

THE CORRELATION BETWEEN LEARNING HABITS WITH STUDENTS' ENGLISH LEARNING ACHIEVEMENT AT VOCATIONAL HIGH SCHOOL



 **John Pahamzah**¹⁺
 **Annisa Febriyani**²

^{1,2}Sultan Ageng Tirtayasa University, Serang-Banten, Indonesia.

¹Email: jhon.pahamzah@untirta.ac.id

²Email: febriyani248@gmail.com



(+ Corresponding author)

ABSTRACT

Article History

Received: 27 June 2022

Revised: 12 August 2022

Accepted: 25 August 2022

Published: 15 September 2022

Keywords

Achievement
Correlation
English
English language teaching
Learning
Learning habits
Students
Vocational high school.

This study aimed to find the extent of the correlation between learning habits with students' English learning achievement. The research sample was taken from students in third grade of multimedia class, which consisted of 40 students. SPSS v25.0 was used for analyzing the data. A correlation test was carried out that yielded r-count value of 0.414 whereas, the value of r-table at significant 5% with N= 40 was 0.312. It thus proved that the value of data analysis was greater than the R table value, which accepted the hypothesis filed in this study. Moreover, there was a significant the correlation between learning habits with students' English learning achievement at vocational high school. The value of correlation interpretation was between 0.400 - 0.600. It shows that the level of correlation between the two variables is enough/moderate.

Contribution/ Originality: This research made a learning habits indicator for the questionnaire which is about making a schedule of learning and implementation, reading and taking notes, reviewing the lesson material, concentration in learning and doing school tasks.

1. INTRODUCTION

Education plays an important role in increasing the human quality and brightening national life. Education in general divided into three parts which are formal, informal and non-formal education. In formal education, learning shows the existence of a positive change that the final result will be obtained with new knowledge and skill. The school is a formal educational institution that serves as a means to realize the purpose of education. Schools are places where curriculum practices are implemented. Learning process is a complex in which the student determines whether or not it happens. If the student cannot solve the problem, the student cannot learn well (Gailea, Syafrizal, & Indasari, 2018).

The learning habits are one of the biggest elements of learning that has an impact on students' academic success (Ebele & Olofu, 2017). Both teachers, parents and also students definitely expect good study results, but in reality, only a few students get poor study results. This was influenced by their poor learning habits. Learning habits are the easiest way for the individual to absorb, organize, and access the information received. With the right learning habits, students will absorb and process information and make learning easier.

Based on the observation result by researcher in multimedia class when they were studying English. The researcher found that students often did not make notes from the material studied by them. When the researcher asked the reason, they answered that they were too lazy to do it. They also did not review the material that had been taught. It can be seen when the learning process took place. There were still many students who did not understand the material that was already conveyed by the teacher. When the researcher asked about it, they gave the reason that they just did not read the material taught. In addition to the problems above, the researcher also found students liked to disturb their friends in the class. It can be seen when the teacher delivered the English lesson material, the students did not concentrate in learning. Besides that, these problems also affected students' English learning achievement. So, it led to both good and bad results of students' English learning achievement.

Based on the explanation above, the problem formulation in this research was "Is there any correlation between learning habit with students' English learning achievement of students at vocational high school. To the best of the researcher's knowledge, this topic has not been studied. Hence this study will fill this research gap.

2. LITERATURE REVIEW

2.1. Learning Habits

Pulungan & Marjohan (2021) demonstrate that the concept of a scholastic self adds significantly to learners' propensities to learn. This conclusion was reached in light of information analysis showing a 36.3 percent contribution from students' intellectual self-ideas to their learning propensities while 63.7 percent of the remainder showed various causes. One of the components that contributed to learning propensities is the notion of a scholastic self. In general, "learning habits" allude to modes utilized by students to process, arrange and between act with learning materials declared that practically 95% of individual students have explicit learning propensities. As far as e-learning, propensities are the understudies' well-known styles of online ways of behaving. There are various e-learning research articles and reports accessible on the web or offprint, however a majority of the examination centers around unambiguous e-learning frameworks and individual execution of e-learning projects. Not many have examined independent students' learning styles, their propensities and the development of these styles and propensities after some time (Wang, Iwata, & Jarrell, 2018).

