The Effect of Study Habits on the Learning Outcomes of Natural and Social Sciences (IPAS) at Elementary School Students

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Abstract: Study habits are a way or technique to establish students when receiving learning, reading books, and doing assignments to complete teaching and learning activities. With these good Study habits, students can improve learning outcomes from the scores obtained previously. This study aims to determine the effect of student study habits on student learning outcomes in class IV Natural and Social Sciences (IPAS) subjects at SDN Kedensari II. This research is a quantitative study using the post facto approach. The population in this study was grade IV students, and the research sample was 50 students. Data collection in this study is the first to use a questionnaire and documentation of mid-semester test scores as learning outcomes in Natural and Social Sciences (IPAS) subjects. Data analysis used descriptive analysis, prerequisite test analysis, and hypothesis testing with the T-test, and the results showed that students' study habits were included in a reasonably good category with a percentage of 38%. The value of learning outcomes from the midterm test scores was included in the good enough type, with the highest rate of 34%. This research proves that Study habits significantly affect student learning outcomes in class IV Natural and Social Sciences (IPAS) subjects at SDN Kedensari II.

Abstrak: Kebiasaan belajar merupakan sebuah cara atau teknik untuk menetapkan diri siswa pada saat menerima pembelajaran, membaca buku dan mengerjakan tugas untuk menyelesaikan kegiatan belajar mengajar serta dengan kebiasaan belajar yang sudah baik ini siswa mampu meningkatkan hasil belajar dari nilai yang di dapat sebelumnya. Penelitian ini bertujuan untuk mengetahui pengaruh dari kebiasaan belajar siswa dan terhadap hasil belajar siswa pada mata pelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) kelas IV di SDN Kedensari II. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan pendekatan Ex-Post Facto. Populasi pada penelitian ini adalah siswa kelas IV dan sampel penelitiannya sebanyak 50 siswa. Pengumpulan data dalam penelitian ini yaitu yang pertama menggunakan kuesioner dan dokumentasi nilai ulangan tengah semester sebagai hasil belajar pada mata pelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS). Analisis data menggunakan analisis deskriptif dan uji prasyarat analisis serta uji hipotesis dengan uji T dan hasil penelitian menunjukkan bahwa kebiasaan belajar siswa sudah termasuk dalam kategori yang cukup baik dengan presentase 38 % dan nilai hasil belajar dari nilai ulangan tengah semester termasuk dalam kategori cukup baik dengan presentase terbanyak yaitu 34 %. Penelitian ini terbukti bahwa kebiasaan belajar berpengaruh secara signifikan terhadap hasil belajar siswa pada mata pelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) kelas IV di SDN kedensari II.

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A. Introduction

Education is a vital process that enables individuals to contribute positively to their nation and state. It's a complex endeavor that requires long-term investment, with success often only realized when educated individuals effectively fulfill their roles in the future. Education is crucial for all who seek knowledge, as it should be imparted correctly, wisely, and through effective teaching. It holds great significance, as exemplified by the first revelation Allah SWT bestowed upon Muhammad SAW, highlighting education as a key source of knowledge and a fundamental necessity for all humanity in their lives (Munirah, 2016).

Education plays a crucial role in influencing a nation's advancement and aligns with the foundational principles of Pancasila in Indonesia. As per Indonesian Law Number 20 of 2003 on the Indonesian Education System, Article 1 (1), education is defined as a deliberate effort to facilitate a learning process that enables students to actively nurture their inherent potential, benefiting themselves, society, the nation, and the state. The hallmarks of educational quality include the enhancement of student learning outcomes, ensuring students not only grasp the learning material but also develop the capability to tackle problems through the educational journey (Yuniani et al., 2022).

Learning in education is an ongoing process or effort undertaken by individuals to bring about a new change in behavior, influenced by their experiences and interactions with their environment. This process of learning is a fundamental responsibility and duty in human life, as every individual possesses a high level of self-awareness. The desire to learn manifests in behavioral changes, such as improved learning abilities in school, shifts in attitudes at home and school, and the enhancement of personal potential. This growth in potential is closely linked to better learning outcomes.

Under Indonesian Law No. 20 of 2003, education must be conducted within the framework of the national education system. The quality of education is intrinsically tied to teaching and learning activities, which are crucial in the school setting. The effectiveness of these teaching and learning processes is reflected in the students' learning outcomes. These outcomes, indicative of student achievement, can be assessed through various means such as test scores, questions, or other methods employed by teachers during classroom activities. Good grades are a visible indicator of positive student learning outcomes, representing the knowledge acquired in each subject as taught by the teachers (Simamora & Saragih, 2021).

