

Examining the Impact of Study Habits and Learning Styles on Academic Performance in Islamic Religious Studies

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ABSTRACT. This study aimed to determine: 1) The contribution of study habits to the learning outcomes of Islamic religious education students. 2) The contribution of learning styles to the learning outcomes of Islamic religious education students, and 3) The contribution of learning habits and learning styles to the learning outcomes of Islamic religious education students. This type of research is quantitative, with the research design used *ex post facto*. The data collection tool uses a research instrument in the form of a questionnaire to obtain information about study habits and student learning styles, and documentation is used to obtain information about student learning outcomes, with a sample size of 73 students from a total population of 330. The study concluded that 1) Study habits contributed to 43.5% of students' learning outcomes in Islamic religious education. 2) Learning style contributes to the Islamic religious education learning outcomes of students of 18.1. These findings indicate that learning style is one of the determining pillars for increasing student Islamic religious education learning outcomes, and 3) study habits and learning styles together contribute to learning outcomes by 61.4%. In comparison, the remaining 38.6% comes from outside the variables of this study. The findings recommend that academic performance can be improved through study habits and learning styles.

Keywords: *Learning styles, Learning outcomes, Study habits*

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INTRODUCTION

Learning outcomes refer to the observable changes in a learner's behavior resulting from the educational process, encompassing enhancements in knowledge, skills, and attitudes (Shin et al., 2015; Reeves et al., 2016; Vlachopoulos & Makri, 2017). These learning outcomes serve as markers for students to gauge their educational progress. The attainment of a student's learning outcomes is the product of intricate interactions between various factors, including those intrinsic to the learner and those external to them (internal and external factors). As elucidated by Sudjana (2005), internal factors originating from the student, such as learning motivation, interest and attention, attitudes, and study habits, alongside the student's innate abilities, play a pivotal role in shaping their learning outcomes. Notably, a student's study habits significantly influence, accounting for 70% of this impact. In comparison, the remaining 30% is attributable to external factors, including the school environment, family, and the wider community (Sudjana, 2005).

Learning outcomes obtained by students are usually reported in the form of grades given by each subject teacher according to the results achieved by students. Student learning outcomes are closely related to the self-confidence possessed by students (Bowling & Underwood, 2016). These

learning outcomes show the success or failure of students in the learning process in class. A learning process can be said to be successful or not can be measured through two things: the first is the value or number obtained, and second, changes in behavior that can be seen (Anni, 2004). Learning outcomes illustrate how students understand the teacher's material (Nabillah & Abadi, 2019). Learning outcomes are output values in the form of numbers or letters that students get after receiving learning material through a test or exam delivered by the teacher. The teacher can receive information on how far students understand the material being studied from these learning outcomes (Lin et al., 2017). The success of students in achieving learning outcomes for each student is different. Likewise, study habits are essential in the learning process because someone who does not have a habit of learning will not be able to carry out learning activities. Study habits can affect student learning activities (Djaali, 2013).

Students develop study habits when they get lessons, complete assignments, set aside time to complete activities, and read books. *Habits* are qualities carried by a person with distinct techniques and circumstances of learning for each individual so that obtaining the sought or attained information is simple (Ahmad, 2005). Students must pay attention to numerous factors to develop strong study habits, including how to study, follow classes at school, and read and write summaries. A decent method of learning will also establish healthy study habits.

Therefore, the formation of study habits needs to be developed in students at school and home. Cooperation from the teacher, students, and the entire learning environment involved in the learning process is required to support learning objectives (Strayer, 2012; Dörnyei & Muir, 2019; Nurdin, 2020; Djabidi et al., 2021). The participation of parents is very supportive in forming good study habits because, for the first time, education is introduced by the closest community in the smallest scope, namely the family (Anni, 2004). Families should teach family members about good habits, including the study habits of family members, especially children. Children should not be allowed to grow up without close parental supervision because of the time's advanced technology and many distractions, especially those that make children too lazy to learn. Besides having a positive impact, technology also has a negative impact; the negative impact is more influential than the positive impact on children such as television, cell phones, and games.