Learning habits are referred to as student learning methods. Learning is significant for each person to be instructed. Students need to have strong review propensities to have the option to learn, considering that learning is the main key to kill lack of education, regardless of what level it is. Through training, students can make a huge headway, yet instructors must guarantee helping viability to advance a high-quality teaching-learning climate (Karuović et al., 2021). The learning habit is the way the students learn whether a systematic, efficient or inefficient way of learning is. It may be defined as the way and manners of students plan their after-hours learning to master a particular subject or topic (Ahmed, Hossain, & Rana, 2018).

There are still many learning habits that do not support or actively work to obstruct learning, such as failing to make study plans at home, failing to focus regularly, failing to focus and zero in on exams, failing to pose questions when they are unsure of the answers, never going to the library, failing to review schoolwork at home, failing to make rundowns of the material, specifically the family and the educational foundation of the guardians. The study habits are well thought out and purposeful preparation of the accomplishment that have attained a kind of consistency on the pupils to comprehend the academic topics and pass the exam (Yanti, Dessty, & Perdana, 2021). Learning habits are a broader term than learning skills. It represents the whole learning approach, also environment is likewise one that incredibly impacts the improvement of kids (Umah, 2019).

Knowing the legitimate determination and execution of learning propensities can bring about more successful and proficient dominance of new information that will permit understudies to work simpler and better and further develop variation to changes. Propensities are schedules of for the most part subliminal customary redundancy conduct. New tendencies are difficult to frame, and old tendencies are challenging to overcome. This is due to the

fact that the moral principles we repeat the most have really been etched into our mental processes. Fortunately, it is possible to form new habits via repetition. Learning propensities can be portrayed as techniques and method for getting data. This is occurring at the cognizant or oblivious level. It assists understudies with arranging their endeavors to take care of issues, foster abilities, obtain information and consummation of school commitments (Amsrud, Amundsen, & Garmannslund, 2017).

The learning habit becomes an important factor in learning, because some of the learning achievements are determined by the attitudes and habits of learning (Wiryawan, Murda, & Bayu, 2019). In an instructive organization, student' learning habit assume fundamental parts. As per, to support scholastic accomplishment, concentrating on understudies' self-adequacy and self-regulation is significant. Self-directed abilities, like learning propensities, require additional thought from the public authority, guardians, and teachers, especially in the computerized unrest (Ghazali et al., 2020). The instructive foundation of the guardians here is the mother. This is due to the fact that mothers are the major educators of children since they serve as their children's primary environments from birth to maturity, while fathers just serve as designated authorities (Anggraini, Patmanthara, & Purnomo, 2017). that in a family setting when there are guardians and children, the status of the parents is comparable to that of the guardians. Notwithstanding, the job of the mother as an image of warmth makes the kid nearer to the mother, contrasted with the dad, who plays the part of a wellspring of force and an appointed authority. Foundation information on data recovery is a significant part of educational experience and considered since beginning phases of the exploration endeavors on learning propensities (Ersoy, 2019).

During the time spent customary instruction research, the concentrate on learning habits is normally centered around the essential training stage, while less concentrate on understudies' learning propensities. Researchers appear to be leaned to trust that: grade school understudies in rudimentary training stage are in the time of fostering their learning propensities, and examination on their learning propensities has solid hypothetical and reasonable importance, while the majority of the learning propensities for undergrads have been set, in this manner which absences of the exploration esteem. In fact, as compared to the mandatory and optional schooling levels, the learning environment and content at the college level have undergone extremely significant changes. As a result, it is reasonable to expect students to adapt their learning strategies once they enroll in college and further develop new learning habits. Additionally, under the guidance of logical origination, appropriate tactics might really transform the initial learning tendencies (Li, 2020).

At micro level, educators' showing propensities and students' learning propensities assume fundamental parts in the change cycles of any instructive establishment. underlined the need of students' self-adequacy and self-guideline toward feasible scholarly accomplishment, particularly in e-learning settings (Tran et al., 2020). What's more, it is additionally in light of the fact that the mother is the primary climate wherein kids associate from birth to adulthood (Firdaus, Ichsan, & Med, 2018). Basically, a person's learning behavior that has been ingrained over a considerable amount of time and gives learning activities they engage in certain features is referred to as a learning habit (Khan, 2016).