Success in learning is a result that students have achieved through effort and ability in the knowledge and skills they have in various fields to change the behavior they have observed (Priansa & Juni, 2014). Students must be able to increase the value of learning outcomes in teaching and learning activities to achieve educational goals and create competent students in the cognitive, affective, and psychomotor fields. Student learning outcomes are used to realize educational goals' achievement, so measured learning outcomes are highly dependent on educational goals (Nainggolan et al., 2022). Learning outcomes can also inform students' understanding of learning materials in teaching and learning activities (Irawati et al., 2021).

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Changes in students in terms of learning are very influential in obtaining satisfactory and improved learning outcomes. From this factor, students are also able to make good habits every day, for example, by being on time when entering class, studying not only approaching tests, when at home they spend more time studying than playing and constantly reading books and recording material that has been explained by the teacher when teaching and learning activities take place in front of the class (Tessa, 2021).

Optimal learning outcomes are significantly influenced by the teacher's approach to delivering lessons, particularly in natural and social sciences (IPAS) subjects in the classroom. For instance, teachers can aid students who have difficulties grasping the material by providing engaging and easily understandable learning media and employing more effective teaching methods to maintain student interest and prevent boredom. Teachers are pivotal in creating diverse learning plans, applying appropriate teaching methods, and enhancing students' critical thinking skills. They need to present material in ways that spark student interest and curiosity, prevent quick disengagement, and encourage active participation, such as through question-and-answer sessions about the covered material. Thus, teachers should always view students as central to classroom learning activities, ensuring a calm and conducive teaching environment.

Learning outcomes are a measure of student success following the educational process. These outcomes are categorized into three domains: cognitive, affective, and psychomotor. Evaluation, which focuses on student grades during school learning activities, serves as a scale for assessing these outcomes. This evaluation primarily considers the cognitive domain, as it is frequently used by teachers to gauge students' knowledge mastery, reflecting their achievement in learning outcomes (Berutu & Tambunan, 2018).

Student learning outcomes are closely related to the study habits factor, where study habits dominate the behavior or actions of students every time they carry out the learning process. In addition, study habits result from various factors, such as students' actions or attitudes when learning. From this factor, the study habits carried out continuously will be embedded in him directly. By applying excellent and consistent study habits every day, the student will achieve success when participating in learning. In this case, this habit significantly increases students' acquisition while studying at school. Students who diligently study can automatically improve their ability to master the material when answering questions and facing exams well and get maximum results. So, this acquisition result is the reference point for students in achieving their success in participating in learning in school (Sudjana, 2015). There are still some students who have not implemented good study habits, for example, by studying regularly, studying when approaching exams, having more time to play, often not listening to the teacher, and not taking notes on what has been explained in front of the class, learning outcomes that are not optimal. These study habits can also affect students' daily lives at home and school. Therefore, students are expected to have changes in good study habits (Febriana, 2018).

Students with good learning outcomes and achievements, especially in natural and social sciences (IPAS), also have good knowledge. When in class, always listen to the teacher

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when explaining learning and be diligent in learning. So that it can motivate other students to have good learning outcomes and be proud of themselves. Through these learning outcomes, they can see students' learning process and always experience changes that cause study habits to emerge. With good study habits, these students can improve their learning outcomes so that parents at home must always get used to studying at home regularly every day by limiting play time and making a schedule for regular study and rest. From this regular study habit, it is hoped that students will have a disciplined attitude in everything, and this regular study habit also makes students understand that improving good learning outcomes requires a process that is not easy.

Study habits are learning methods that aim to gain knowledge, attitudes, skills, and skills (Slameto, 2019). Students' study habits are one of the supporting factors for student success. The study habits can bring the desired learning outcomes if they are reasonable. It is also good where this habituation is a suitable mental attitude towards something related to learning activities. Self-accustoming is also needed to develop good habits so that it can be carried out without much difficulty later (Sastro, 2018). In addition, the habit needs to be instilled in students in the learning process. Study habits are planning and learning discipline, applying learning procedures, learning skills, and learning strategies to achieve optimal student learning outcomes if these components are correctly implemented (Sirait, 2016).

Good study habits are study habits that contain positive elements and are by applicable norms. Meanwhile, bad study habits are study habits that contain harmful elements and are not by applicable norms. Positive study habits include setting a study schedule at school and home because students with longer study hours (above 1 hour) have better learning outcomes. Then, choose an excellent place to study, learn using various sources, read well and according to needs, and ask for things unknown to teachers, friends, or anyone. Meanwhile, bad habits in learning include procrastinating, stalling, not asking questions, and so on (Ukpong & George, 2013).

