

## The Effect of Learning Habits and Self - Efficacy towards Students' English Learning Outcomes

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### ABSTRACT

*The success or failure of students in learning can be seen from the results of their studies. If students get good learning outcomes, it can be said that students are successful. This study aimed to determine the existence of (1) the effect of learning habits on English learning outcomes, the effect of self-efficacy on English learning outcomes, and (3) The effect of learning habits and self-efficacy on English learning outcomes. Data were collected by distributing questionnaires and documentation from 30 respondents. Learning habits were measured by a learning habits questionnaire developed by Bakare 1971. The Motivation and Strategy Learning Questionnaire (MSLQ) instrument developed by Pintrich et al in 1991 measured self-efficacy, while student learning outcomes were obtained from formative test scores. This research results showed that there is a positive influence between self-efficacy and learning habits with learning outcomes. This means that the better the Self-Efficacy and learning habits, the higher the Learning Outcomes, and conversely the worse the Self-Efficacy and learning habits, the lower the Learning Outcomes.*

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### KEYWORDS

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### 1. Introduction

Dissatisfaction with the quality of education can be seen from various aspects, including there are still school graduates who are not relevant to the need for skilled workers and the quality of education is still low (Hidayat, 2006). These two things are one of the criteria that can be used as indicators of the quality of education, and in schools one of the indicators of success is student learning outcomes. Quality in educational outcomes refers to the achievements of schools over a certain period of time, both academic and non-academic. Important aspects that are directly involved in improving human quality in the field of education in schools are educators (teachers) and students (students). Based on the Law on Teachers and Lecturers of 2005 Chapter 1 Article 1 it is explained that teachers are professional educators with the task of educating, teaching, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education. As professional educators, teachers need to have basic abilities or competencies.

Competencies that must be possessed by a teacher based on the Law on Teachers and Lecturers No. 14 of 2005 and Government Regulation no. 19 of 2005, are personality (stable, mature, wise, and wise), pedagogic (understanding of students, learning design and implementation, evaluation of learning outcomes), professional (deep mastery of the material), and social (good relations with fellow educators). Students, parents/guardians of students, and education staff and evaluate students in early childhood education through formal, primary, and secondary education. As professional educators, teachers need to have basic abilities or competencies. Competencies that must be possessed by a teacher based on the Law on Teachers and Lecturers No. 14 of 2005 and Government Regulation no. 19 of 2005, are personality (stable, mature, wise, and wise), pedagogic (understanding of students, learning design and implementation, evaluation of learning outcomes), professional (deep mastery of the material), and social (good relations with fellow educators). Students, parents/guardians of students, and education staff and evaluate students in early childhood education through formal, basic, and secondary education.

Learning outcomes are essential for teachers and students because they become a reference for their success in learning (Muhammad, 2019). In addition, learning outcomes are also a reference for assessing school quality as revealed by Mendezabal (2013). Student's academic performance occupies an important place in education as well as in the

learning process. It is considered a key criterion to judge one's total potentialities and capacities frequently measured by the examination results. It is used to pass judgment on the quality of education offered by academic institutions. Based on the explanation above, it can be concluded that learning habits and self-efficacy are needed to encourage students to succeed in their studies. This has consequences for students to have good habits and self-efficacy so that the academic achievement obtained is also good. Therefore, the influence of habits and self-efficacy on student learning outcomes is important to study as consideration for determining learning strategies so that English learning outcomes at SMA Citra Mulia Makassar continue to increase. In addition, the magnitude of the influence of these two factors in determining student learning success in each school and subject is different, so it needs to be proven by research. Thus, the urgency of this study to influence learning habits and self-efficacy is needed to encourage students to succeed in their studies, especially students at SMA Citra Mulia Makassar.

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Some of the results of previous researchers stated that based on the results of the analysis, self-efficacy had a positive effect on students' speaking learning outcomes (Hardianti dkk, 2021). Then it was supported by Suwardi (2012) that the biggest factor affecting learning outcomes was psychological factors by 27.54%. Therefore, psychological factors make a big contribution to student learning success. Self-efficacy and learning habits are psychological factors so that these factors also influence in determining learning outcomes. Self-efficacy acts as a driver, while learning habits are a strategy to obtain good learning outcomes. Therefore, learning habits are an important factor in the learning process. This is following the opinion of Rana and Kausar (2011) which states that the main key to student learning success is good study habits. Good learning habits will make students get high learning achievement. "Students with better strategies and better learning habits tend to show higher academic achievement" (Aluja dkk, 2004). This can happen because good learning habits will be able to create a learning atmosphere that really supports learning. "A good learning atmosphere is the right atmosphere in understanding what the student is learning, so that mastery of a subject matter will increase" (Wahyuningsih, et. al. , 2013). Also there is an effect of CBT and self-efficacy on computer skills and has an interaction between computer-based tests and self-efficacy on student learning outcomes (Nurhikmah et al, 2021).

