

The Influence of Elementary School Students' Study Habits toward Motivation Achievement

Fitri Siti Sundari¹, Dadang Kurnia², Elly Sukmanasa³, Lina Novita⁴

^{1,2,3,4}PGSD FKIP Pakuan University

* Corresponding author: fitri.siti.sundari@unpak.ac.id

Received 2 June 2020; Revised 27 October 2020; Accepted December 25, 2020

Published 26 December 2020

Abstract

The purpose of this research is to determine the effect of learning habits on student achievement motivation. The research method is a causal approach implemented in V students in Cikaret 1 Elementary School, Bogor. Based on the calculation results of the regression equation analysis shows there is a positive influence between the two variables, this means that if the variable X rises if the variable Y rises. Based on the results of the Product Moment analysis showed a correlation coefficient of 0.77 and a coefficient of determination of 59% means that there is a very high correlation between study habits with student achievement motivation. If the study habits are high, the student achievement motivation will also be high and vice versa. The results of the analysis showed a positive relationship between learning habits variables and achievement motivation variables with the equation = $81.193 + 0.1174X$, meaning that if learning habits experience an increase of one unit, then achievement motivation will increase by 0.1174. Furthermore, the correlation coefficient significance test obtained showed that $t_{count} > t_{table}$ with $t_{count} = 11,797$ while $t_{table} 2,079$. The conclusion of this study is that there is a positive and significant influence on elementary students' learning habits on achievement motivation. Furthermore, the coefficient of determination of 59% means that achievement motivation is influenced by study habits by 59%, while 41% of achievement motivation is influenced by other factors. meaning that if learning habits experience an increase of one unit, then achievement motivation will increase by 0.1174. Furthermore, the correlation coefficient significance test obtained showed that $t_{count} > t_{table}$ with $t_{count} = 11,797$ while $t_{table} 2,079$. The conclusion of this study is that there is a positive and significant influence on elementary students' learning habits on achievement motivation. Furthermore, the coefficient of determination of 59% means that achievement motivation is influenced by study habits by 59%, while 41% of achievement motivation is influenced by other factors. meaning that if learning habits experience an increase of one unit, then achievement motivation will increase by 0.1174. Furthermore, the correlation coefficient significance test obtained showed that $t_{count} > t_{table}$ with $t_{count} = 11,797$ while $t_{table} 2,079$. The conclusion of this study is that there is a positive and significant influence on elementary students' learning habits on achievement motivation. Furthermore, the coefficient of determination of 59% means that achievement motivation is influenced by study habits by 59%, while 41% of achievement motivation is influenced by other factors. The conclusion of this study is that there is a positive and significant influence on elementary students' learning habits on achievement motivation. Furthermore, the coefficient of determination of 59% means that achievement motivation is influenced by study habits by 59%, while 41% of achievement motivation is influenced by other factors.

Keywords: learning habits, elementary school students, achievement motivation

Abstract

The purpose of this study was to determine the effect of study habits on student achievement motivation. The research method is a causal approach which is carried out on students in grades VA, VB, VC and VD at Cikaret 1 State Elementary School, Bogor City in the even semester of the 2019/2020 school year. Based on the results of the calculation of the regression equation analysis, it shows that there is a positive influence between the two variables, this means that if the X variable increases, the Y variable increases. Based on the results of the Product Moment analysis, it shows a correlation coefficient of 0.77 and a determination coefficient of 59%, meaning that there is a very high correlation between study habits and student achievement motivation. If study habits are high, the achievement motivation of students will also be high and vice versa. The results of the analysis show a positive relationship between study habits and achievement motivation variables with the equation = $81.193 + 0.1174X$, meaning that if study habits increase by one unit, achievement motivation will increase by 0.1174. Furthermore, the significance test of the correlation coefficient obtained shows that $t_{count} > t_{table}$ with the results of $t_{count} = 11,797$ while t_{table} is 2,079. The conclusion of this study is that there is a positive and significant effect of elementary school students' learning habits on