Study habits can be used as a way or technique to set and organize oneself when studying, reading books, and other activities. These good habits are essential for oneself in the learning process, and organize oneself when studying, reading books, and other activities. This good habit is essential for oneself in the learning process because it will significantly impact the understanding and learning results that will be achieved. Forming this habit is essential and will aim for students to obtain maximum results. Students must also form good habits at school and home because this habit has become the most essential part that must be done. They must do it voluntarily and pleasantly, without any coercion from anyone and without burden (Djaali, 2014).

Indicators of student study habits are adapted from expert theories, including making schedules and their implementation, reading and taking notes, repeating learning materials, concentrating, and doing assignments (Slameto, 2019). Moreover, with good study habits, of course, it will also improve student achievement. However, not all students and teachers can implement it. The problem that arises and often occurs is that the value of

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learning outcomes could be more optimal, and the formation of study habits is less effective because some students still need to apply learning discipline to achieve less-than-optimal learning outcomes. So, the teacher must be able to instill good habits in children so that students have good study habits to increase their learning achievement. It is proven that the research conducted at SD Negeri 024868 Binjai has a significant effect on study habits and the achievement of social studies learning of class IV students of SD Negeri 024868 Binjai. The results of t in the calculation = 281.5, and the results of t in the table = 2.03. Where the results of t in the calculation> the results of t in the table, then between study habits on social studies learning achievement of fourth-grade students of State Elementary School 024868 Binjai has a significant effect (Muliani, 2020).

Based on the results of observations made by researchers of fourth-grade students at SDN Kedensari II, an effective learning habit has not yet been formed, and there are still many students who make bad habits, namely, doing PR at school, overnight learning systems, and learning when approaching tests. Incidents like this are often found in class, with the excuse that students still have not set aside their playing time to be used to study, but they choose to play games or something else. With this irregular learning, students will later develop habits that are not appropriate for students to apply. In addition, the learning outcomes seen from the midterm exam results still need to be more optimal because there are still students who get scores below the minimum completeness criteria (KKM). These study habits can affect the acquisition of learning scores that are not optimal and are classified as low. Based on the background of the problem above. So, the researcher examines the problem with a study entitled "The effect of study habits on the social Studies learning outcomes of 4th-grade students at SD Negeri Kedensari II". The problem formulation of this study is: How are the study habits of fourth-grade students of SDN Kedensari in natural and social sciences (IPAS) subjects? How are the learning outcomes of students seen from the mid-semester test scores in natural and social sciences (IPAS) subjects, and how is the effect of study habits on student learning outcomes in class IV SDN Kedensari II in natural and social sciences (IPAS) subjects.

This research has several objectives, including (a) To find out the study habits of SDN Kedensari II fourth-grade students in natural and social sciences (IPAS) subjects. (b) In order to determine the learning outcomes of SDN Kedensari II fourth-grade students in IPAS subjects. (c) In order to determine the effect of study habits on the learning outcomes of fourth-grade students of SDN Kedensari II in natural and social sciences (IPAS) subjects. In addition, the specific objectives of this study are that teachers must be able to apply learning discipline to students so that students have good study habits to improve their learning outcomes in natural and social sciences (IPAS) subjects, to add knowledge about the contribution of student study habits to learning outcomes and can encourage schools always to instill good study habits for their students so that they can get better learning outcomes.

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B. Method

This research uses quantitative methods based on the philosophy of positivism, which is used to research specific representative populations or samples and data collection using research instruments (Sugiyono, 2018). In this study, researchers used an ex post facto method. This research is helpful as it examines the causal relationship of the independent variable at the start of the research. The occurrence of attachment in research is an event without engineering. In addition, each variable in the study must be interconnected or influential and seek information about the reasons for the causal relationship.

Elementary school students are the main subjects in this study. The population in this study is grade IV students of Kedensari II public elementary school consisting of two classes, namely IV A and IV B, totaling 51 students. The sample of this study is grade IV, totaling 51 students. Sampling techniques are also used in this study. The technique used is non-probability sampling with saturated sampling type because the population is relatively tiny, less than 100, so the sample used in this study uses all population members as samples. This study uses two variables, namely, the independent variable, study habits (X), and the dependent variable (Y), namely social studies learning outcomes.

For qualitative research such as classroom action research, ethnography, phenomenology, case studies, and others, it is necessary to add the presence of researchers, research subjects, and informants who help along with ways to explore research data, location and length of research and a description of the checking the validity of the research results.