2.2. Learning Achievement

Learning accomplishment is the dominance of information or abilities created by subjects, which are generally shown by test scores or scores given by the instructor." The creators can observe that learning accomplishment is the outcome accomplished by understudies or from things they have learned through tests or tests. Learning accomplishment is the understudy's capacity to acknowledge, reject, and survey the data they get during the growing experience. Learning accomplishment is one pointer that is in many cases used to see understudy progress in the growing experience. For each subject under evaluation, learning achievement is often documented in grades or report cards. When their review session is over, students can check their review findings for one semester (Farhan & Rofi'ulmuiz, 2021). Accomplishment is the capacity that has been accomplished by somebody through the

assessment of the discovering that has been gotten. Accomplishment of learning results is a not set in stone by the educating and educational experience completed ceaselessly on each person and the progress of understudies/students in their learning exercises should be visible in the accomplishments accomplished by these understudies after a learning assessment is held by the educator in the field of study (Firman, Mirnawati, Sukirman, & Aswar, 2020). Learning achievement is an important issue in the history of human life because as long as the life span of people is always pursuing achievement according to their respective fields and abilities. Learning achievement can describe the level of students' attainment in knowledge, skills and learning experiences formulated with the purpose of learning for the school curriculum. Expressed the relationship amongst SES (Supplemental educational services) and understudies' understanding propensities and their effect on scholarly accomplishment. SES is integrated by portraying factors, for example, understudy ages (Tran et al., 2020).

Rate of learning achievement sometime can be drop below average. The reason for the low financial learning achievement is thought by absence of reality in the educational experience, with the goal that it will affect understudy learning accomplishment. The justification behind exploring this was on the grounds that the non-actual school climate, interest in learning, grouping of learning and decisive reasoning had been done well, however the specialists found information on learning accomplishment brings about the type of public test results sorted as falling short on Economics subjects (Erwiza, Kartiko, & Gimin, 2019). There is relation between critical thinking and creative thinking to learning achievement. Creative and critical thinking are viewed as fundamental for understudies. Crane expressed the significance of these two abilities when he stated: "When reason comes up short, creative mind saves you! At the point when instinct fizzles, the thought keeps you!" The aftereffects of significant learning will quite often be valuable, both in mental, viable, and psycho engine viewpoint. In the meantime, imaginative reasoning is not the same as decisive reasoning that is united. Imaginative reasoning attempts to make a new thing, while decisive reasoning attempts to survey worth or legitimacy in something that exists (Fatmawati, Zubaidah, & Mahanal, 2019).

Learning achievement can be an adjustment of understudies' mental, relational abilities, participation, and other noticeable capacities. Gaining accomplishment should be visible from changes in demeanor and conduct in the wake of getting an illustration or subsequent to picking up something, another element that influences understudy accomplishment learning is challenges experienced by understudies (Saripudin, Sari, & Mukhtar, 2018).

Issues about understudy self-regulation and their mindfulness of their insight on learning and metacognition is wanted to be the focal point of additional investigations to perceive what self-guideline and mindfulness have a mean for on learning accomplishment. acquiring that incorporates a portion of the comforts of online courses without the total loss of eye-to-eye contact. Contrasting with either on the web or study hall base learning alone, mixed learning has proof of learning accomplishment as a pre-test contrast fundamentally higher than either customary study hall or online based learning with an enormous impact size (Tongchai, 2016).

Student learning achievement is the degree of understudy achievement or the capacity of an understudy with an end goal to do their learning exercises and review the topic at school that is gotten as per the score they need to accomplish from the experimental outcomes in regards to various explicit topic (Alif, Pujiati, & Yulianto, 2020).

Inferred those three marks of SES — training, occupation, and pay — are decidedly related Learning achievement is also influenced by learning habits, and learning habits will affect the study itself, which aims to acquire knowledge, attitude, and skill, among other things, making a schedule of learning and implementation, reading and taking notes, reviewing the lesson material, concentration on learning and doing the tasks or assignments. Moreover, parts of understudy inspiration and learning conduct comprise a vital calculate the accomplishment of graduation principles. Understudies with high inspiration to learn and with great learning conduct will generally accomplish the expected capability principles (Tokan & Imakulata, 2019).