Furthermore, Bandura (1982) states that the mastery of complex skills and knowledge does not only depend on the process of attention, retention, motor reproduction, and motivation but is also strongly influenced by elements that come from the learner himself, namely "sense of self-efficacy" and "self-regulatory system". Sense of self-efficacy is the learner's belief that he or she can master knowledge and skills according to applicable standards. Self-efficacy can increase student success in two ways, namely, first, self-confidence will foster interest in activities that they consider interesting. Second, they will organize themselves to achieve goals and are strongly committed (Bandura, 1994). Students with high self-efficacy will believe that the task is a challenge, not a threat. So that they will minimize distractions, implement effective strategies, find learning partners, not easily give up and even overcome the failures they face (Schunk et al., 2005). In contrast to students with low self-efficacy, they believe that they will not be able to carry out the task even before the task is given (Pajares, 2005). The repetition made by students continuously makes them better understand the lesson even for difficult material. Slameto (2003) argues that "students get better at mastering if they are given many opportunities to repeat". Mastery of good subject matter will improve student learning outcomes (Sujarwo et al., 2020). Good learning outcomes are not only in one subject, but also in all subjects.

## 2. Method

The research method used descriptive method with a quantitative approach. Researchers tend not to find or explain the interrelationships between variables and test hypotheses in descriptive research. Descriptive method is a research method that has problem solving procedures by describing the object of research at the current state based on the facts as they are, then analyzed and interpreted, in the form of surveys and development studies (Creswell, 2012, Creswell 2014; Siregar, 2013; Al-Obaydi, et. al. 2021). Because it aims to make a systematic, factual, and accurate description of the independent variables on the dependent variable. The independent variables are learning habits and self-efficacy, while the dependent variable is student learning outcomes. Learning habits were measured by the Study Habit Inventory developed by Bakare in 1971, self-efficacy was measured by the Motivation and Strategy Learning Questionary (MSLQ) developed by Pintrich et al in 1991, while student learning outcomes were obtained from formative test scores. The sampling technique used cluster sampling because the population condition consisted of class X, XI, and XII in order to avoid too many classes being selected as samples, otherwise other classes are not represented in the process. Data analysis carried out in this study used statistical regression analysis.

This research was conducted at SMA Citra Mulia Makassar in 2021, from May to November 2021. The subjects of this study were class XI students at SMA Citra Mulia Makassar in 2021 with a total of 30 students, 16 of them were male students and 14 female students.

The instruments used to obtain data in this study consisted of tests and questionnaires. Written test that has been given to students at the end of each meeting, Questionnaire about self-efficacy and Questionnaire about study habits

The data collection techniques used in this study are: Learning outcomes test data: The test is used to collect data to obtain data about the learning outcomes achieved by students during the learning process, Interviews were conducted to determine the effect of learning habits and self-efficacy on learning outcomes of English at SMA Citra Mulia Makassar and The questionnaire was carried out after the teaching and learning process as a result of survey data in class and supporting the main data

Data analysis techniques used in the study include:

a. Learning outcomes

Data on student learning outcomes in the form of tests will be analyzed using a score based on a benchmark reference assessment, calculated based on the maximum score that students may achieve. Researchers will calculate the average value and the value obtained by students in achieving mastery learning.

b. Learning habits on self-efficacy

Data from the results of learning habitson self-efficacy will be analyzed in order to determine the effect of learning habits and self-efficacy on learning outcomes of English at SMA Citra Mulia Makassar.

## 3. Results and Discussion

In the results of this study, hypothesis testing was carried out using regression in the SPSS program. From the test, it can be seen that the three null hypotheses are rejected, meaning that there is an effect of the independent variable on the dependent variable either partially or simultaneously. In addition to testing the hypothesis, regression also produces an effective contribution. The effective contribution of learning habits (58%) is greater when compared to self-efficacy (18%) and the influence of learning habits and motivation on learning outcomes (20%). Full details can be seen in the table below

**Table 1.** Research Data Hypothesis Test Results

Hypothesis	Results	donate- bro effective	Conclusion
Hypothesis 1	Sig = 0.020	58%	there is an effect of learning habits(X1) on learning outcomes (Y)
Hypothesis 2	Sig = 0.019	18%	there is an effect of self-efficacy (X2) on learning outcomes (Y)
Hypothesis 3	Sig = 0.000	20%	there is an influence of learning habits (X2) and Self-Efficacy (X2) on learning outcomes (Y)