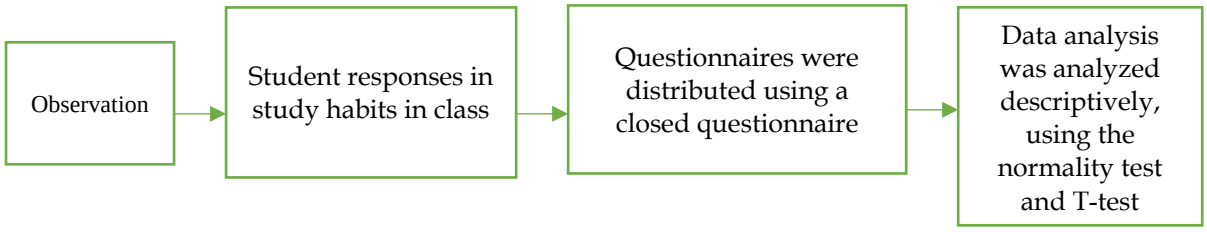

Figure 1.Research Flow

The data collection technique in this study first is to make direct observations in the classroom to find information on how students respond when teaching and learning activities take place in class and in the application of study habits to see the value of the achievement of natural and social sciences (IPAS) learning outcomes in grade 4 elementary school students. The instrument used by researchers is a study habit questionnaire sheet. A questionnaire sheet is a data collection technique that provides negative and positive statements and is written to respondents to be answered according to their abilities (Sugiyono, 2017). The questionnaire used in this study is a closed questionnaire centered on questions and answers provided so that respondents need to choose the answers that have been provided. Researchers distributed this questionnaire to 4th-grade students at SDN Kedensari II. The distribution of this questionnaire was carried out in June.

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The study habit variable in this study was measured using a Likert scale, which is to express the respondent's feelings by choosing several alternative answers and starting from a scale of 4, namely, the alternative answer is "always," then score 3 "often" score 2 "sometimes" and the score is "Never' and vice versa on negative statements. In addition, the learning outcome variable is measured and obtained from students' cognitive domain results while participating in learning activities. This is an average assessment of odd-semester UTS in natural and social sciences (IPAS) subjects for grade IV elementary school students. Documentation is used to obtain data on the list of student names and the midterm exam scores of social studies students in classes IV A and IV B in the odd semester of the 2022/2023 school year. The questionnaire sheet given to students consists of several indicators. Indicators of study habits that researchers use in this study include making a study schedule, taking notes and reading, concentrating, and doing assignments (Slameto, 2019).

In measuring whether a questionnaire is valid, the researcher conducts a validity and reliability test to see whether the statement from the study habits variable questionnaire can achieve results and obtain appropriate and accurate power, so the statement from the questionnaire must be valid. In addition, the indicators in this questionnaire instrument are valid. The expert validator has accepted the instrument by the nisi and format, and there are no improvements in the instrument indicators. The validity test also looks at the results of the correlation value at a significant value of 5% (0.05). The questionnaire was also tested first on SD Negeri Kedensari II fourth-grade students. This SPSS 26 program is used by researchers to find or measure the results of the questionnaire trial first. After calculating using SPSS 26, we obtained 18 valid items for the student study habits variable, namely items no. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18 and 20, then this valid questionnaire statement for researchers to use in research classes at SDN Kedensari II. All statements in the questionnaire can be valid if $r_{count} > 0,3882$. The formula used to test the reliability of the instrument is the Cronbach Alpha formula, which is said to be reliable if $r_{count} > r_{table}$ and vice versa if $r_{count} < r_{table}$, then the questionnaire is likened to unreliable if the calculated r-value is consulted in the r interpretation table with the requirement that it is said to be reliable if r_{count} is 0.6. The reliability test in this study was carried out after the validity test was carried out with the help of SPSS 26. The reliability test results were obtained from the Cronbach Alpha coefficient value of 0.7 (Sugiyono, 2019).

The data analysis technique used in this study is descriptive analysis, which is used to describe the description of the natural and social sciences (IPAS) learning outcomes obtained by fourth-grade students of Kedensari II public elementary school and the results of students' study habits from the results of the questionnaire, then conduct a prerequisite test analysis including by conducting a validity test, reliability test and normality test which is used to determine whether the data from the study habits variable and the student learning outcomes variable can be distributed normally or not in this normality test using the Kolmogorov-Smirnov Test. Test the linearity of the study habits variable and student learning outcomes. After that, hypothesis testing will be conducted using the T-test, which

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will be used to test the significance of the independent variable that partially affects the dependent variable. The calculations in this study used SPSS version 26.

C. Result and Discussion

Result

The results of this study were then analyzed using descriptive analysis to describe the value of social studies learning outcomes and the results of the study habits questionnaire. This study consists of several variables, including the independent variable, namely study habits, and the dependent variable, namely the learning outcomes of natural and social sciences (IPAS) subjects. In this study, researchers distributed questionnaires to 50 fourth-grade students of SDN Kedensari II as the object of research. The following are the results of the calculation of descriptive statistical analysis and frequency distribution for the student study habits variable in the following table.