The achievement of learning in education is the result of measuring students who include cognitive, affective, and psychosomatic factors after following the learning process that is measured by using a test instrument or a

relevant instrument. So, learning achievement is a measurement of the assessments of the learning efforts expressed in symbol, both in letters and in sentences relating the results that every students has accomplished at a given period (Sabbah, 2016).

3. METHODOLOGY

The method of this research is correlational study, a kind of research plan that glances at the connections between at least two factors. Correlational investigations are non-exploratory, and that implies that the experimenter doesn't control or control any of the factors. A connection alludes to a connection between two factors. The correlation method is a way of gathering data on two variables aimed at figuring out whether or not there are relationships between the two variables (Ceci & Kumar, 2016). The research was done at vocational high school. The population of this research was third grade of multimedia class which consists of 40 students. It is preferable to use every member of the population if it is fewer than 100, but if the population is larger, the sample size can be as high as 20–25 percent or even more. As a result, the researcher employed the entire population of students as the sample for this study. The researcher has collected the data from questionnaire and students English academic scores at first semester.

The core of an overview was its questionnaire. The debate that takes place between scientists and responders is supported by the example that is drawn, the hiring of and preparation of managers and questioners, the programming of computers, and other preceding work. Summary findings heavily rely on the poll that guides this conversation (independent of how the discussion is intervened, e.g., by a questioner or a PC (Personal Computer)). A good questionnaire is equipped for creating viable and exact information. To work with the assortment of exact data, the specialist needs to consider two main points of contention. Initially, a proper arrangement of inquiries should be incorporated inside the primary body of the poll. Second, the poll should be focused on the right interest group. An ineffectively chosen test can lead not exclusively to a bunch of one-sided results, yet additionally to a high non reaction rate. Eventually, this will have suggestions for research investigation (Taherdoost, 2016). Surveys should be created using best practices to reduce reaction errors (Krosnick, 2018). The type of questionnaire used by the researcher is a Likert scale consisting of 5 answers to be responded by students such as very agree, agree, hesitate, disagree, and very disagree. The researcher made a learning habits indicator for the questionnaire which is about making a schedule of learning and implementation, reading and taking notes, reviewing the lesson material, concentration in learning and doing school tasks. The SPSS 25.0 program is used to examine the data after it has been gathered.

Table 1. The indicator of questionnaire for learning habits.

Learning habits	Indicator	Numbers of Items
Making a schedule of learning and implementation	Students make a learning schedule at home	1
	Students learn regularly based on schedule	2
Reading and taking notes	Students read the textbook	3
	Students take notes from textbooks that have been read	4
Reviewing the lesson material	Students are reviewing lesson material	5
	students read the notebooks of the subjects described by the teacher	6
Concentration in learning	Students focus on the teacher's explanation of the lesson materials	7
	Students do not have an activity that interferes with the concentration of learning	8
Doing school tasks	Students do the school tasks really well	9
	Students do not cheat on their friends when doing school tasks.	10

Table 1 shows the five learning habits categories and ten indicators of questionnaire for learning habits in this research. The students filled or answered the questionnaire from these indicators.

3.1. Hypotheses of Research

In this research, the hypotheses are as follows:

- 1) Null hypothesis (Ho), there is no correlation between learning habits with students' English learning achievement of students at vocational high school.
- 2) Alternative hypothesis (Ha), there is no correlation between learning habits with students' English learning achievement of students at vocational high school.

4. RESULTS AND DISCUSSION

There are two kinds of data that researcher has collected, learning habits and learning achievement. After the data has been collected, the researcher used IBM (International Business Machines) SPSS (Statistical Product and Service Solutions) v25.0 to analyze the data. Based on data analysis, the analysis data is divided into five parts, which are the learning habits data analysis, the analysis of the students' English learning achievement data, normality test, homogeneity test, and the correlation analysis between learning habits and learning achievement to determine the hypothesis of research. The research results are described as follows:

Table 2. Learning habits data.

Learning Habits		
N=40	Valid	40
	Missing	0
Mean		38.15
Median		38.50
Mode		39.00
Minimum		32.00
Maximum		44.00

4.1. Learning Habits Data

Based on the Table 2 of learning habits data, it can be seen that from 40 multimedia class students in third grade get an average value (Mean) is 38.15, mode value is 39, the middle value (Median) is 38.50, the minimum value is 32 and maximum value is 44.

