning environment. This research aims to analyze the influence of study habits and learning environment on student learning achievement at MTs Darul Hikmah Langkap Burneh Bangkalan. This research uses a quantitative approach with regression analysis methods. The research population involved all students at MTs Darul Hikmah Langkap Burneh Bangkalan, with a sample of 30 students selected by random stratification. Data analysis was carried out using descriptive statistics and regression analysis. Good study habits have been proven to have a positive effect on achieving high grades. A clean, comfortable learning environment and positive social interactions also have a positive impact on learning achievement. It is hoped that these findings will guide the development of more effective educational programs

Keywords

Study Habits; Learning Environment; Learning Achievement; Madrasah Tsanawiyah.

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1. PENDAHULUAN

Education is a conscious and deliberate journey to change human behavior individually and in groups to achieve maturity through teaching and practice. Learning is the main key in every educational endeavor. Without a learning process, real education cannot be realized. Learning is not just an activity, but is the foundation of the entire education system. The importance of education lies in its ability to bring about changes in the level of knowledge and other aspects, such as attitudes, values and skills (Wahyudi et. al., 2018). The educational process shapes individuals and prepares them to face various challenges and life situations. A balance between cognitive, affective and psychomotor aspects in education ensures that students are academically intelligent and develop personally (Gunawan et al., 2016).

Learning achievement is often considered a key indicator of educational success. Learning achievement indicators include assessing various aspects, including



understanding concepts, application of skills, and students' critical abilities in completing assignments or exams. Monitoring learning achievement provides an overview of student achievement which is used to evaluate the effectiveness of the education system (Hutomo et al., 2012; Darmanto et al., 2014; Yulianto & Darmawan, 2024). As an indicator of success, learning achievement can also influence students' opportunities for higher education or their future careers. It's not just about achieving high scores in exams or tests, but also students' ability to apply the knowledge and skills they have acquired in everyday life. Learning achievement reflects the extent to which individuals are able to integrate their learning into practice, as well as the extent to which they can utilize this knowledge to achieve success in various aspects of life (Nelisma et al., 2018). For this reason, education is a long-term investment to form people who are empowered, creative and able to adapt to changing times. Successful learning achievements will produce individuals who are academically capable, and shape character, foster creativity, and produce individuals who have high competitiveness in an ever-changing society (Masnawati et al., 2023; Dena & Darmawan, 2024). Students who are successful in learning often also have good character, which is a valuable asset in their lives outside the academic environment (Masten & Coatsworth, 1998; Firmansyah & Darmawan, 2023; Masnawati & Masfufah, 2023).

Student learning achievement at school involves various aspects, both academic and non-academic. Academic dimension learning achievement includes student achievement in certain fields of study and can be measured through various evaluation parameters. According to Mardikaningsih (2014), several academic parameters that are generally used to measure student learning achievement include semester test scores, final school tests, and national exams. This score provides an illustration of the extent to which students have mastered the subject matter and academic skills taught during the learning period. According to Stronge (2006), the results of this evaluation can also be a basis for teachers and schools in providing feedback to students, as well as in planning improvements or development of learning programs. However, apart from academic dimensions, it is also important to pay attention to non-academic dimensions of learning achievement, such as social skills, creativity, leadership and mental-emotional attitudes (Masnawati et al., 2022; Ismaya et al., 2023). The combination of these two dimensions provides a comprehensive picture of student development and learning achievement in the school environment. There are also non-academic aspects that play an important role in assessing student success in the educational process. Therefore, paying attention to the development of

report cards and national test scores reflects academic achievement, and is a road map for students' personal and professional development in the future. Learning achievements measured academically and non-academically, together form a comprehensive picture of students' readiness to face challenges and achieve success in various areas of life (Putrie, 2021).

Each individual is unique in their study habits, which are influenced by various factors such as desires and personal situations. Unlike talent or innate traits, learning habits must be developed through continuous effort and practice. Developing effective study habits requires commitment and sacrifice from students (Humphreys, 2012). Forming this habit can start with practical steps, such as creating a regular study schedule. Through this schedule, students can manage their time efficiently, provide a clear structure for learning activities, and ensure consistency in learning approaches. Striving to repeat study material regularly is an important strategy for building strong study habits (Andayani & Darmawan, 2004). These exercises help students remember information better and strengthen their understanding of the course material. Good concentration during the learning process is also a key element in forming effective study habits.