According to Djaali (2013), study habits can be interpreted as ways or techniques that settle in students when receiving lessons, reading books, doing assignments, and setting the time to complete activities. Learning habits are a method carried out by someone repeatedly, and in the end, they become accurate and automatic (Djaali, 2013). Students have different study habits tailored to them (Sudjana, 2014). A person's study habits affect their learning activities and, in turn, can affect their learning outcomes (Higgs, 2012; Schunk & Usher, 2012). Therefore, study habits are one of the factors that significantly affect learning achievement. Students with good study habits will also improve their learning achievement. Moreover, vice versa, if students have bad study habits, their learning achievement will be low. It is supported by Sudjana's (2014) opinion that students' success in attending lessons depends greatly on regular and continuous study habits. Meanwhile, according to Shah, learning habits are ways or techniques that are settled in students when receiving lessons, reading books, receiving assignments, and setting the time to complete activities (Ahmad, 2005).

Many factors influence the success of a lesson, and one of the things that influence the success of learning is student learning styles (Komarraju et al., 2011; Gokalp, 2013; Aragon et al., 2002; Aragon et al., 2002; Ramirez-Correa et al., 2017). However, most students cannot find a learning style that suits them to participate in the teaching and learning process. Especially following the teaching and learning process in learning Islamic religious education. Learning Islamic religious education is complex because it is identical to presenting material from the *al-Quran* and *al-Sunnah*. There are presentations of Quranic material through argumentative evidence put forward directly by the *al-Quran* itself, and there are also those that humans prove with reasoning. Then, this lesson depends more on the values contained in the subject matter (Siddik, 2011). According

to Masganti (2012), *learning style* is the way a person tends to receive information from the environment and process that information. Meanwhile, according to Faryadi (2017), one individual's learning style significantly impacts the progress of his learning. Learning styles are also essential in determining how a person interacts with his environment. Learning styles have a broader view, including cognitive, affective, and physiological styles.

The teacher's teaching style is usually very closely related to students' learning styles (Malek et al., 2014; Charkins et al., 1985; Awla, 2014; Grasha & Yangarber-Hicks, 2000; Tubić & Hamiloğlu, 2009). In essence, the teacher's teaching style is a strategy for transferring information given to their students (Chatib, 2009). Learning style is how students can well receive information. So, the teacher's teaching style and students' learning styles are two related things that mutually support each other and greatly determine the success of a teaching and learning process. Teachers can make efforts to pay attention to student learning styles by grouping them based on learning styles (Anggareni et al., 2013). As a teacher, the teacher does not only carry out the process of transforming knowledge for students, but more than that, a teacher must act as a motivator, inspiration, facilitator, and mediator in the learning process of students (Akmalia, 2019). Each student certainly has its way of understanding information. To understand something, students need to go through a learning process that will involve experience (Luna & Martinez, 2013).

One of the learning characteristics related to absorbing, processing, and conveying this information is students' learning style. Learning style is essential (Weng et al., 2018; Gohar & Sadeghi, 2015). Some students learn best just by watching others do it. They like the coherent way of presenting information. During the lesson, these students like to write what the educator says. Visual learners differ from auditory students, who rely on their hearing ability. Meanwhile, Kinesthetic students prefer to learn by being directly involved. A person's ability to understand and absorb lessons is at different levels. Some are fast, while some are very slow. Therefore, they must take different ways to understand the same information or lesson. Sometimes, students like the teacher who teaches by writing everything on the blackboard; that way, they can read it and try to understand it. Some students prefer teachers who teach by delivering subject matter orally, just like a lecturer who is expected to tell at length about various theories and many illustrations. In contrast, students only listen while describing the contents of the lecture in a form that they understand themselves. Therefore, an educator must know the concept of student learning styles so that the material conveyed can be absorbed optimally.