### **3.1 The Influence of Learning habitson English Learning Outcomes**

Based on the results of the regression test, a significant value was obtained for the first hypothesis (Hypothesis 1), the results of Sig = 0.020 on learning habits and learning outcomes at SMA Citra Mulia Makassar were given as many as 30 students. From the data on the learning habits of SMA Citra Mulia Makassar students are classified as moderate, so they get an adequate score of 65-75 but not all students get enough marks, some students get good grades, less and less. The same thing happened in the category of high study habits, some students got very good, good, to enough score. Based on data analysis, the differences in learning outcomes occurred due to differences in learning methods, reading, and taking notes. Therefore, if the three indicators are high, the learning outcomes will be better.

How to learn is related to the use of effective methods. Effective learning methods are important so that learning habits can also be effective. Even effective learning cannot be obtained without applying learning skills and methods. Thus, every student who tries to learn in the same pattern and habit, but success will show differences because the methods used are different. Students with effective methods will get better learning outcomes. Vice versa, students will get low learning outcomes when using ineffective learning methods. The SMA Citra Mulia Makassar students got low scores because they did not know how to apply the right strategy or studied at the wrong time and place, did not set goals before studying, and didn't read the finer points. This condition causes lack of understanding, inability to concentrate, and wasting time.

In addition to learning methods, differences in learning outcomes are caused by the effectiveness and efficiency of reading and taking notes (Rahman, et. al., 2019). Reading and taking notes greatly influence the acquisition of learning outcomes. Reading is an activity that students must do because it can improve understanding. In addition, reading is very important considering the many developments in knowledge that teachers do not convey to students in classroom learning, so knowledge is needed to deepen the material outside of class hours, namely by reading a lot.

Reading activity is the activity that is mainly done while studying at school. If learning is to gain knowledge, then reading is the way to the door of knowledge (Rahman & Amir, 2019). This means that there is no other way to gain knowledge except by reading more. Moreover, in conditions of many subject loads, effective reading skills need to be done to add insight to increase learning outcomes. Taking notes is also important because it can be used as material for learning. Notes that have been made can help remember material and synthesize new knowledge. In addition, the habit of students taking notes can make knowledge stored longer because when they forget they can reopen their notes.

The results of this study support the first hypothesis which states that there is an influence of learning habits on English learning outcomes of SMA Citra Mulia Makassar students. The results of this study also corroborate the results of other studies that have been carried out. The research found that there was a significant effect of learning habits on learning outcomes.

The results of this study are in line with the results of other studies which state that there is a significant influence of learning habits on student learning outcomes (Rumahlewang et al., 2019). Then in general student learning outcomes are at a good level, but learning habits affect student learning outcomes only by 30%, meaning that other variables affect student learning outcomes. From the average study habits, it is known that students in the high group achieve better than the medium and low groups (Pure et al., 2021).

When viewed from the effective contribution, the results of this study have the greatest value compared to previous research, which is 58%. This indicates that learning habits can explain the variation in English learning outcomes of SMA Citra Mulia Makassar students by 58%. This is also confirmed again by the resulting regression equation. Therefore, students of SMA Citra Mulia Makassar must improve their learning habits to improve their English learning outcomes.

### **3.2 The Effect of Self-efficacy on English Learning Outcomes**

Based on the analysis results, it can be seen that the self-efficacy of SMA Citra Mulia Makassar students is included in the moderate criteria, so they get a sufficient score. They have low self-efficacy and low scores. Self-efficacy or self-confidence has a positive influence on one's academic achievement. This can happen because a person's belief in himself will lead to an optimistic nature in doing the task. Even if they experience difficulties, they will still strive to be able to complete the tasks given by the Master. On the other hand, students with low self-confidence will be pessimistic about their ability to do assignments, and in the end they will not be able to complete them.

The regression test results showed a significant effect of learning motivation on English learning outcomes for SMA Citra Mulia Makassar students. Thus, the results of this study support the second hypothesis and the results of previous

studies. Furthermore, the self-efficacy and learning outcomes are in line with the results of other studies that state a significant relationship between the average self-efficacy score and learning outcomes ( $r = 0.30$ ,  $p = 0.002$ ) (Rambod et al., 2018). Then it is supported by the results of other studies that there is a direct effect of self-efficacy on motivation and motivation on Biology learning outcomes (Firmansyah et al., 2018). Therefore, the research concluded that learning motivation significantly affected learning outcomes.