The relationship between good study habits and student achievement is very close (Eva, 2018; Andrei et al., 2019; Arsoniadi et al., 2021). Students who have regular study habits, such as following a schedule, reading, taking notes, repeating material, and focused concentration, tend to achieve higher levels of achievement (Hardimansyah et al., 2021). Good study habits play a role in a student's academic success. Effective study habits create a solid foundation in understanding subject matter, because students can manage their time well, focus on relevant material, and use varied learning strategies (Darmawan, 2007; Bentil et al., 2018). In addition, good study habits help students prepare for assignments and exams, because they can organize study schedules, plan effective study methods, and monitor their progress consistently (Mardikaningsih, 2014). This can improve their learning achievement (Putra & Darmawan, 2024). Students with good study habits also give students the confidence to overcome academic challenges, develop mental resilience, and face tests or assignments with a more positive attitude. Formation of good study habits to support learning achievement. Therefore, it is appropriate for educators and parents to provide support and guidance to students to develop effective study habits (Masnawati & Masfufah, 2023). Involving students in creating a schedule, encouraging them to read and take notes, and teaching repetition and concentration strategies can

help them build a strong foundation for continued learning achievement.

The learning environment is a very determining component in determining student learning achievement (Umroh & Darmawan, 2024). The learning environment is the main stage where the learning process takes place by paying attention to physical, social and psychological condition factors (Karina et al., 2012; Yanti et al., 2013; Mardikaningsih & Darmawan, 2021). The physical aspect includes arranging classrooms that are clean, comfortable and equipped with adequate facilities, thereby creating a solid foundation for effective learning (Imanuddin & Darmawan, 2024). Meanwhile, the social aspect includes interactions between students, teachers and environmental elements that support the creation of a positive atmosphere in the learning process. The psychological aspect emphasizes the need to create an environment that supports students' mental well-being, enabling them to focus, learn optimally, and achieve optimal learning achievement. Physical aspects of the learning environment play a fundamental role (Lander et al., 2017). Classrooms that are kept clean, comfortable and equipped with adequate facilities provide a solid foundation for the learning process. By providing these conditions, it gives students the opportunity to fully focus on the learning material and learn better.

Social interaction plays a central role in shaping the dynamics of the learning environment. Lembong et al. (2015); Darmawan (2017) stated that cooperation between students, positive support provided by teachers, and the creation of a safe and supportive social environment play an important role in stimulating students' active involvement in the learning process. Collaboration between students provides opportunities for them to learn from each other and develop together, while positive support from teachers creates a climate of trust that motivates students to participate actively (Latif & Darmawan, 2024). A safe and supportive social environment creates a sense of security for students, so that they feel comfortable asking questions, discussing and exploring in learning. The learning environment is considered a place where students not only receive information, but also feel valued and fully engaged. This concept is strengthened by research by Karina et al. (2018) which emphasizes the importance of the availability of diverse learning resources, such as books, technology and other teaching materials. These resources are the basis for creating a dynamic learning environment, opening up opportunities for wider access to information, and stimulating better understanding and more independent learning for students (Masnawati et al., 2022; Nengseh & Darmawan, 2024). Student independence in this case refers to their ability to learn independently, take initiative in the learning process,

and manage time and resources effectively (Mozzon-McPherson, 2007; Irawan & Darmawan, 2023).

Learning achievement as a key indicator will be studied in the context of students' learning habits and their learning environment. Thus, this research aims to create a comprehensive framework for understanding the elements of learning and education, namely learning achievement, study habits and student learning environment as well as knowing the determining factors that shape learning achievement. By combining these aspects, it is hoped that this research can make a significant contribution in developing educational theory and practice

2. METODE

This research is quantitative in nature, aims to measure and statistically analyze the influence of study habits and learning environment on student learning achievement. The population of this research was all students at MTs Darul Hikmah Langkap Burneh Bangkalan, totaling 216 students. The sample was taken from 30 students randomly to ensure representation of various grade levels and student characteristics. The sample taken will include students from the first level to the upper level. Data will be collected through survey instruments and focuses on collecting data regarding study habits, learning environment, and student learning achievement.

Study habits (X1) are students' way of managing time, handling study 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).

The learning environment (X2) is the visible environment around which there are many factors that influence student development and behavior (Hidayat, 2015). According to Agistiawati and Asbari (2020), the learning environment can be measured by indicators which include the relationship between teachers and students; relationships between students; student discipline; and facilities for students.