achievement motivation. Furthermore, the coefficient of determination of 59% means that achievement motivation is influenced by study habits by 59%, while 41% of achievement motivation is influenced by other factors. it means that if study habits increase by one unit, then achievement motivation will increase by 0.1174. Furthermore, the significance test of the correlation coefficient obtained shows that $t_{count} > t_{table}$ with the results of $t_{count} = 11,797$ while t_{table} is 2,079. The conclusion of this study is that there is a positive and significant effect of elementary school students' learning habits on achievement motivation. Furthermore, the coefficient of determination of 59% means that achievement motivation is influenced by study habits by 59%, while 41% of achievement motivation is influenced by other factors. it means that if study habits increase by one unit, then achievement motivation will increase by 0.1174. Furthermore, the significance test of the correlation coefficient obtained shows that $t_{count} > t_{table}$ with the results of $t_{count} = 11,797$ while t_{table} is 2,079. The conclusion of this study is that there is a positive and significant effect of elementary school students' learning habits on achievement motivation. Furthermore, the coefficient of determination of 59% means that achievement motivation is influenced by study habits by 59%, while 41% of achievement motivation is influenced by other factors. t_{table} with $t_{count} = 11,797$ while t_{table} is 2,079. The conclusion of this study is that there is a positive and significant effect of elementary school students' learning habits on achievement motivation. Furthermore, the coefficient of determination of 59% means that achievement motivation is influenced by study habits by 59%, while 41% of achievement motivation is influenced by other factors. t_{table} with $t_{count} = 11,797$ while t_{table} is 2,079. The conclusion of this study is that there is a positive and significant effect of elementary school students' learning habits on achievement motivation. Furthermore, the coefficient of determination of 59% means that achievement motivation is influenced by study habits by 59%, while 41% of achievement motivation is influenced by other factors.

Keywords: study habits, elementary students, achievement motivation

PRELIMINARY

Every student who has high motivation will try to do his best. Not infrequently they have confidence in the ability to learn independently and be optimistic in doing anything. However, such students will tend to be dissatisfied with the achievements they have obtained and feel they have a great responsibility for everything they have done. Students who have high achievement motivation are generally more successful in carrying out their duties compared to those who have low achievement motives. Achievement motivation can be used as an impetus for students to do things better, faster, more efficiently than what has been done before.

Then the results of interviews with teachers for class VA and class VB obtained information that not a few tasks given to students were actually done by parents at home, the results of student answers were still less creative, when students answered difficult questions they still needed to be guided first by the teacher, students do not ask to repeat the material if they feel they still do not understand and there is still no visible spirit of competing to be the star of the class. These problems are interesting to study, as is the case with research conducted by Achmad, et al (2017), Lase (2018), these two studies

examine the relationship between motivation and learning achievement, that there is a relationship between learning habits and learning motivation.

Speaking of motivation, Kompri (2015:3) reveals that motivation is a person's strength (energy) that can lead to a level of persistence and enthusiasm in carrying out an activity, both originating from within the individual itself (intrinsic motivation) and from outside the individual (motivation). extrinsic).

Meanwhile Hidayah (2015: 49) defines achievement motivation as a physiological and psychological condition (need for achievement) contained in students that encourages them to carry out certain activities in order to achieve a certain goal in other words achieve as high as possible.

Then Djaali (2018:107) argues that achievement motivation is an encouragement to do a task as well as possible based on the standard of excellence. Bahri (2011: 158) mentions the types of achievement motivation in several forms, namely 1) The number in question is a symbol or value from the results of students' learning activities. The numbers given to each student usually vary, according to the results of the tests they have obtained from the results of the teacher's assessment, not because of the mercy of the teacher; 2) Gift is giving something to someone else as

an appreciation or memento/souvenir. Gifts given to others can be anything, depending on the wishes of the giver; 3) Competition is competition, can be used as a motivational tool to encourage students to be passionate about learning. Competition, both in the form of individuals and groups is needed in education. This condition can be used to make the teaching and learning interaction process conducive; 4) Ego-Involvement is to raise awareness for students to feel the importance of the task and accept it as a challenge so that working hard by risking self-esteem, is one form of motivation that is quite important; 5) Tests can be used as a motivational tool. Students usually prepare themselves by studying ahead of time to face the test. Various efforts and techniques on how to be able to master all the learning materials students do as early as possible so as to make it easier for them to answer each item of questions posed when the test takes place, according to the time interval given; 6) Knowing learning outcomes can be used as a motivational tool. By knowing the results, students are encouraged to study harder. Moreover, if the learning outcomes are progressing, students try to maintain it or even increase the intensity of their learning in order to get better learning achievements in the future; 7) Praise spoken at the right time can be used as a motivational tool. Praise is a form of positive reinforcement as well as a good motivation; 8) Sanctions in the form of punishments given to students who violate school rules or regulations can be a motivational tool in order to improve learning achievement; 9) The desire to learn means that there is an element of intentionality, there is an intention to learn. The desire to learn means that in students there is motivation to learn, so of course the results will be better than students who do not desire to learn; 10) Interest is a persistent tendency to pay attention and remember some activities. Interest is not only expressed through the proposed statement that students prefer something over others, but can also be implemented through active participation in an activity; 11) The teaching objectives to be achieved should the teacher inform the