Table 1. Descriptive Analysis of Study Habits Table

		Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Study Habits	50	23	35	58	47,48	5,478	30,010
Valid N (listwise)	50						

The descriptive data analysis in Table 1 shows that of the 18 student answers through the student study habits questionnaire, the minimum value is 35, and the maximum value is 58, with an average of 47.48.

Table 2. Frequency Distribution Table on Study Habits Variable

Category	Interval keys	F	%
Perfect	> 52,9581	11	22
Good	47,48 - 52,9581	10	20
Good Enough	42,0018 - 47,48	19	38
Low	< 42,0018	10	20
Total		50	100

In addition, the calculation of the frequency distribution on the study habits variable shows that the results of the student learning questionnaire are in the 52-58 interval with a total of 11 students with a percentage of 22%. With this, students have implemented excellent study habits. The score data from the results of the study habits questionnaire in the natural and social sciences (IPAS) subject is interpreted into the percentage of the study habits questionnaire score of grade 4 students divided into several categories where each of these categories has a different category class, namely, perfect, good enough and low. Based on this data, the score of this study habit questionnaire includes students who have study habits in the outstanding category, namely 11 students with a percentage of 22%, as many as 10 students who have good study habits with a percentage of 20%, 19 students have good

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enough study habits with a percentage of 38%. Ten students have low study habits in natural and social sciences (IPAS) subjects, with a percentage of 20%. Data on the frequency distribution of scores from the student study habits questionnaire was obtained from the analysis results.

In the variable of the natural and social sciences (IPAS) subject UTS learning outcomes, many students have achieved satisfactory scores in the odd semester. Furthermore, the value of the results of the 4th grade natural and social sciences (IPAS) subject UTS in the odd semester of the 2022/2023 school year is calculated using descriptive statistical analysis. Then, the results of the descriptive analysis of the data on the value of the UTS learning outcomes in the odd semester natural and social sciences (IPAS) subject grade 4 are as follows:

Table 3. Descriptive Analysis of Learning Outcomes

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Learning Outcomes (Final Exam)	50	35	60	95	80,92	12,657	160,198
Valid N (Listwise)	50						

Table 3 results are seen from data documentation from the midterm exam scores in the odd semester. Based on Table 3 above, the lowest value of the odd semester UTS learning outcomes of 50 students consisting of 2 classes is, the Minimum value is 60, and the Maximum value is 95.

Table 4. Frequency Distribution Table on Natural and Social Sciences (IPAS) Learning Outcomes Variable

Category	Interval Keys	F	%
Perfect	> 93,57	5	10
Good	80,92 - 93,57	24	48
Good Enough	68,26 - 80,92	9	18
Low	< 68,26	12	24
Total		50	100

In calculating the frequency distribution on the natural and social sciences (IPAS) learning outcomes variable, it is in the 93-95 interval as many as five students with a percentage of 10%, so students have achieved excellent and maximum learning outcomes. Furthermore, the results of student learning outcomes are categorized into several categories that are used for the interpretation of the scores of student learning outcomes, including very good, sound, and relatively low, which of each category has a different interval class based on student learning outcomes, it shows that five students have scored in the excellent category with a percentage of 10%. The good value category is obtained by 24 students with a percentage of 48%. In addition, students who are in the category of pretty good grades are nine students with a presentation of 18%, and some students still have

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unsatisfactory grades in the final exam, especially in natural and social sciences (IPAS) subjects, totaling 12 students and a percentage of 24% which is included in the low category learning outcomes.

In testing the validity and reliability of the research instrument, namely in the form of a questionnaire, it is known that the Rtabel value for data totaling 26 students with a significance level of 5% is 0 3882. This value is derived from the calculation results through SPSS, and if it is valid, then if $R_{count} > R_{table}$. The following is a table of instrument validity.

Table 5. Instrument Validity Test Results

Item Statement	r_{Count}	r_{table}	Description
1	,632	0,3882	Valid
2	,413	0,3882	Valid
3	,670	0,3882	Valid
4	,497	0,3882	Valid
5	,389	0,3882	Valid
6	,395	0,3882	Valid
7	,392	0,3882	Valid
8	,459	0,3882	Valid
9	,419	0,3882	Valid
10	,530	0,3882	Valid
11	,455	0,3882	Valid
12	,541	0,3882	Valid
13	,445	0,3882	Valid
14	,499	0,3882	Valid
15	,437	0,3882	Valid
16	,545	0,3882	Valid
17	,418	0,3882	Valid
18	,484	0,3882	Valid

Researchers also conducted this reliability test to state whether the questionnaire was reliable or unreliable. To test the reliability of this instrument using Cronbach's alpha formula in general, if> 0.6, it is acceptable that the instrument of this learning habit is reliable and can be used for research. All statements on the questionnaire are considered reliable because the Cronbach's Alpha value is> 0.60.

