

Analysis of Students' Learning Achievement through Learning Discipline and Learning Habits

Ajang Mulyadi, Heni Mulyani and Merlli Setia Ningsih
Universitas Pendidikan Indonesia, Bandung, Indonesia
ajangmulyadi@upi.edu

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Abstract: This study aim to analyse student's learning achievement through student's learning discipline and learning habits by determine the influence of learning discipline and learning habits on students' learning achievement in Accounting Education study program in Universitas Pendidikan Indonesia. The method used is descriptive verificative, the data obtained by distributing questionnaires to the respondents, that are students' of Accounting Education study program in Universitas Pendidikan Indonesia. The sampling technique used is Proportionate Random Sampling, obtained a sample of 155 students with 255 students as total population. The analysis prerequisite test includes normality test, linear test, and multicollinearity test. Analysis of the data that is used is multiple linear regression analysis with F test and t test. Based on the multiple linear regression = $2,586+0,006X_1+0,005X_2$, it can be seen that learning discipline and learning habits give the positive influence to the student learning achievement.

1 INTRODUCTION

Universitas Pendidikan Indonesia (UPI) is one of higher education that produces educational and non-educated graduates who are reliable and competent in their field. One of the existing courses in UPI is accounting education that is required to produce graduates of professional educators and experts, especially in the field of accounting. In the field of accounting education various learning is done to grow the soul of educators who can master accounting well to students. Therefore, in order to be implemented properly it is necessary to have feedback from students about the current condition that is whether the learning in UPI has been done well.

It can be seen from the achievement of learning obtained by students, one of which is the academic achievement of learning outcomes obtained from learning activities on campus or college are determined through measurement and assessment. The achievement of learning in universities is reflected in the student's GPA (Student Achievement Index). Based on the Strategic Plan (RENSTRA) of the Faculty of Economics and Business Education (FPEB) stipulates that "The average student's GPA is at least 3.36 (on a scale of 4), baseline 3.34". That is, the expected GPA is greater than 3.34. Here is a

description of the level of learning achievement obtained by students of Accounting Education Studies Program.

Table 1: Student Cumulative Achievement Index Accounting Education Study Program

No	Class	Number of Student	IPK \geq 3,34	IPK $<$ 3,34	Average IPK
1	2010	9	3	6	3,15
2	2011	17	8	9	3,29
3	2012	74	41	33	3,34
4	2013	83	40	43	3,27
5	2014	84	46	38	3,35
6	2015	88	51	37	3,22
Total		355	189	166	3,27
Percentage (%)		100%	53,24%	46,76%	

Source: Academic Division FPEB UPI, data reprocessed

Based on table 1 which contains the Cumulative Achievement Index shows that there are still students with the learning achievement under the established Strategic Plan. From the class of 2010-2015 the number of students who get a GPA of \geq 3.34 is 189 students or about 53.24%. But there are still many students who got a GPA of $<$ 3.34 of 166 students or 46.76% of the total number of students. If seen from

the average of the overall student's GPA is 3.27 it can describe the achievement of FPEB strategic plan that is the average of student's GPA at least 3.34. In fact there are still many students who got a GPA of less than 3.34, it is expected that each student can increase their GPA to fulfil the previously planned Renstra.

2 LITERATURE REVIEW

Several studies on the influence of learning discipline and the habit of clashing on learning achievements have been undertaken by previous researchers such as Damayanti (2013), Astuti (2014), Rahmawati, Sudarma and Sulastrri (2014), Kesuma (2013), O'Neale and Harrison (2013).

Learning achievement can be operationalized through indicators in the form of report cards, graduation rate, and achievement index and so on. To achieve a good academic achievement of course there are various factors that can affect the success or failure of students in carrying out their education. This is because basically the learning process experienced is the result of interaction of several factors that affect each other. In general, the achievement of learning obtained by individuals is influenced by two factors, namely internal factors that are factors that come from within the individual and external factors that are factors that come from outside the individual self.