students,

Furthermore, the factors that influence achievement motivation are divided into two as described by Hidayah (2015: 51), namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the driving force or power of the soul that arises from within, while extrinsic motivation is the opposite. Based on the two motivations, intrinsic motivation is more durable, while extrinsic motivation is temporary, but to cultivate self-motivation also requires extrinsic motivation as a stimulus that will increase one's intrinsic motivation.

Khodijah (2014: 157) explains that in order to have a more optimal role, the principles of motivation in learning activities must be carried out. These principles are: 1) motivation as a driving force that encourages learning activities; 2) intrinsic motivation is more important than extrinsic motivation in learning; 3) motivation in the form of praise is better than punishment; 4) motivation is closely related to learning needs; 5) motivation can foster optimism in learning, 6) motivation gives birth to achievement in learning.

Hidayah (2015: 51) suggests that everyone who has high achievement motivation will be characterized by the following characteristics: 1) People who have high motivation dare to take higher risks than other individuals; 2) People who have achievement motivation in their work do not aim to get awards for the tasks they have done; 3) People who have achievement motivation will have a lot of initiative to carry out activities or tasks; 4) People who have high achievement motivation will be responsible for the tasks assigned to them; 5) The urge to achieve success is greater than avoiding failure, tends to be faster in completing work,

Based on the theory of the experts above, it can be synthesized that achievement motivation is an encouragement to do the best possible task by maximizing one's effort and all one's abilities in order to be able to complete difficult tasks independently, be able to face obstacles, do tasks according to high standards, be able to perform competition and even being able to

outperform others.

Every student who has experienced the learning process, his habits will seem to change. Habit is a series of actions of a person repeatedly for the same thing and takes place without the process of thinking again Siagian(2013: 126)This habit is not a natural talent that has been possessed since childhood. Good study habits cannot be formed in a short time, but are applied and grown little by little through the process. In the learning process, habituation also includes reducing unnecessary behavior. Because of this process of shrinkage or reduction, a new pattern that is relatively permanent and automatic appears. Djaali(2015: 128)revealed that study habits are ways or techniques that persist in students when receiving lessons, reading books, doing assignments, and setting time to complete activities. Aunurrahman(2011: 185)explained that study habits are student learning behaviors that have been embedded in a relatively long time so as to characterize the implementation of learning activities. Meanwhile, according to Hidayat(2015:106)Study habits are learning activities that are usually carried out regularly and continuously in their daily lives that are permanent. Emphasized by Nurhayati(2010: 251)Study habits are a permanent method or technique needed to be able to achieve optimal results by using unique techniques according to needs.

From some of the opinions above, it can be synthesized that study habits are a series of student learning behaviors that are carried out repeatedly and have been embedded for a relatively long time in their learning activities so that they become a permanent habit.

RESEARCH METHODS

The research was carried out with a causal approach that was carried out on students in grades VA, VB, VC and VD at the Cikaret 1 State Elementary School, Bogor City in the even semester of the 2019/2020 academic year and the timing of the research refers to the school's academic calendar.

The population in this study amounted to 148 students and a sample of 60 students was calculated using the Taro Yamane formula.

The aim is to determine the effect of study habits as the independent variable (X) and achievement motivation as the dependent variable (Y) which has a constellation design of research problems as follows:



Image 1
Constellation of Research Problems (PGSD
Lecturer Team, 2017:113)

Information :

X : Study Habit variable

Y: student achievement motivation variable

□: other variables

The data collection technique uses a questionnaire method on the variables of study habits (X) and achievement motivation (Y) as many as 40 statement items accompanied by 5 alternative answers and uses a calculation of 5 Likert scale ranges (Sugiyono, 2017:93)

Instrument testing was conducted on 88 respondents. Calculation of the validity of the test statement item validity using the Pearson Product Moment formula. The reliability test of the research instrument used Cronbach's Alpha calculation. Then the research data must meet the analysis requirements by using the estimated standard error normality test and regression linearity test, then statistical hypothesis testing is carried out.