The definition of learning achievement (Y) is a result of assessment activities expressed in numbers or symbols, all of which are about the progress of student learning outcomes during a certain period (Harahap et al., 2021). According to Usun (2004), learning achievement can be measured based on the following indicators: concern for learning; learning style; learning dimensions; and belief systems.

The collected data will be analyzed using descriptive statistical methods to formulate general characteristics of the respondents. Next, regression analysis will be used to determine the extent to which study habits and learning environment

influence student learning achievement

3. HASIL DAN PEMBAHASAN

By randomly distributing the questionnaire to students, 30 students at MTs Darul Hikmah Langkap Burneh Bangkalan responded well. This is demonstrated by the return of one hundred percent of the questionnaires distributed to students so that the sample truly represents students as a whole.

The validity test was carried out on two independent variables, namely study habits and learning environment, as well as one dependent variable, namely learning achievement. During the validity test, all statements in the questionnaire were accepted with a corrected total item correlation value exceeding 0.3. This shows that all questions in the questionnaire have an adequate relationship with the variables being measured.

Next, a reliability test was carried out to ensure the reliability of each variable. Cronbach's alpha value is used as an indicator of reliability and must exceed 0.6. The results of the reliability test show that the study habits variable obtained a value of 0.786, for the learning environment variable 0.977, and for the dependent variable, namely learning achievement, the Cronbach's alpha value reached 0.964. All research variables meet the reliability criteria with a Cronbach value of more than 0.6, confirming that the measurement instruments used are reliable in measuring the construct being measured.

Table 1. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	444.577	2	222.289	24.508	.000 ^b
	Residual	244.890	27	9.070		
	Total	689.467	29			

The statistical analysis carried out produced very significant findings regarding the relationship between the variables of study habits, learning environment, and learning achievement at MTs Darul Hikmah Langkap Burneh Bangkalan. With an F-calculated value of 24.508, it was found that there was a significant difference between at least one pair of variables in the regression equation. The significance level is 0.000, which is much smaller than the threshold of 0.05. It was concluded that study habits

and the learning environment have an important and significant role in simultaneously influencing the learning achievement of MTs Darul Hikmah Langkap Burneh Bangkalan students.

Table 2. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.164	3.965		4.833	.000
	X1	3.512	.685	.647	5.128	.000
	X2	1.302	.590	.278	2.206	.036

From the resulting regression model, $Y = 19.164 + 3.512X1 + 1.302X2$, several relevant conclusions can be drawn regarding the relationship between the variables of study habits (X1), learning environment (X2), and learning achievement (Y) at MTs Darul Hikmah Langkap Burneh Bangkalan. When all variables have a value of zero, the predicted learning achievement value (Y) will be around 19.164. This can be considered as the intercept or basic value of learning achievement without considering study habits and learning environment. Looking at the significance of each variable in Table 2, it can be seen that study habits have a significance value of 0.000, while the learning environment has a significance value of 0.036. Both of these values are below the significance threshold of 0.05, indicating that they have a partially significant impact on learning achievement.

Furthermore, the regression coefficients for study habits (3.512) and learning environment (1.302) provide an idea of how much change in learning achievement can be attributed to a one-unit change in each independent variable. In this case, the study habits coefficient has a greater value than the learning environment coefficient, namely 3.512 compared to 1.302. This indicates that study habits have a more dominant influence on the formation of student learning achievement than the learning environment.

Table 3. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.803 ^a	.645	.619	3.01164

Analysis using the coefficient of determination provides additional insight into how well the regression model is able to explain variations in learning achievement

based on study habits and learning environment. From the findings of this research, an R value of 0.803 and an R Square value of 0.645 were obtained. The R value of 0.803 reflects a high correlation between the independent variables (study habits and learning environment) and the dependent variable (learning achievement). The closer it is to 1, the R value indicates a closer relationship between the research variables. Then, the R Square value of 0.645 indicates that around 64.5% of the variation in learning achievement can be explained by the variables included in the regression model, namely study habits and learning environment. Therefore, this regression model is able to explain most of the variation in student learning achievement at MTs Darul Hikmah Langkap Burneh Bangkalan. However, approximately 35.5% of the variation in learning achievement cannot be explained by the study habits and learning environment examined in this study.

