

THE RELATIONSHIP OF LEARNING HABITS WITH STUDENTS' COGNITIVE AREA LEARNING OUTCOMES IN CLASS IV PPKN SDN 03 SINGKAWANG

Alvera¹, Rien Anitra², Evinna Cinda Hendriana³
^{1,2,3}STKIP Singkawang, Indonesia

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ABSTRACT

This study aims to: 1) describe the study habits of fourth grade students at SDN 03 Singkawang; 2) Describe the cognitive domain learning outcomes of fourth grade students at SDN 03 Singkawang; 3) determine the relationship between study habits and learning outcomes of fourth grade students at SDN 03 Singkawang. The research method is correlational or relationship with a quantitative approach. The sample of this study was students of class IV A and IV B at SDN 03 Singkawang with 24 students for class IV A. The technique used was the purposive sampling technique. The 5% (0.05) significant level data used was the normality test using the Chi square formula. The results showed; 1) study habits in the medium category as many as 24 students with a percentage of 69%; 2) Learning outcomes in the cognitive domain with a good category were 11 students with a percentage of 70%; 3) There is a relationship between study habits and learning outcomes in the cognitive domain with the criteria for the strength of the relationship in the fairly strong category with a correlation coefficient of 0.40. Learning habits provide a determinant coefficient of 16% of learning outcomes in the cognitive domain and the difference of 84% is influenced by other factors. Thus, it can be concluded that if students' learning habits are high, the higher the cognitive domain learning outcomes. On the other hand, the lower the student's study habits, the lower the student's cognitive domain learning outcomes.

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Corresponding Author:

Evinna Cinda Hendriana,
STKIP Singkawang, Indonesia
Email: evinnacinda@yahoo.com

1. INTRODUCTION

Education has a very strategic role in improving the quality of human resources and efforts to realize the ideals of the Indonesian nation. Education Law No. 20 of 2003 states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life (Kalogiannakis, 2021; Maja, Nurhasanah, & Husniati, 2021; Nyoman, Astuti, Setiawan, & Mataram, 2021). Thus, to be able to form an intelligent and dignified nation, a quality education process is needed that will make students have good attitudes and personalities.

In order to form a good attitude and personality in children, at the elementary school level it can be realized in civic education lessons. Gil Madrona & Samalot-Rivera (2014), states that civic education is a conscious and planned effort in the learning process so that students actively develop their potential to have intelligence, skills, skills, and awareness of rights and obligations as citizens, respect for human rights, national

pluralism, environmental conservation, gender equality, democracy, social responsibility, obedience to the law, as well as taking part in the global arena, Learning content. Meanwhile, according to Kochemasova (2018), states that civic education is an education whose material scope is deeper than democracy education and human rights education. Citizenship Education has a goal that is stated in Government Regulation Number 32 of 2013 concerning National Education Standards (SNP) article 77 paragraph 1 letter b, which explains that Citizenship Education implemented at the primary and secondary education levels is expected to be able to change the quality of education in Indonesia to be more improved. Therefore, one way to realize the quality of education is to improve students' study habits.

According to Hicks (2018), states that "Learning habits aim to gain knowledge, attitudes, skills, and skills, the methods used will become habits". Study habits are also defined as a method that is done repeatedly so as to produce an automatic accuracy (Al-Ani & Al Attar, 2017; Widodo et al., 2020). Meanwhile, according to Siregar (2016), study habits are a person's learning behavior that has been embedded in a relatively long time so that it characterizes the learning activities he does. Good study habits need to be nurtured and developed for students, as well as learning habits are not something that already exists but something that must be formed. For this reason, in carrying out learning activities students often carry out different habits from the others, according to the characteristics of each individual. A good way of studying will form good study habits as well. Therefore, the formation of study habits needs to be developed in students both at school and at home. Thus, study habits are one of the supporting factors for achieving learning outcomes (Mufidah, Affandi, & Ermiana, 2021; Susanti, Saputra, & Setiawan, 2021).

In accordance with the explanation above, there are several internal factors that are closely related to learning outcomes in the cognitive domain of students, namely study habits. Cognitive learning outcomes have a positive relationship with study habits because student learning outcomes achieved are influenced by students' own study habits (Lisesi, 2017), revealing that learning outcomes are changes that occur in students regarding aspects cognitive, affective, and psychomotor as a result of the learning process. In simple terms, learning outcomes are behavioral changes that occur in students as a result of the learning process. Behavioral changes due to the learning process are relatively permanent. These changes can be shown during the learning process and learning outcomes (Ainiyah, Istiningsih, & Mataram, 2021; Ng, Koh, & Ling, 2021).

Based on the conditions experienced by the researchers when conducting observations at SDN 03 Singkawang the researchers found that there were several problems that were seen at the time, for example there were some students who were lazy to learn in doing assignments, there were students who did not like Civics lessons, then students who did not pay attention to the teacher teaching, lack of interaction between other students, there are also students who do not understand what the teacher explains, lack of focus in learning, then there are also some students who are less enthusiastic in learning maybe because they previously did online/online schools. Students also get different cognitive learning outcomes for each student which makes researchers want to do research at SDN 03 Singkawang. Then make observations and ask questions directly with the fourth-grade teacher.