RESULTS AND DISCUSSION

Description of research data consisting of self-efficacy variables (X) and achievement motivation (Y) in the form of descriptive statistics containing 12 statistical elements as follows:

Table 1
Frequency Distribution of Descriptive Statistical
Data Variable Study Habits (X) and Achievement
Motivation (Y)

Elements of Statistics	Variable X	Y . variable
mean	93	92
median	94	93
mode	99	96
Many classes	7	7
Class length	7	7
Sample variance	150,812	118,918
Standard deviation	12.3	10.9
Minimum Score	68	63
S,Maximum score	112	111
Range	44	48
Number of Respondents	60	60
Total Score	5582	5527

Table 2
Frequency Distribution of Achievement Motivation Variable Data (Y)

Interclass val	Class Limit	The midpoint	Fabsolut	Fkumulatif	Frelative (%)
63-69	62.5-69.5	66	3	3	5%
70-76	69.5-76.5	73	4	7	6.7%
77-83	76.5-83.5	80	3	10	5%
84-90	83.5-90.5	87	14	24	23.4%
91-97	90.5-97.5	94	16	40	26.6%
98-104	97.5-104.5	101	15	55	25%
105-111	104.5-111.5	108	5	60	8.3%

The frequency table above shows a range of 63-69 by 5% as many as three people, a range of 70-76 by 6.7% by 4 people, a range of 77-83 by 5% by three people, a range from 84-90 by 23.4% by fourteen people, from 91 to 97 by 26.6% by sixteen people, from 98 to 104 by 25% by fifteen people, from 105 to 111 by 8.3% by five people. The results of the frequency distribution can be seen in the histogram diagram below.

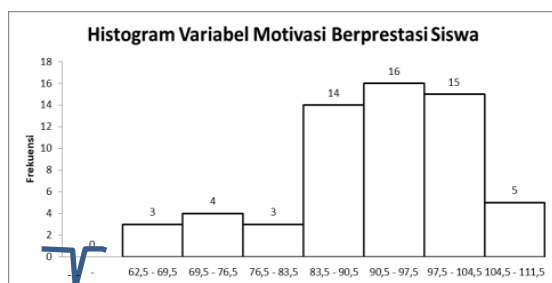


Figure 2

Histogram Diagram of the Frequency Distribution of Achievement Motivation Variables (Y)

The histogram shows how many students scored 63-112 on the student achievement motivation variable (Y). That based on the student scores that have been obtained, it is

known that the distribution of the highest scores for student achievement motivation is in the range of 91-97 as many as 16 students (26.6%), then followed by a range of 98-104 as many as 15 students (25%), then a range of 84-90 as many as 14 students (23.4%), then the range of 105-111 as many as 5 students (8.3%), followed by a range of 70-76 as many as 4 students (6.7%), then the range 63-69 and the range 77-83 occupy the same position as many as 3 students (5%).

Table 3
Frequency Distribution of Study Habits Variable Data (X)

Class Interval	Class Limit	The midpoint	Fabsolut	Fcumulative	Frelative (%)
68-74	67.5-74.5	71	5	5	8.3%
75-81	74.5-81.5	78	9	14	15%
82-88	81.5-88.5	85	7	21	11.6%
89-95	88.5-95.5	92	11	32	18.4%
96-102	95.5-102.5	99	12	44	20%
103-109	102.5-109.5	106	11	55	18.4%
110-116	109.5-116.5	113	5	60	8.3%

The frequency table above shows a range of 68-74 of 8.3% of five people, a range of 75-81 of 15% of nine people, a range of 82-88 of 11.6% for seven people, a range of 89-95 of 18.4% as many as eleven people, in the range of 96-102 by 20% as many as twelve people, in the range of 103-109 with 18.4% as many as eleven people and in the range of 110-116 by 8.3% as many as five people. The results of the frequency distribution can be seen in the histogram diagram below.

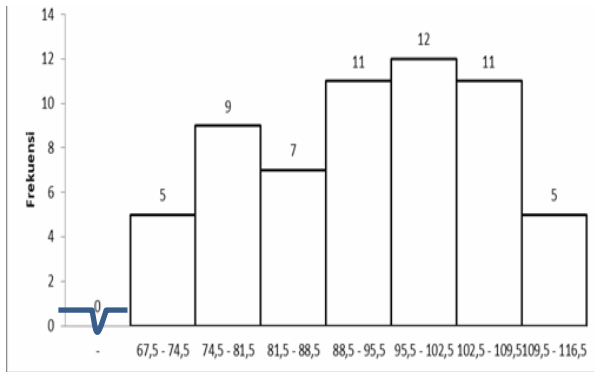


Figure 3
Histogram Diagram of Study Habits Research Results Data (X)

The histogram shows how many students scored 68-116 on the Study Habits variable (X). That based on the student scores that have been obtained, it is known that the distribution of the highest scores on study habits is in the range of 96–102 as many as 12 students (20%), then in the second position is the range of 89-95 and the range of 103–109 is 11 people (18.4%), then followed by a range of 75-81 as many as 9 people (15%), then a range of 82-88 as many as 7 people (11.6%), the last position was occupied by a range of 68-74 and 110-116 as many as 5 students (8.3%).