Based on initial observations of several students at SMP Negeri 11 Medan, in the learning process, most students focused on paying attention to the teacher when explaining learning. However, when asked by the teacher, the students could not answer. The learning style practiced by students tends to be auditory. During the learning process, the teacher only presents learning orally or with the lecture method without providing other stimuli to attract students to capture learning during the teaching and learning process more efficiently. *Auditory learning style* is a learning style that relies on hearing to be able to understand and remember. Students with an auditory learning style can learn faster through verbal discussions and listening to what educators say (Khuluqo, 2017). In observation, students generally still have difficulty or take longer to grasp learning, evidenced by their learning outcomes, which are still below the minimum completeness criteria standard. The average score of class VIII students in the mid-even semester test for the 2021/2022 school year is not yet optimal, where the average score is still below the minimum completeness criteria standard. The minimum completeness criteria applied to SMP Negeri 11 Medan was 75. In the even semester of the 2021/2022 school year, the average score for the Islamic religious education subject in one of the classes the researchers sampled was 20 students in class VIII-3 of SMP Negeri 11 Medan, namely 70.3. Students got a low score (13.04%), 14 students got an average score (60.86%), and six students got a good score (26.08%).

The average value findings demonstrate that pupils still score below the minimal completeness requirement norm of 75. Furthermore, student learning outcomes vary because of

several issues that contribute to less optimal learning outcomes in Islamic religious education in class VIII students; students do not understand their learning style, and the teacher only teaches using one stimulus with one learning style, namely the auditory learning style. Some relevant research results reveal that there is a significant relationship between learning styles and student learning outcomes in Islamic religious education subjects, as indicated by the t-count value, which is more significant than the t-table; there is a positive and significant contribution to learning motivation, learning environment, and study habits together on class student achievement (Wicaksono, 2017). In addition, the results of Nia's (2020) research revealed an influence of student learning styles on student Islamic religious education learning outcomes. In this research, we prioritize the contribution of study habits and learning styles, which will reveal important information about them. It is different from several previous studies. From the description of the problems above, this article aims to determine the contribution of learning habits and learning styles to the learning outcomes of students in Islamic religious education at SMP Negeri 11 Medan.

METHOD

This study used a quantitative research method with an ex post facto research design. The population in this study was the entire class VIII students of SMP Negeri 11 Medan, totaling 330 students. Because the total population is more than 100, the sample can be taken from 10-15% or 20-25% or more (Arikunto, 2010). Thus, a population of 330 people produces a representative sample of 73 people, and this sample is taken randomly from the total population in all class VIII who are Muslim. Data collection methods used are documentation and questionnaires. This study used a research instrument in the form of a questionnaire to obtain information about students' study habits and learning styles. After the questionnaire was compiled, before distributing it to the respondents, a validity and reliability test was carried out first for each statement in the questionnaire, with details of 35 statement items/questions. At the same time, the documentation method is used to obtain information about the learning outcomes of class VIII students of SMP Negeri 11 Medan.

Testing the hypothesis in this study uses the product moment formula, which is used to determine whether or not there is a significant contribution between study habits, learning styles, and learning outcomes of Islamic religious education in students of SMP Negeri 11 Medan. In contrast, the requirements analysis test uses the normality, independence, and linearity tests. After the requirements of the analysis are met, the next step is to test the hypothesis by using correlation analysis, multiple regression equation, test of significance of multiple regression equations, multiple correlation coefficient, test of significance of multiple correlation coefficients, partial correlation and test of significance partial correlation.

RESULT AND DISCUSSION

Result

The Contribution of Study Habits to Islamic Education Learning Outcomes

Based on the tendency test on study habits variable data, it is known that the distribution of study habits scores (X_1) of as many as 16 people (21.91%) is below the interval class average. As many as 35 people (47.94%) are in the interval class average, and 22 people (30.13%) are above the average. Based on the data above, study habits (X_1) are generally above average or suitable. The data collected, and the statistical analysis results show that study habits contribute to students' learning outcomes in Islamic religious education at SMP Negeri 11 Medan by 43.5%; this indicates that the contribution made is sufficient. Thus, this finding implies that one of the determining factors for increasing students' Islamic religious education learning outcomes is the presence of student study habits.