According to Suryabrata (2002: 249) there are several factors that play an important role in achieving learning achievement, such factors include learning diligence, high achievement motivation, good learning discipline, and participation in the implementation of learning. Ahmadi and Supriyono (2013: 138139) factors that influence learning achievement are internal and external factors. Internal factors such as physical factors (physiology) such as sight, hearing, body structure and so forth. Psychological factors consist of intelligence factor which include potential factor that is intelligence and talent and factor of real skill that is already achievement. As well as non-intelective factors, namely the elements of certain personalities such as attitudes, habits, interests, needs, motivation, emotions, adjustment. Which include external factors are social factors such as family environment, school environment, community environment and group environment. Cultural factors such as customs, science, technology, artistry and physical environmental factors such as home facilities, learning and climate facilities.

According to Dimiyati and Mudjiono (2009: 260) internal and external factors that enable the learning process such as (i) attitudes toward learning, (ii) learning motivation, (iii) learning concentration, (iv) processing of learning materials, (v) (vi) ability to learn achievement, (vii) ability to learn achievement or show, (viii) student's self-confidence, (ix) intelligence and learning achievement, (x) learning habit, (xi) Student ideals.

According to some experts opinion above there are several factors that affect learning achievement of internal and external factors such as attitudes, study habits, interests, discipline, motivation, environment, and so forth. One of the internal factors that influence the learning achievement proposed by suryabrata is the discipline of learning. Learning discipline is an important thing, without any awareness of the necessity to implement the rules that have been predetermined will make learning becomes not maximal. This is in line with the opinion expressed by Hamalik (2009: 107) that "Psychological factors in learning one of them is a matter of discipline".

Learning discipline is one way to train students to be able to learn on time and manage their own learning activities, students who study in an orderly, orderly manner, obey the rules and norms wherever they are will help improve the potential and achievements to grow to achieve optimal success in learn. Students need to have an attitude of discipline by doing various exercises to strengthen them self to always be obedient and able to control them self. Because without a good discipline, the learning atmosphere can become less conducive in providing a calm and orderly environment support for the learning process.

Other internal factors put forward by some of the expert opinions above are learning habits. Hamalik (2009: 10) also affirmed "Someone who wants to succeed in learning should have good attitude and study habits". This learning habit factor can also affect learning achievement. Good learning habits will affect the behavior of individuals in the face of learning, because by getting used to learning will make students used to study hard so that learning does not become a burden. By getting used to study diligently will help students improve their learning achievement.

3 METHODS

This study uses a quantitative with Explanatory Survey Method. This study consisted of a variable dependent (Y) is the student learning achievement,

and the factors that influence the student learning achievement consisting of two variables, namely learning discipline (X1) and learning habits (X2).

The unit of analysis is the student of accounting education program UPI, so that the population in this study were 355 students. To determine the number of sample used in this study proportionated random sampling, so that the sample of this study were 155 students.

Data analysis techniques used in this research is multiple linear regression analysis. The reason using this technique is to predict the value of the dependent variable (Y) if the independent variable is at least two or more. In this research there are two independent variables as predictor variable that is Learning Discipline and Habit of Learning with one dependent variable that is Student Learning Achievement.

4 RESULTS AND DISCUSSION

After the data analysis and hypothesis testing, the influence of learning discipline and learning habits on student achievement obtained the result that there is a positive influence of learning discipline and learning habits on student achievement. It is known from the result of multiple linear regression calculation $Y = 2,586 + 0,006X1 + 0,005X2$ and F test and t test. The explanation of the results of this study as follows:

1. Influence of Learning Discipline on student learning achievement

Influence of Learning Discipline on student achievement which is shown from result of calculation of multiple regression analysis where the regression coefficient of learning discipline obtained by 0,006 is positive. The value indicates that the variable of learning discipline has a direct or positive relationship with student achievement variable, meaning is the higher the students' learning discipline (assuming the variable of learning habit is fix), the higher the learning achievement. Learning discipline is the attitude and actions of students arising from the awareness of them self to obey and obedient in carrying out his duty to study both on campus and at home.

Learning discipline in this study has 11 indicators, the indicators need to be improved so that student learning achievement also increases, as for ways that can be done such as improving student obedience to self-evaluation by evaluating what materials have not mastered in learning. It can be assisted by external parties, such as friends or lecturers. Students who are not aware of the importance of self-evaluation of one

example can be seen if the students often get a score that is less satisfactory or often have difficulty in learning. If you experience it, the student can evaluate where the error occurred in learning through the help of an external party to find out what he has not mastered in learning.