Table 4
Summary of Normality Test of Study Habits with Student Achievement Motivation

Estimated Standard Error	Lcount	Ltable	Conclusion
Variable X and Variable Y	0.0864	0.1143	Normal
	7	8	

Normal Terms Lcount < Ltable

The table above shows Lcount by Ltable. Based on the normality test using Liliefors obtained Lcount = 0.08647. This price is compared with the Ltable price = 0.11438 and the error rate is 5%, because the Lcount price is smaller than the Ltable price (0.08647 < 0.11438), the distribution of the Study Habits (X) data on the Student Achievement Motivation variable (Y) is normal.

Table 5
Summary of Homogeneity Test of Achievement Motivation (Y) on Study Habits (X)

Tested variant	Number of Samples	Fcount	Ftable	$\sigma=0.05$
X over Y	60	1.2682	4.01	Homogeneous

Significant level test Fcount < Ftable

Based on the results of the calculation of the homogeneity of the data on study habits and achievement motivation, Fcount = 1.2682 while Ftable = 4.01 based on the data testing criteria above, Ho is accepted and H1 is rejected, this means that the score on the study habits variable and the score on the achievement motivation variable are the same, so that both scores come from a homogeneous population.

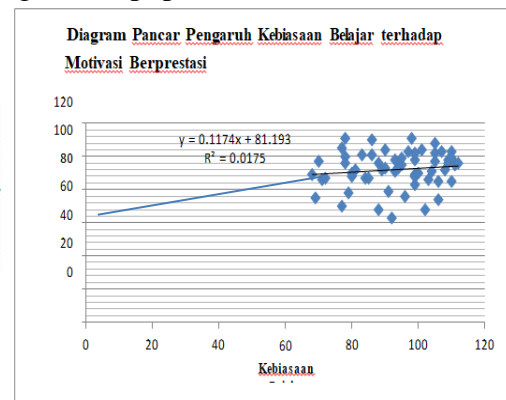


Figure 4
Transmit Diagram of the Effect of Study Habits (X) on Student Achievement Motivation (Y)

Based on the calculation results of the regression equation analysis in the scatter diagram above, it shows that there is a positive influence between the two variables, meaning that the Y variable will increase if the X variable increases. The truth of the regression results above is used to test the hypothesis about whether there is a positive influence between Study Habits (X) and Achievement Motivation (Y). The functional effect between X and Y is expressed in the form = (81 + 0.12X) where X is significant. The results of the calculation of the significance test are depicted on the rejection and acceptance curves of H0 as follows:

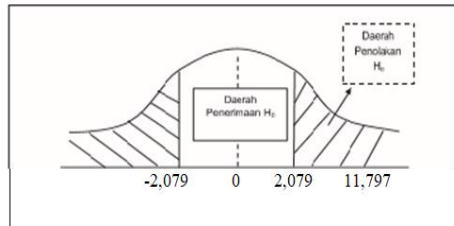


Figure 5
H0 Rejection and Acceptance Curve on Study Habit Variables with Student Achievement Motivation

DISCUSSION

This study aims to find the effect of study habits on achievement motivation. Calculation of statistical analysis shows the influence of study habits on student achievement motivation. This means that the research hypothesis can be accepted because study habits contribute to student achievement motivation.

The existence of a high influence is evidenced by a correlation coefficient of 0.77 and a determination coefficient of 59%. The results of the analysis are shown by the equation = $81 + 0.12 X$. Furthermore, the significance test of the correlation coefficient obtained shows that $t_{count} > t_{table}$ with the results of $t_{count} = 11,797$ while t_{table} is 2,079. The magnitude of the contribution of study habits to student achievement motivation is indicated by a coefficient (r^2) of 0.77 with a coefficient of determination of 59%. This means that the increase or decrease in student achievement motivation is influenced by study habits by 59%. while the remaining 41% is influenced by other factors.