Table 1: Summary of Correlation Analysis Results X_1 with Y and Test Significance

Correlation	Correlation coefficient (r)	Determinant Coefficient (r^2)	t _{count}	t _{table} ($\alpha = 0.05$)
r_{X_1Y}	0.655	0.435	2.55	1.66

The table above shows that the coefficient between the variable study habits (X_1) and Islamic religious education learning outcomes (Y) is 0.655; the value of this correlation coefficient indicates that the two are classified as having an adequate relationship while the coefficient of determination (r^2) is 0.435, this magnitude indicates that the contribution of study habits to Islamic religious education learning outcomes of students is only 43.5%. Through the t-test that has been carried out, it turns out that the t-count = 0.55 while the t table value = 1.66. Because t count (2.55) > t-table (1.66), this shows that H_0 is rejected and H_a is accepted. Thus, the hypothesis states that a positive and significant contribution between study habits and student Islamic education learning outcomes can be accepted as a linear and predictive relationship through the regression line $\hat{Y} = 75.925 + 4.391X_1$ and has been empirically tested. Based on the analysis above, it can be concluded that study habits positively and significantly contribute to the learning outcomes of Islamic religious education, although they are relatively small. It also shows that the better the student's study habits, the higher the student's Islamic religious education learning outcomes.

The Contribution of Learning Styles to Islamic Education Learning Outcomes

Based on the trend test of learning style variable data (X_2), as many as 22 people (30.13%) were below the interval class average. As many as 30 people (41.09%) were on the interval class average, and 21 (28.76%) were above the average. Based on the data above, learning styles (X_2) are generally above average. As with study habits (X_1), based on the data collected and the results of the statistical analysis, the findings of this study show that learning styles influence the learning outcomes of students in Islamic religious education at SMP Negeri 11 Medan, which is 18.1. These findings indicate that learning style is one of the determining pillars for improving student Islamic religious education learning outcomes.

Table 2: Summary of Correlation Analysis Results X_2 with Y and Test Significance

Correlation	Correlation coefficient (r)	Determinant Coefficient (r^2)	t _{count}	t _{table} ($\alpha = 0.05$)
r_{X_2Y}	0.426	0.181	2,23	1.66

The table above shows the coefficient between the learning style variable (X_2) and Islamic education learning outcomes (Y) is 0.426. The correlation coefficient value indicates that both are classified as having a weak relationship while the coefficient of determination (r^2) is 0.181; this magnitude indicates that the contribution of learning styles to Islamic religious education learning outcomes of students is only 18.1%. Through the t-test that has been carried out, it turns out that the t-count = 2.23 while the t table value = 1.66. Because t-count (2.23) > t-table (1.66), this shows that H_0 is rejected and H_a is accepted. Thus, the hypothesis states that a positive and significant contribution between the learning style variable and the learning outcomes of Islamic religious education in students in the form of a linear and predictive relationship through the regression line $\hat{Y} = 66.967 + 0.162X_2$ has been tested for empirical truth. Based on the analysis above, it can be concluded that learning styles positively and significantly contribute to the learning outcomes of Islamic religious education, although they are relatively small. It shows that the higher the student learning styles, the higher the learning outcomes of Islamic religious education students.

The Contribution of Study Habits and Learning Styles together to the Learning Outcomes

The multiple regression analysis results show that the multiple regression coefficient between the variables learning habits (X_1) and learning style (X_2) together with Islamic religious education learning outcomes (Y) ($R_{Y1.2}$) is 0.784. The coefficient of determination is 0.614, indicating that the contribution of study habits (X_1) and learning style (X_2) together to Islamic religious education learning outcomes (Y) is 61.4% while the residual is 0.614. These findings suggest that study habits

and learning styles may be used to improve student learning outcomes in Islamic religious education at SMP Negeri 11 Medan.

Table 3: Summary of Correlation Analysis and Significance test Results
Variables X_1 and X_2 with Y

Correlation	Correlation coefficient	Determinant Coefficient (r^2)	F _{count}	F _{table} ($\alpha= 0.05$)
$R_{Y1.2}$	0.784	0.614	2.49	1.41

The results of the analysis in the table above show that the multiple regression coefficient between the variables study habits (X_1) and learning style (X_2) together with Islamic religious education learning outcomes (Y) ($R_{Y1.2}$) is 0.784. The coefficient of determination is 0.614, indicating that the contribution of study habits (X_1) and learning style (X_2) together with Islamic religious education learning outcomes (Y) is 61.4%, while the regression coefficient is 0.614. Following the F-test, it was discovered that F-count (2.49) > F-table (1.41) when $\alpha= 0.05$. It demonstrates that H_0 is rejected while H_a is accepted. Thus, the hypothesis that there is a positive and significant contribution between study habits (X_1) and learning style (X_2) together with Islamic religious education learning outcomes (Y) has been tested empirically with the regression equation $\hat{Y} = 44.414 + 0.307X_1 + 0.236X_2$.