Table 6. Instrument Reliability Results

Cronbach's Alpha	N of Items
,708	20

The results of the normality test using the Kolmogorov-Smirnov Test show that the results of the normality test using SPSS software assistance are that the Asymptotic Sig coefficient is 0.20. So, the data from the student's study habits states that they come from normally distributed data with an Asymptotic Sig coefficient> 0.05. evidence in the calculation of this test is described in the table below:

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Table 7. Results of Normality Test Kolmogorov-Smirnov Test

		Unstandardized Residualp
N		50
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	,12582006
Most Extreme Differences	Absolute	,070
	Positive	,067
	Negative	-,070
Test Statistic		,070
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Before conducting the T-test, a linearity test was carried out in this study. The calculation results were seen through the relationship between the data in the ANOVA column using SPSS. The results of calculations using the linearity test in this study can be linear if the significance value is> 0.05. the calculation results can be seen in the ANOVA table below:

Table 8. Linearity Test Results Using ANOVA Table

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	51,446	1	51,446	,317	,576[b]
	Residual	7798,234	48	162,463		
	Total	7849,680	49			

a. Dependent Variable: natural and social sciences (IPAS) Learning Outcomes
b. Predictors: (Constant), Study Habits

Based on the table above, the significance value is 0.576> 0.05. So, the conclusion is that there is a significant linear relationship between the study habits variable and the natural and social sciences (IPAS) learning outcomes variable. Furthermore, the hypothesis analysis used by researchers uses the t-test on SPSS, which helps know how far the effect is between the student study habits variable and student learning achievement. The following table shows the results of the t-test as below:

Table 9. T-test Results

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	89,013	14,494		6,141	,000

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Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Study Habits	,190	,338	,081	5,563	,576

a. Dependent Variable: natural and social sciences (IPAS) Learning Outcomes

From the results of the T-test in the table above, the decision that can be made is whether the hypothesis of the sample size of 50 can be accepted or rejected with a significance of 5%, making a decision on the rejection or acceptance of the hypothesis with the amount of data 50 and with a significance level = 5% using the formula t_{table} = (5% = (DF = 50-2) t_{table} = t (0.05: 48) = 2.01063 so that the resulting t_{table} in this test is 2.01063 and is based on the following criteria, based on the comparison of the t_{count} and t_{table} values, the basis for making decisions is, first, if $t_{count} < t_{table}$, then H_0 is accepted and Ha is rejected, the two variables have no effect, and second, if $t_{count} > t_{table}$, then H_0 is rejected and Ha is accepted, so the two variables in this study can affect each other. So the result of the sig test from Table 7 is that there is a positive and significant effect between the study habits variable (X) on Learning Achievement (Y) because the value of $t_{count} > t_{table}$ (5.563 > 2.01063) and a significance value of 0.000 < 0.05. So, there is an effect between variables X a nd Y; in other words, H_0 is rejected and Ha is accepted.

These results show that the study habits of students in the natural and social sciences(IPAS) subject of Kedensari II State Elementary School is included in the excellent category with a percentage of 36% of student responses to indicators of making schedules and simple effect mutation, reading and taking notes, how to follow the learning and repeating learning materials, for example, reading material that has been explained by the teacher or teacher in the natural and social sciences (IPAS) subject is quite good. Then, the learning outcomes in this natural and social sciences (IPAS) subject are in a pretty good category with a percentage of 34%. The learning outcomes of students in the natural and social sciences (IPAS) subject of Kedensari II State Elementary School are still quite good on the results of the midterm exam scores when compared to the scores from the final semester test or the daily test.

Discussion

Study habits are a method or method that students must apply as a form of effort to achieve what is expected. There are several stages in applying this study habit, namely before and after studying or during the learning activity process. Examples of before learning include making a regular study schedule at home and having a high interest in learning so that they are always diligent at home and school. Concentration is also needed in learning because, with high concentration, students can store, find out, and process learning material that the teacher has explained. In addition, this study habit is very influential in fostering attitudes and learning motivation in students. This learning motivation can lead to the acquisition of student learning outcomes. With the emergence of this habit, the aim is to increase the value of learning outcomes. In addition, students can

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have much time to study at home to be more enthusiastic about studying when approaching exams. With good study habits, students become more enthusiastic, which can affect the effectiveness of the teaching and learning processes. Therefore, this study was conducted by researchers to find out whether there is an effect of this study habit on student learning outcomes in natural and social sciences (IPAS) subjects. This discussion aims to interpret and describe the importance of your findings. These explanations are based on what is already known and explain new understandings or insights from your study of the problem. The discussion will always be connected to the introduction through the research questions (problem formulation) or hypotheses you submit and the literature you review.