The effective contribution of self-efficacy (18%) is lower than study habits. Not so much the effective contribution of the self-efficacy variable to learning outcomes cannot be understood because the surrounding environment influences this variable. The level of internal competition influences self-confidence. This means that someone with high self-confidence will have less confidence if he is in a less competitive class. This is related to students' interest in completing assignments. Uncompetitive conditions cause challenges that are felt to be less so that the effort made is also less.

In addition to less competitive class conditions, the effect of self-efficacy is small because this variable is the starting point of learning, but does not directly affect learning outcomes. That is, self-efficacy only encourages a person to be able to manage his own learning, then the success of learning depends on the effectiveness of his learning such as goal setting, self-monitoring, strategy use, self-evaluation and self-reaction.

### **3.3 The Influence of Learning habits and Self-efficacy on English Learning Outcomes**

The third hypothesis states that there is an effect of learning habits and self-efficacy together which is also proven. The effective contribution given by the two variables together is classified as high at 20%. Thus, it can be said that the higher the student's learning habits and self-efficacy, the better the learning outcomes. High learning habits with high self-efficacy will produce learning outcomes of more than 80, as well as low habits and self-efficacy will produce less learning outcomes (0 – 58), while learning habits and moderate self-efficacy will produce sufficient learning outcomes (70-79). In addition to proving the third hypothesis, the results of this study strengthen other studies that have been carried out.

Besides the questionnaire data obtained by the researchers, they also conducted in-depth interviews about the influence of learning habits and self-efficacy on learning outcomes of English at SMA Citra Mulia Makassar. Based on interviews conducted by the author, the low learning achievement of students is caused by bad habits that students often do in the form of irregular studies, students get bored easily or get bored quickly when studying, study only before exams or exams, often cheat on friends' work, lack complete lesson notes. , and others. The irregularity of student learning at home is something that is considered normal by students. This irregularity is triggered because children want to see cellphones, online games, TV, or play and do not have a regular study schedule. So that when the test takes place the child does not have a view of the answer related to the question and lacks concentration during the English learning process.

Another thing that causes the students' low achievement in learning English is the lack of confidence in the students themselves in their ability to complete assignments. This makes students do not believe in the results of their own efforts and prefer to work together with their friends. They easily give up and complain if they get a lesson that they think is difficult. If asked to work on a question, they feel scared and unsure of the answer themselves. This of course will cause problems for students in learning.

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In the learning process, learning habits need to be instilled in students. Learning habits in question mean that students need to plan and study discipline, apply learning procedures, study skills, and strategies to achieve student

learning achievement optimally if these components are appropriately implemented. These learning habits are called positive study habits. In other words, if students' learning habits are positive, their learning outcomes may be maximized so that their learning achievement is high and vice versa if students tend to have unfavorable habits, it is possible that student learning outcomes will be less than optimal so that their learning achievement is low.

Therefore, high self-efficacy and the cultivation of good learning habits need to be instilled in students to achieve good learning achievements. This is in line with the results of other studies which state that student achievement is influenced by the adversity quotient factor (a person's intelligence in dealing with obstacles or difficulties regularly), self-efficacy and learning habits (Ardyanti et al., 2015).

Based on data about the influence of learning habits and self-efficacy on English learning outcomes at SMA Citra Mulia Makassar. Then obtained a positive impact between Self-Efficacy and Learning habits with Learning Outcomes. In line with the results of other studies which state that (1) learning habits significantly affect student learning outcomes with a practical contribution of 65.60%, (2) Self-efficacy significantly affects student learning outcomes with an effective contribution of 15.80%, and (3) learning habits and self-efficacy significantly affect student learning outcomes with a practical contribution of 65.20% (Rosyida et al., 2016).

This means that the better the Self-Efficacy and Study Habits, the higher the Learning Outcomes, and conversely the worse the Self-Efficacy and Study Habits, the lower the Learning Outcomes. It is proven that self-efficacy is a belief, ability or confidence that a person has in solving a problem. Therefore, the higher the student's self-efficacy, the better the results of learning English at SMA Citra Mulia Makassar and vice versa.

#### **4. Conclusion**

Learning habits significantly affect student learning outcomes with an effective contribution. There is a positive influence between learning habits and learning outcomes. This means that if the learning habits are high, the learning outcomes obtained are high, and vice versa if the learning habits are low, the learning outcomes obtained are low. Self-efficacy significantly affects student learning outcomes with an effective contribution. This means that if self-efficacy is good, then the learning outcomes obtained are high, and vice versa if self-efficacy is poor, the learning outcomes obtained are low. There is a positive influence between self-efficacy and learning habits with learning outcomes. This means that the better the Self-Efficacy and Study Habits, the higher the Learning Outcomes, and conversely the worse the Self-Efficacy and Study Habits, the lower the Learning Outcomes.

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