Furthermore, to find out the amount of the effective contribution of each predictor variable based on the calculation of the partial correlation between X_1 and Y if the variable X_2 is constant is $ry_{1.2} = 0.652$, this means that study habits contribute to the learning outcomes of Islamic religious education of students of 0.652. Through the t-test that has been carried out, it turns out that the t count = 2.55 while the t table value = 1.66. Because t count (2.55) > t table (1.66), this shows that the contribution made by the study habit variable to the learning outcomes of Islamic religious education by controlling for the learning style variable is significant. While the partial correlation between X_2 and Y if the variable X_1 is in a constant state is $ry_{2.1} = 0.421$, this means that learning styles contribute to the learning outcomes of students' Islamic religious education by 0.421. Through the t-test that has been carried out, it turns out that the t-count = 2.23 while the t-table value = 1.66. Because t-count (2.23) > t-table (1.66), this shows that the contribution made by the learning style variable to students' Islamic religious education learning outcomes by controlling for the study habits variable is significant.

Discussion

A habit is one of the numerous things that might impact a study (Akmalia, 2021). Changes in behavior can shape habits, impacting learning accomplishment (Andreyeni et al., 2020). As a result, for students to succeed, they must develop good participation habits in learning activities. Students' habits for achieving goals or learning outcomes are, in general, directly tied to their efforts to accomplish these goals. The more effort, the stronger the will, and the greater the likelihood of academic success. In contrast, the smaller the effort, the less will the lower the proclivity to succeed. A good study habit orientation can boost learning accomplishment in order to obtain good learning achievement. These are habits in both physical and psychological learning activities.

Furthermore, Calhoun and Acocella (1990) emphasized that study habits can be specified in several ways, including (1) length of study, which refers to the average study time outside of class hours every day, (2) division of study time, which refers to the distribution or use of study time every day of the week, (3) place of study, which refers to the location used for studying at home, and whether or not certain study habits exist. (4) focus when studying, which relates to genuine attention needed for learning; (5) learning attitude, which may differ from lesson to lesson, pupils may love learning or not; (6) the way of learning, which may also differ from one another, students are learning by just reading from beginning to end, maybe some underline and some who read while making summaries (Zaki et al., 2022). This finding also supports the findings of Wicaksono and Sofyan's research (2017), which found a positive and significant contribution of habit study of

learning achievement in class XII TKR SMK Muhammadiyah 1 Salam, as indicated by the t value greater than t table, namely: $8.587 > 2.009$). Tiara's research (2020) revealed that study habits considerably impacted learning results in Islamic religious education, with study habits influencing 52.8% of learning outcomes. In contrast, 47.2% are impacted by variables other than study habits.

Study habits evolve due to daily repetition, becoming routines that students adopt. Murti (2018) explained that habits that are well structured and developed gradually throughout the process will also produce good results so that students acquire new attitudes and habits that are more appropriate and positive in the sense that they are following the needs of space and time. Students will be motivated to achieve and be accountable for their tasks if their study habits are scheduled and well-planned. These positive study habits will encourage students to take responsibility for their tasks and to do their best to accomplish them. Students with bad study habits are less accountable for their work, prone to postpone, and are less autonomous and dependent on others. As stated by Ningsih (2014), differences in student habits might affect their learning activities and thus impact learning successes acquired. In addition, Muliani's research (2020) concluded that study habits and learning outcomes had a significant relationship. Andreyeni concluded that there was an influence between study habits and student learning styles on student learning outcomes and had a solid relationship with student learning outcomes. At the same time, there was no significant difference between study habits and male students, and the learning styles between female and male students differed significantly (Andreyeni et al., 2020).

CONCLUSION

Study habits and learning styles significantly impact students' Islamic religious education learning outcomes at SMP Negeri 11 Medan. Study habits contribute 43.5%, while learning styles contribute 18.1%. Together, they contribute 61.4%, with 38.6% coming from outside variables. These findings can reference further research on study habits and learning styles in various data sources.

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