In the initial stage before this study, the researchers tested the student study habits questionnaire sheet in class 4A with 26 students. The questionnaire sheet containing 20 statements was given to students. After the subsequent trial, the researchers conducted a validity test to measure the validity of the questionnaire statement statement with the help of SPSS 26. The results of the validity test of the study habits questionnaire instrument resulted in 18 valid statement items out of 20 statements that had been given.

The reliable questionnaire can examine data from student study habits at SDN Kedensari II, a grade 4 student group totaling 50 students in 2 classes. First, researchers conducted this research by explaining study habits to students and how to apply good student study habits to improve their learning outcomes. After explaining this, the researcher distributed questionnaire sheets to students to fill in the statements that had been provided.

The results of the data obtained from the research will be processed to test for normality. In the results of this analysis, the researcher uses normality testing because this test can be used as evidence that the sample in this study comes from a predetermined population and that the population is normally or abnormally distributed. The normality test uses one-sample Kolmogorov-Smirnov on IBM SPSS Statistics 26. The data is said to be normally distributed if the Kolmogorov-Smirnov output with the Asymptotic coefficient Sigp0.20 > 0.05.

In addition, based on the results of hypothesis testing using the T-test conducted by researchers, the study habits variable significantly affects student learning outcomes in natural and social sciences (IPAS) subjects in this study. With the statistics from the Pvalue (Significance) < 0.05, ha is accepted, and ho is rejected.

Study habits from within students can significantly and positively affect student learning outcomes, especially in natural and social sciences (IPAS) subjects. Because what has been achieved by students is an effort or a result of the process they have gone through during teaching and learning activities at school. In addition, the effectiveness, relevance, and efficiency in the teaching and learning process indicate success in achieving a good teaching goal. As for efforts, techniques, and strategies, they are also crucial and related to the effectiveness of achieving appropriate learning goals quickly. This study habit is one part of the teaching and learning process that impacts producing a good learning goal (Sudjana, 2018).

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Study habits as a student's learning experience repeatedly and significantly affect student learning, for example, concentrating on participating in every lesson, preparing for exams, avoiding unimportant activities when facing tests, and replacing them with learning. Implementing good study habits in every teaching and learning activity can improve student learning outcomes (Azis & Sembiring, 2020). Several internal factors affect learning outcomes, including psychological factors that can affect learning outcomes, such as having study habits (Rosyida et al., 2016). One of the factors that affect natural and social sciences (IPAS) learning outcomes is study habits. The inequality of the level of study habits of each student results in different levels of achievement of students' natural and social sciences (IPAS) learning outcomes. Study habits will affect learning, which aims to gain knowledge, attitudes, skills, and skills, including making and implementing schedules, reading and taking notes, repeating learning materials, concentrating, and doing assignments (Annisa & Fitria, 2021).

Study habits are an essential factor in the learning process. Study habits are not a talent or innate that has been owned since childhood. Good study habits are essential for every student in his learning activities because they will affect the learning outcomes that will be achieved. The study habits in question include following lessons, studying, reading, and making summaries. The way students learn is different. Therefore, study habits must also be developed (Saifullah & Muchlis, 2019). However, if a student has good study habits, then the student always instills suitable learning methods to achieve a learning atmosphere that supports learning. A good learning atmosphere is the right atmosphere for understanding what the student is learning, so mastery of a natural and social sciences (IPAS) subject matter will increase. The higher the mastery of the material in the subject that students have owned, the higher the learning outcomes will be achieved by the students themselves (Kholis & Mulyono, 2022).

This good study habit can be improved so that students always manage their study habits regularly, provide a sense of comfort, and feel no more pressure in managing learning at home, making students maintain a diligent attitude in learning. During teaching and learning activities, teachers must always provide a sense of comfort to students so that students will learn safely and avoid boredom. In addition, in teaching, especially in natural and social sciences (IPAS) subjects, teachers can also provide freedom to students in terms of opinion so that students work together if there is learning material that has not been understood or when answering questions from the teacher so that students can discuss together with other students without competition. In addition, students must also have and instill an attitude of regularity in learning by making schedules, reading, repeating lessons, and taking notes. Not only at school but at home, students must always apply their study habits and, when studying, must always repeat the material taught by the teacher while still paying attention to the notes they have recorded (Aulia et al., 2023).

Teachers, as educators, have the duty and responsibility to encourage students through physical or spiritual student development. Students are the target of learning activities that must be guided by teachers or parents in order to have good study habits

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(Mawardi & Indayani, 2019). Teachers are also expected to be able to provide practical, fun learning and create better learning methods so that students become more interested in every lesson. At the end of the exam, the teacher can also give a reward or prize to students who have excellent learning outcomes so that students who still have sufficient or low learning outcomes can motivate themselves to improve their learning in order to get maximum learning outcomes (Albarado & Eminita, 2020).