Study habits have been proven to shape student learning achievement at MTs Darul Hikmah Langkap Burneh Bangkalan. This is in accordance with previous findings (Wijaya & Saputri, 2019; Arsoniadi et al., 2021; Fitriyah & Darmawan, 2024) which also show a positive correlation between study habits and student achievement. This confirms the consistency of the results between the current research and previous findings which highlight the important role of study habits in achieving optimal learning achievement. Students who have regular study habits, such as taking notes, reviewing material, and being actively engaged, tend to get better grades on tests and assignments.

Schools and educational institutions can design learning programs that support the formation of good study habits. This can include teaching effective learning methods, creating study schedules, and using educational technology that can motivate students (Purwanti et al., 2014; Masnawati & Darmawan 2023). The physical and social environment at school can be designed to support good learning habits (Nyberg et al., 2011; Yanti & Darmawan, 2016). The physical environment, such as classroom conditions that are clean, comfortable and equipped with supporting facilities, will create an atmosphere that is conducive to the learning process. By providing adequate facilities, students can be more focused and comfortable in exploring learning material. Meanwhile, the social aspects of the school environment include interactions between students, teachers and other elements in the learning community (Darmawan et al., 2018; Woolner, 2018).

A positive and inclusive social atmosphere can stimulate collaboration between students, provide positive support from teachers, and create a sense of security that supports successful learning. Through proper design of the physical and social

environment in schools, conditions can be created that support the formation of good learning habits. Thus, understanding the relationship between the learning environment, study habits, and student achievement can be the basis for improving and developing more effective learning strategies in the educational environment (Darmawan, 2024). This is also in accordance with other findings in this research, namely that the learning environment has a role in shaping student learning achievement.

The results of the research show that the learning environment has a significant effect on student learning achievement at MTs Darul Hikmah Langkap Burneh Bangkalan. This finding is in line with previous research which also shows that the learning environment plays an important role in shaping student learning achievement. Previous research from Hidayat (2015); Anggraini et al. (2017); Afrinaval and Syamwil (2019); Hermawan et al. (2020); Agistiawati and Asbari (2020); Haqiqi and Darmawan (2024) also emphasized that the learning environment has a significant influence on student learning achievement. Cleanliness, comfort and the availability of adequate learning facilities in the learning environment can create a positive atmosphere that has an impact on student learning achievement.

The cleanliness of the classroom and supporting facilities creates a comfortable and pleasant environment, giving students the opportunity to fully focus on learning material without interference from external factors. Comfort also includes the ergonomic and psychological aspects of the learning environment. Classrooms that are comfortable and suit students' needs can increase concentration and motivation to learn. The availability of adequate learning facilities, such as libraries, the latest technology and other learning tools, can help increase student access to educational resources which ultimately results in better learning achievements (Rizal & Darmawan, 2024).

The positive atmosphere resulting from good learning environmental conditions can motivate students, stimulate creativity, and improve their learning achievement (Ummat & Retnowati, 2022). Therefore, attention to cleanliness, comfort and the availability of adequate learning facilities are important aspects in efforts to create a learning environment that supports student learning achievement. This can also generate motivation. School management needs to develop policies that support an orderly educational environment. Students need a structured environment to be able to focus on learning without distractions or uncertainty. Students who feel that the needs around them have been met tend to develop motivation to learn (Darmawan et al., 2021). Educational management can create a supportive learning environment, which will further shape student learning achievement. Investment and attention to

environmental factors can be a long-term investment in the quality of education and student development.

4. SIMPULAN

The research findings were that there was a significant influence of study habits and learning environment on the learning achievement of students at MTs Darul Hikmah Langkap Burneh Bangkalan. By using a quantitative approach, these findings provide theoretical and practical contributions to the field of education. Suggestions that can be given from these findings are as follows:

1. Increasing awareness of study habits is carried out by schools by adopting effective study habit development programs, such as time management and study skills training, to help students build positive study habits.
2. Optimizing the learning environment by ensuring school facilities are clean, comfortable and adequate to support an effective learning process. In addition, encouraging extracurricular activities and positive social interactions to create an inclusive and motivating learning environment for students.
3. Teachers at MTs Darul Hikmah Langkap Burneh Bangkalan can improve teaching effectiveness by considering updating teaching methods. Incorporating interactive and creative approaches in learning can arouse students' interest in learning, create a more dynamic atmosphere, and increase active participation in the learning process. This approach not only improves understanding of concepts, but also motivates students to be more enthusiastic and involved in their learning activities

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