Regarding the study habits of students in different classes, there are also good study habits, for example, there are students who focus on learning, enjoy learning, and students have good study habits, but they are different and varied. Then the results of interviews with fourth grade teachers at SDN 03 on November 25, 2020, it can be informed that the learning habits of Civics in grade IV students have differences in each individual in learning, namely students who are diligent and some are lazy. For example, students who are diligent in doing assignments, focus on learning, concentrate in studying and submit assignments on time, but there are also students who are lazy in doing assignments, there are students who do not like Civics lessons, and students who do not pay attention to their teachers teaching. Given the explanation above, it is known that there are still poor Civics learning habits and have an impact on students' learning outcomes in the cognitive domain of Civics. There are still students who have not reached the KKM (Minimum Completeness Criteria) for the school's KKM (Minimum Completeness Criteria) learning outcomes.

Based on the description above, which encourages researchers to conduct research with the title "The Relationship between Study Habits and Learning Outcomes in the Student's Cognitive Domain in PPkn Lessons for Class IV Students at SDN 03 Singkawang".

2. RESEARCH METHOD

The type of research used is correlational or quantitative approach relationship. Correlational research is a research that involves collecting data to determine whether there is a relationship and level of relationship between two questionnaire variables or a questionnaire that explains the relationship between variables, namely the independent variable study habits (X) and students' cognitive learning outcomes as the dependent variable. (Y) (Jennings, 2018). Correlational research in this study is to see the relationship between study habits and cognitive learning outcomes of students in Civics lessons in grade IV SDN 03 Singkawang.

This study uses an associative design, namely the relationship between the independent variable, namely study habits with the dependent variable learning outcomes in the cognitive domain of students. The population is a generalization area consisting of subjects/objects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions are drawn (Sugiyono, 2016). The population in this study consisted of 2 classes, namely IV A and IV B at SDN 03 Singkawang. The technique used in this research is the purposive sampling technique. Purposive sampling technique is a sampling technique with certain considerations. For this reason, samples taken from the population must be representative. The sample in this study was grade IV A students, totaling 24 students.

The data collection technique used in this study is a non-test technique. In this study, the researcher used a questionnaire (questionnaire), because the questionnaire was an efficient and suitable data collection technique because the number of respondents was quite large and used documentation techniques to retrieve data on the value of the theme 1 grade IV test in semester 1/odd year 2021/2022.

Data collection instruments are tools used by researchers in data collection activities so that these activities become systematic and easy. The research instrument used in this study which serves as a data collection tool is a study habit questionnaire and documentation, To determine whether or not there is a relationship between study habits and learning outcomes in the cognitive domain of students, prerequisite tests are carried out, namely normality tests, linearity tests and hypothesis testing. The normality test used is the Chi Square test, the linearity test used is the test of linearity and the hypothesis test used is the person product moment (r) correlation. After the data is normally distributed, then to state the size of the contribution of the variable X to Y can be determined by the determinant coefficient formula.

3. RESULT AND DISCUSSION

3.1. Result

Student correlation data obtained a correlation coefficient (r_{xy}) of 0.40, which means it has a fairly strong relationship based on the level of correlation. After obtaining the PPM correlation value of 0.40, then looking for the t value, with the number of students (n) = 24 people, then the t value is 2.084. Then determine the t table by using the significant level is = 0.05 with the number of students (n) = 24 people, so that the t-table value is 1.717.

Table 1. Calculation of PPM Correlation Study Habits (X) With Cognitive Domain Learning Outcomes (Y)

	X	Y			
\sum	1857	1750	145733	129600	133570
PPM Correlation			0,40		
t _{value}			2,084		

The Pearson Product Moment Correlation (PPM) test that has been carried out by researchers is then carried out with testing criteria, namely if $t_{count} \geq t_{table}$ then H1 is accepted, that is, there is a correlation between variable X (learning habits) and Y (learning outcomes). However, if $t_{count} < t_{table}$, then H1 is rejected or H0 is accepted, that is, there is no correlation between the variables (learning habits) and the Y variable (learning outcomes). From the calculations that have been carried out, the result is that $t_{count} > t_{table}$ H0 is accepted, that is, there is a correlation between the variables X (learning habits) and Y (learning outcomes) with a correlation of 0.40. Thus, the results of this study indicate that there is a relationship between study habits and learning outcomes.

3.2. Discussion

Based on the data analysis of the value of student learning habits and learning outcomes of the cognitive domain of students, totaling 24 students showed that these variables were normally distributed. The results

of the analysis using the product moment correlation showed a positive and significant relationship between study habits and learning outcomes. A positive relationship can be seen from the value of the correlation coefficient which is positive. This shows that every increase in the value of the student's study habits variable will be followed by an increase in the learning outcome variable.

This can also be proven in the results of the research used on students of SDN 03 Singkawang. Where students' learning habits are in the medium criteria and students' cognitive domain learning outcomes are in good criteria. So that if students in the cognitive domain learning outcomes are low, then study habits must be improved again. Thus, it can be seen that students' study habits have a relationship with students' cognitive domain learning outcomes. This is supported by research conducted by Damayanti (2019) that study habits have a contribution to Civics lessons by 31.92%. Thus the hypothesis which states that there is a relationship between study habits and learning outcomes in the cognitive domain in fourth grade learning at SDN 03 Singkawang is 0.40%.

4. CONCLUSION

Based on the results of research and discussion in the previous chapter regarding the relationship between study habits and learning outcomes in the cognitive domain of grade IV students at SDN 03 Singkawang, the researchers concluded that: 1) Based on the calculation results, the study habits of grade IV students were classified as moderate with an overall average of 69 ; 2) As for the learning outcomes of the fourth graders of the Cognitive Domain in Civics lessons, it is classified as good based on the calculation of the percentage of students' scores with an average of 70; 3) There is a relationship between study habits and cognitive domain learning outcomes in fourth grade students at SDN 03 Singkawang with a determinant coefficient of 16% and a correlation coefficient (rxy) of 0.40.

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