In addition to teachers, parents are also very relevant in improving learning outcomes and instilling good study habits in students, so parents are always expected to motivate students to apply good study habits when at home and be more diligent in studying. Students with bad habits must improve their study habits to improve learning outcomes in natural and social sciences (IPAS) subjects. If students implement study habits regularly, it can make a good habit so that when carrying out learning activities, students feel happy and not forced or pressured when living.

The effect of study habits from this study can be caused by students who always find or look for ideas from discussions with several other friends when they do not understand the learning material that has been explained. It also helps students to have a high sense of concern with other friends if some do not understand the learning material. Apart from that, teachers must also always instill good study habits in students. For example, before starting learning, they can remind students or ask questions about the previous meeting material so that students can remember what material they have learned and learning becomes more effective. Teachers can also provide students with diverse and interactive learning methods and ice-breaking or a little game if students already feel bored with teaching and learning activities. So, in this study, students' study habits are expected to improve and positively affect learning outcomes in natural and social sciences (IPAS) subjects in class IV SD Negeri Kedensari II at this time in the research period.

Based on the background and formulation of the problems formulated by researchers regarding hypothesis decision-making in the research that has been carried out, the result is that the null hypothesis (H_o) is rejected. However, the alternative hypothesis (H_a) is accepted, which means that study habits affect the learning outcomes of natural and social sciences (IPAS) subjects for grade IV students at SDN Kedensari II.

Then, from descriptive analysis, it is known that some students have applied good study habits with a percentage of 22% and learning outcomes of 10%. From these results, the researcher argues that the respondents in this study have agreed to the questionnaire statements that have been given. So that the respondent's answer can produce a mean value more significant than the standard deviation value or the data that has been obtained is good from the results of this study in line with others who found that there was a significant effect between study habits on student learning outcomes (Budiana et al., 2021). In addition, there is also no significant effect between the variable study habits and student learning outcomes (Jannah et al., 2021).

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D. Conclusion

Based on this study's results, the study habits variable significantly affects student learning outcomes in PAS subjects at Kedensari II State Elementary School. The results of the calculation of study habits in class IV are classified as good, and it is known that the number of students with good categories is 18 students, and those with the lowest habits are only 11 people. Then, from the midterm learning results of students in class IV, it is known that with a good number of 17 students, there are still some students whose scores could be better, namely nine. In addition, study habits affect learning outcomes in natural and social sciences (IPAS) subjects in class IV SD Negeri Kedensari II. In this case, the habit of learning can make students able to add knowledge that has not been obtained before so that it can increase the value of learning outcomes that are not optimal. At this time, there are still many students who are too lazy to study because they prefer to play or study only when approaching the exam so, with this research, it is hoped that this study habit can increase the value of student learning outcomes in class IV in the natural and social sciences (IPAS) subject of Kedensari II State Elementary School.

Researchers provide suggestions for the results of this study so that they can be reconsidered as input and also a source of information for various parties with the results of this study regarding the effect of study habits on the learning outcomes of natural and social sciences (IPAS) grade IV students at Kedensari II State Elementary School. The effect of study habits of fourth-grade students of Kedensari II State Elementary School, namely, students can improve the time to study and study schedule when at home, students must always pay attention to the teacher when the teaching and learning process is taking place so as not to forget the material that has been discussed and the teacher must be more active and make media or learning methods more effective so that students do not feel bored during learning and when going to face the exam students must be more active to study and help friends who are challenging to understand the material that has been taught by the teacher so that the test scores can increase from before. This study needs to explain in detail the variables of students' study habits as a whole because this research was only conducted at SDN Kedensari II, and the researchers also focused on the effect rather than the relationship between the two variables. In the process of distributing questionnaires, the information provided by respondents sometimes requires honesty in giving opinions and what they are when filling out questionnaire sheets because each respondent has different opinions and understandings. If researchers want to research elementary school children, they must pay attention when filling out their research instruments because, usually, many need help understanding. Researchers also suggest that various parties can analyze the effect of learning outcomes with different variables and in other subjects.

Based on the results of this study, there are several limitations. Namely, in this study, researchers only used one subject to measure students' study habits. In addition, researchers should have generalized students' study habits as a whole because this research was only conducted at SDN Kedensari II. In filling out the instrument of the information questionnaire sheet that students have provided, they still need to show their valid opinions

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and sometimes only imitate the opinions of their friends because everyone has different opinions and thoughts from one another and must always prioritize honesty when filling out this questionnaire.

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