From the 11 indicators of learning discipline in this study there are four indicators of learning discipline that the percentage of low categories reaches > 25%, including the level of student obedience in organizing and changing lesson materials, the level of obedience of students in seeking information, the level of observance of students in practice and remembering, Level of student obedience in reviewing previous notes, assignments or tests and textbooks. Therefore it is expected that students can improve the indicators in order to improve learning achievement.

In this study proved that one of the factors that must be considered to improve learning achievement is by improving student learning discipline. In accordance with the disclosed by Minarti (2011: 192) that the factors that affected learning achievement among them is the discipline of learning, which includes any kind of influence aimed at helping students to understand and adjust to the demands that students may want to address the environment. And opinion Djamarah (2011: 15) that to achieve success in learning there are some things that must be considered, that obey the general guidelines of learning, one of which is the discipline aspect. Based on the results of the first hypothesis testing obtained tcount value for learning discipline of 1.765 and ttable is 1.65. Since $t_{hitung} > t_{table}$ is $1.765 > 1.65$, then H_0 is rejected and H_1 is accepted. This means that the discipline of learning has a positive effect on student achievement, which means that if the discipline of student learning increases then the learning achievement obtained will increase as well.

2. Influence of learning habits on student learning achievement

In accordance with the results of data analysis and hypothesis testing conducted by researchers, it can be seen that learning habits affect student achievement shown from the calculation of multiple regression analysis where the regression coefficient of learning habits obtained by 0.005 is positive. The value indicates that the learning habit variable has a direct or positive relationship with student achievement variable, meaning that the better study habits of students (assuming variable discipline of learning remains), the higher the learning achievement obtained.

Good learning habits do not come by themselves but by getting used to have good learning habits. With good study habits will help the individual in following the learning and make the individual easy to understand what will be learned because he already has good study habits. Good learning habits must be owned by every student because by having good study habits students will be accustomed to diligent learning because learning is an obligation and also aims to achieve optimal learning achievement. To be able to achieve the optimal learning achievement required an improvement effort, that is by way of improving the indicators of learning habits are still in the medium category.

Learning habits in this study have six indicators, the indicators need to be improved so that student learning achievement also increases, as for ways that can be done such as improving student habits in making the schedule and implementation of learning. Establishment of schedule and implementation of learning can be done by having a schedule of learning, have a learning plan and carry out the schedule regularly. This can help the students in facilitating the sharing of time for learning and other activities, the learning process become clearer and focused because there are already schedules and plans in advance to learn.

From the six indicators of learning habits in this study there is one indicator of learning habits that the percentage of low categories reached the number of > 25%, i.e. the habits of students in how to receive lessons. It is expected that students can improve the indicator by knowing what is easy for the student to understand the lesson.

In this study proved that one of the factors that must be considered to improve learning achievement is by improving student learning habits. In accordance with the theory conveyed by Hamalik (2009: 10) that "Someone who wants to succeed in learning should have good attitude and study habits". Based on the results of the second hypothesis testing obtained tcount value for learning habits of 1.813 and ttable is 1.65. Because tcount > ttable is 1.813 > 1.65, then H0 is rejected and H1 is accepted. This means that learning habits have a positive effect on student achievement, which means if student learning habits increase then the learning achievement obtained will also increase.

5 CONCLUSSIONS

The results showed that Learning discipline and learning habits each have a positive effect on student

learning achievement. Students should be more aware of their duties and responsibilities as a learner, learning discipline and learning habits is one of the factors that must be continuously improved so that students do not have difficulty in the future. Learning discipline and high learning habits that have been held should be maintained, while the discipline of learning and study habits are still low should continue to be improved in order to improve learning achievement as follows: (1) The level of obedience of students in organizing and changing the subject matter, can be improved by arranging the material to be studied and regularly in learning not only when going to the test course. (2) The level of obedience of students in finding information, can be improved by finding various information about the lessons from the source books and from the explanations described by the lecturers during the teaching and learning process. (3) The level of obedience of students in practice and remembering can be improved by trying to do problem exercises, practicing getting used to expressing opinions about their knowledge, and recalling learning. (4) The level of student obedience in reviewing previous notes, assignments or tests and textbooks can be improved by re-examining tasks or tests to add information, as well as first learning the material to be taught. (5) Students' habits in how to receive lessons can be improved by making summaries to make it easier to repeat lessons, connecting lessons with real-life or day today life, and learning groups to share knowledge or by doing self-made exercise.

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