Table 3. Students' English learning achievement data.

Students' English Learning Achievement		
N=40	Valid	40
	Missing	0
Mean		69.00
Median		70.00
Mode		70.00
Minimum		50.00
Maximum		90.00

Table 3 shows that the mean is 69.00, median is 70.00 while the minimum and maximum values are 50 and 90 respectively. The mode value is showing 70.

4.2. Students' English Learning Achievement Data

It is evident from the chart of students' English learning success above that from 40 multimedia class students in third grade get an average value (Mean) is 69.00, mode value is 70, the middle value (Median) is 70.00, the minimum value is 50 and maximum value is 90. After analyzing the data of learning habits and learning achievement, the researcher conducted Normality test, Homogeneity test, and correlation test by using Pearson Product Moment correlation test to decide the research hypothesis.

4.3. Normality Test

To determine if test data was taken from a regularly dispersed population, a normality test is used (inside some resilience). Several quantifiable tests, like the student's t-test and the one-way and two-way ANOVA (Analysis of Variance), are done upon an evenly distributed sample population (Das & Imon, 2016). The normality test is conducted to decide if the data of learning habits and learning achievement obtained have normal distribution or not. When the learning habits data and students' learning achievement has been obtained, then the researcher conducts a normality test. Once data has been proven to be normal distribution, then researcher conduct homogeneity test to check the homogeneous between learning habit and the students' English learning achievement.

Table 4. Normality test between learning habits and students' English learning achievement.

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		40
Normal Parameters ^{a, b}	Mean	1.09
	Std. Deviation	0.09
Most Extreme Differences	Absolute	0.122
	Positive	0.122
	Negative	-0.081
Test Statistic		0.122
Asymp. Sig. (2-tailed)		0.136

Note: a. Test distribution is Normal.
b. Calculated from data.

Table 4 shows that the significant value (2-tailed) determined based on the aforementioned One-Sample Kolmogorov-Smirnov test findings for normality is 0.136. Since the significance level is more than 0.05 ($0.136 > 0.05$), the data must be regularly distributed. If the significance value is 0.05 or below, the data is considered abnormal.

4.4. Homogeneity Test

The homogeneity test was used to determine whether or not the variance of the data from various populations is the same. The findings of surveys on learning habits, which are shown in the Table 5, are used in the homogeneity test. The test was done by using the Levene Static test.

Table 5. Homogeneity test between learning habits and students' English learning achievement.

Homogeneity Test of Variances					
		Levene Statistic	df1	df2	Sig.
Learning Habit	Based on Mean	0.869	4	35.00	0.492
	Based on Median	0.803	4	35.00	0.531
	Based on Median and with adjusted df	0.803	4	31.255	0.532
	Based on trimmed mean	0.859	4	35.00	0.498

The significant value (based on mean) derived from the results of the homogeneity test using the Levene static test is 0.492. The significance value is higher than 0.05 ($0.492 > 0.05$). So, the data distribution can be inferred to be homogeneous.

Table 6. The correlation test between learning habits and students' English learning achievement.

Correlations		Learning Habit	Learning Achievement
Learning Habit	Pearson Correlation	1	0.414**
	Sig. (2-tailed)	-	0.008
	N	40	40
Learning Achievement	Pearson Correlation	0.414**	1
	Sig. (2-tailed)	0.008	-
	N	40	40

Note: ** Correlation is significant at the 0.05 level (2-tailed).

4.5. Correlation Test

Based on SPSS results calculations from the Table 6, acquired r-count of 0.414 and then consulted with an r-table product moment for $n = 40$ at a significant level 5% was obtained by $r\text{-table} = 0.312$. Thus, the calculation results show the r-counter greater than the R-table in significant 5%. ($R\text{ Count} > R\text{ table}$). Based on the results of the analysis, H_0 was rejected, and H_a was accepted.