Anggraini et al (2013) researched study habits using a verification method with an ex post facto approach. The problem in this study is whether there is an influence of achievement motivation and study habits on learning outcomes. Data analysis shows the value is 23.1%, (2) there is an influence of achievement motivation on Integrated Social Studies learning outcomes for grade VIII first semester students of SMP Negeri 1 Sidomulyo in the academic year 2012/2013 the value is 18.9%, (3) and there is an influence of habit. learning and achievement motivation on the learning outcomes of

Integrated Social Studies for grade VIII semester students. one SMP Negeri 1 Sidomulyo for the academic year 2012/2013 the score was 27.8%. Then Berutu and Tambunan (2018) found that there was an influence of study habits on high school students' biology learning outcomes ($r = 0.045$; $P = 0.000$).

The two studies above have similarities in the calculation and differences in the methods used and the research sample. However, it can be said that study habits are related and can affect learning motivation.

CONCLUSION

The conclusion of this study is that there is a positive and significant effect between study habits on achievement motivation of students in grades VA, VB, VC and VD State Elementary School Cikaret 1, South Bogor District, Bogor City. This can be shown through the calculation of the correlation coefficient (r) = 0.77 which indicates that there is a very strong relationship between study habits and student achievement motivation. The magnitude of the effect of the variable between study habits on student achievement motivation through the regression equation = $81.193 + 0.1174X$, meaning that if study habits are one unit, achievement motivation will increase by 0.1174. Furthermore, the coefficient of determination is 59%. This means that the increase or decrease in achievement motivation is influenced by study habits by 59%.

BIBLIOGRAPHY

Ahmad, et al. (2017). The Relationship between Learning Habits of Achievement Motivation on Physics Learning Achievement. Proceedings of the National Seminar Volume 03, Number 1 ISSN 2443-1109

- Angraini, et al. (2013) The Influence of Study Habits and Achievement Motivation on Integrated Social Studies Learning Outcomes. *JEE (Journal of Ecobis Education)*. Vol.1 No.1 <http://jurnal.fkip.unila.ac.id/index.php/JEE/article/view/312ol>
- Aunurrahman. (2011). *Study and Learning*. Bandung: Alfabeta.
- Bahri, SD (2017). *Learning Achievement and Teacher Competence*. Surabaya: National Effort.
- Berutu, MHA., and Tambunan, MIH. (2018). The Influence of Interests and Study Habits on Biology Learning Outcomes of High School Students Sekota Stabat. *Biocus Journal*. Vol. 1 No. 2. <http://jurnaltarbiyah.uinsu.ac.id/index.php/biolokus/article/view/351>
- Djaali. (2018). *Educational Psychology*. Jakarta: PT Bumi Aksara.
- Hidayah, N. (2015). *Achievement Motivation TOT Module*. Yogyakarta: Depublish.
- Hidayat, M. (2015). The Influence of Study Habits, Learning Environment, and Parental Support on Learning Achievement in Economics Subjects in Class IX Social Studies Students at MAN Bangkalan. In the *Journal of Educational Economics and Entrepreneurship* [Online]. Vol.2 No.1, 11 pages. Available in: <https://journal.unesa.ac.id/index.php/jepk/article/view/74>. [03 February 2019].
- Khodijah, N. (2014). *Educational Psychology*. Jakarta: PT RajaGrafindo Persada.
- Kompri. (2015). *Learning Motivation*. Bandung: Youth Rosdakarya Offset.
- Lase, S. (2018) The Relationship Between Motivation and Study Habits on Students' Mathematics Learning Achievement JUNIOR HIGH SCHOOL. *Journal of Warta Edition*: 56. ISSN: 1829-7463. journal.dharmawangsa.ac.id
- Nurhayati. (2010). The Influence of Learning Attitudes and Habits on Mathematics Learning Outcomes. In the *Formative Journal of Mathematics Education*, Indraprasta University. [Online]. Vol 1 (3), 8 pages. Available at: <https://journal.lppmunindra.ac.id/index.php/Formatif/article/view/77> [16 December 2018].
- Oktavianti (2016) The Effect of Achievement Motivation and Learning Methods on Student Achievement at SMKN 5 in Batam City. www.journal.unrika.ac.id
- Siagian, REF (2015). The Influence of Students' Interests and Study Habits on Mathematics Learning Achievement. In the *Journal of Mathematics Education Study Program* [Online]. Vol 2(2), 10 pages. Available in :<https://journal.lppmunindra.ac.id/index.php/Formatif/article/view/93> [22March 2018].