Table 7. Coefficient correlation interpretation

Range Value	Interpretation
Between 0.800 – 1.000	The correlation is very high
Between 0.600 – 0.799	The correlation is high
Between 0.400 – 0.599	The correlation is moderate
Between 0.200 – 0.399	The correlation is low
Between 0.00 – 0.199	The correlation is very low

It suggests that there is a significant relationship between learning habits and learning achievement. On the interpretation table of the coefficient correlation, the bigger degree of the connection can be noticed. In this research, the value of correlation interpretation was between 0.400 – 0.599. It indicates that the correlation rate between the two variables is moderate.

5. CONCLUSION

Based on the data analysis results, Consequently, it may be said that there is a considerable correlation among learning practices with students' English learning achievement of students at vocational high school with a correlation coefficient of $r_{xy} = 0.414$. The value of coefficient correlation interpretation based on Table 7. Was between 0.400 – 0.600. It shows that the level of correlation in this research between the two variables is enough/moderate. It has proved that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.

Funding: This study received no specific financial support.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: Both authors contributed equally to the conception and design of the study.

REFERENCES

Ahmed, O., Hossain, M. A., & Rana, M. S. (2018). Role of self-esteem and study habit on academic achievement of university students. *Bangladesh Journal of Psychology*, 21(1), 81-92.

- Alif, M. H., Pujiati, A., & Yulianto, A. (2020). The effect of teacher competence, learning facilities, and learning readiness on students' learning achievement through learning motivation of grade 11 accounting lesson in Brebes Regency vocational high school. *Journal of Economic Education*, 9(2), 151-161.
- Amsrud, A., Amundsen, M. L., & Garmannslund, P. E. (2017). *Postponement behaviour and learning habits in higher education students*. Paper presented at the In EDULEARN17 Proceedings. IATED.
- Anggraini, Y., Patmanthara, S., & Purnomo, P. (2017). The effect of learning environment and learning discipline on learning outcomes of industrial electronics expertise competence in vocational high schools. *Journal of Education: Theory, Research and Development*, 2(12), 1650-1655.
- Ceci, M. W., & Kumar, V. (2016). A correlational study of creativity, happiness, motivation, and stress from creative pursuits. *Journal of Happiness Studies*, 17(2), 609-626. Available at: <https://doi.org/10.1007/s10902-015-9615-y>.
- Das, K. R., & Imon, A. (2016). A brief review of tests for normality. *American Journal of Theoretical and Applied Statistics*, 5(1), 5-12. Available at: <https://doi.org/10.11648/j.ajtas.20160501.12>.
- Ebele, U. F., & Olofu, P. A. (2017). Study habit and its impact on secondary school students' academic performance in biology in the federal capital Territory, Abuja. *Educational Research and Reviews*, 12(10), 583-588. Available at: <https://doi.org/10.5897/err2016.3117>.
- Ersoy, M. (2019). Information for knowledge: A case study on education faculty students' internet-based selective learning habits. *Turkish Online Journal of Qualitative Inquiry*, 10(1), 90-111. Available at: <https://doi.org/10.17569/tojqi.496012>.
- Erwiza, E., Kartiko, S., & Gimin, G. (2019). Factors affecting the concentration of learning and critical thinking on student learning achievement in economic subject. *Journal of Educational Sciences*, 3(2), 205-215. Available at: <https://doi.org/10.31258/jes.3.2.p.205-215>.
- Farhan, F., & Rofi'ulmuiz, M. A. (2021). Religiosity and emotional intelligence on muslim student learning achievement. *International Journal of Evaluation and Research in Education*, 10(2), 404-411. Available at: <https://doi.org/10.11591/ijere.v10i2.20997>.
- Fatmawati, A., Zubaidah, S., & Mahanal, S. (2019). *Critical thinking, creative thinking, and learning achievement: How they are related*. Paper presented at the In Journal of Physics: Conference Series. IOP Publishing.
- Firdaus, N. D., Ichsan, & Med, M. (2018). *Relationship between family income level, mother's level of knowledge about child development stimulation, and mother's education level with social development of children under five in Madiun City*. Doctoral Dissertation, University of Muhammadiyah Surakarta.
- Firman, F., Mirnawati, M., Sukirman, S., & Aswar, N. (2020). The relationship between student learning types and Indonesian language learning achievement in FTIK IAIN Palopo students. *Conception Journal*, 9(1), 1-12.
- Gailea, N., Syafrizal, S., & Indasari, I. (2018). Materials selection in teaching English skills for teachers of Senior High School in Serang City. *Journal of English Language Teaching and Cultural Studies*, 1(2), 90-102.
- Ghazali, N., Zain, N. H. M., Fesol, S. F. A., Mansor, M., Suffian, M., & Ghazali, N. H. (2020). Undergraduates' learning habits amid covid-19 pandemic: A pilot study. *Journal of Advanced Research in Dynamical and Control Systems*, 12(SP7), 1251-1260. Available at: <https://doi.org/10.5373/jardcs/v12sp7/20202225>.
- Karuović, D., Tasić, I., Hains, V. V., Glušac, D., Namestovski, Z., Szabo, C., & Milanov, D. (2021). Students' habits and competencies for creating virtual learning environments. *Computer Applications in Engineering Education*, 29(4), 864-882. Available at: <https://doi.org/10.1002/cae.22312>.
- Khan, Z. N. (2016). Factors effecting on study habits. *Online Submission*, 3(1), 145-150. Available at: <https://doi.org/10.22158/wjer.v3n1p145>.
- Krosnick, J. A. (2018). Questionnaire design. In the Palgrave handbook of survey research (pp. 439-455). Cham: Palgrave Macmillan.
- Li, J. (2020). *Apply the positive psychology theory—conduct a preliminary study on improving the learning habits of college students with academic difficulties*. Paper presented at the 2020 5th International Conference on Modern Management and Education Technology (MMET 2020). Atlantis Press.

- Pulungan, A. R., & Marjohan, M. (2021). Contribution of academic self concept and locus of control to the learning habits. *International Journal of Applied Counseling and Social Sciences*, 2(1), 80-87. Available at: <https://doi.org/10.24036/005396ijaccs>.
- Sabbah, S. S. (2016). The effect of study habits on English language achievement. *Arab World English Journal*, 7(4), 238-257. Available at: <https://doi.org/10.24093/awej/vol7no4.16>.
- Saripudin, E., Sari, I. J., & Mukhtar, M. (2018). Using macro flash animation media on motion material to improve learning achievement for learning science in junior high school. *Journal of Science Research and Learning*, 4(1), 68-75. Available at: <https://doi.org/10.30870/jppi.v4i1.3316>.
- Taherdoost, H. (2016). How to design and create an effective survey/questionnaire; A step by step guide. *International Journal of Academic Research in Management*, 5(4), 37-41.
- Tokan, M. K., & Imakulata, M. M. (2019). The effect of motivation and learning behaviour on student achievement. *South African Journal of Education*, 39(1), 1-8.
- Tongchai, N. (2016). Impact of self-regulation and open learner model on learning achievement in blended learning environment. *International Journal of Information and Education Technology*, 6(5), 343-347. Available at: <https://doi.org/10.7763/ijiet.2016.v6.711>.
- Tran, T., Hoang, A.-D., Nguyen, Y.-C., Nguyen, L.-C., Ta, N.-T., Pham, Q.-H., & Nguyen, T.-T. (2020). Toward sustainable learning during school suspension: Socioeconomic, occupational aspirations, and learning behavior of vietnamese students during COVID-19. *Sustainability*, 12(10), 4195. Available at: <https://doi.org/10.3390/su12104195>.
- Umah, F. (2019). *The effect of social environment and parents' education level on learning outcomes of Akhlak in Class IV and V MIN I Gresik students*. Doctoral Dissertation, Maulana Malik Ibrahim State Islamic University.
- Wang, S., Iwata, J., & Jarrell, D. (2018). Exploring Japanese students' E-learning Habits. *JALT CALL Journal*, 14(3), 211-223. Available at: <https://doi.org/10.29140/jaltcall.v14n3.231>.
- Wiryawan, I. W. A., Murda, I. N., & Bayu, G. W. (2019). The relationship between study habits and PKN learning achievements. *Scientific Journal of Education and Learning*, 3(2), 189-200.
- Yanti, F. A., Dessty, A., & Perdana, R. (2021). Analysis of physics learning outcomes in terms of student learning habits. *Lens: Journal of Physics Education*, 9(1), 19-31.

Views and opinions expressed in this article are the views and opinions of the author(s), International Journal of English Language and Literature Studies shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.