

# An Investigation of Islamic Students' Learning Habits

Akrim<sup>1</sup>

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## Abstract

Students at a High School in Medan, North Sumatra, who are taking part in an Islamic Education program, are being studied to determine which factors influence their learning habits. Descriptive research is used in this study. During January and February 2020, this study was carried out. This study included 212 students from XI and XII levels. In this study, questionnaires were used to collect data on students' following Islamic Education classes. Islamic education subjects in grades XI and XII were the most popular subjects for students to join a working group on. At the same time, independent study at home was the least popular learning method.

## Abstrak

Penelitian ini bertujuan untuk mengetahui faktor dominan yang menjadi kebiasaan belajar peserta didik dalam mengikuti program Pendidikan Agama Islam pada siswa kelas XI dan XII di salah satu SMA di Medan Sumatera Utara. Metode penelitian yang digunakan adalah penelitian deskriptif. Penelitian ini dilaksanakan pada bulan Januari sampai Februari 2020. Sampel dalam penelitian ini sebanyak 212 siswa kelas XI dan XII. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah dengan memberikan angket tentang kebiasaan siswa dalam mengikuti mata pelajaran Pendidikan Agama Islam. Hasil penelitian menunjukkan bahwa kebiasaan belajar yang dominan pada mata pelajaran PAI kelas XI dan XII adalah mengikuti pembelajaran kelompok kerja dan yang paling sedikit dilakukan adalah belajar mandiri di rumah dengan jumlah siswa 34,25%.

## INTRODUCTION

Learning is a necessary component of changing anyone's behaviour. Everything that is thought and done counts as learning (Nugraheni, 2017; Hanafi, 2014). Learning is critical for developing habits, objectives, personality, and even perceptions (Jaya & Suharto, 2018). Learning is a relatively permanent stage of change in all individual behaviour that occurs due to experience and interaction with the environment and is facilitated by cognitive processes (Samoto, 2012). Numerous factors, including study habits, influence the learning process. Study habits are relatively sedentary activities due to the repetition of learning strategies and approaches (Dachmiati, 2017; Nugraha, 2015). Efficient learning is possible if the appropriate learning strategies are used (Pane & Dasopang, 2017).

<sup>1</sup> Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia  
Email: [akrim@umsu.ac.id](mailto:akrim@umsu.ac.id)

Teaching and learning activities are the first steps toward increasing students' success in school, as academic success is highly dependent on the teaching and learning process's performance.

Another factor that is very influential on student achievement is how students learn themselves. The way students learn is an important factor that greatly influences the achievement or learning outcomes obtained (Bire et al., 2014; Sirait, 2016). In education, it is often known that students who have a well-structured way of learning will get good grades. Likewise, students whose learning methods are not systematically organized will get unsatisfactory results and can even be said to be unsatisfactory. However, the regular way of learning does not guarantee a student to obtain satisfactory academic grades. The possibility of things like this is caused by various internal and external factors of the students themselves.

Academics aren't for everyone, and it's important to remember that. Some students are better at non-academic subjects than at academic ones, and the other way around. There are no dumb students, in other words. All students have the ability to do so. It is only because of the flaws that they can be labelled as stupid, even though studying effectively and learning methodically will help minimize learning failures. In order for students to succeed in school, they must take into account all of the factors that affect their learning. Depending on the situation, these factors can come from inside or outside of the student. Students' learning methods and study habits are also important factors to consider (Siagian, 2015; Kurniawati & Irawan, 2019). For students, the most important thing is that they engage in daily learning, both in and out of the classroom. Many people don't realize that successful people have meticulously planned all of their activities and carried them out regularly (Hakim, 2019; Anggara, 2017).

Similarly, for learning to be successful, activities must be directed and organized in such a way that they can self-discipline. A person who has mastered the art of time management and task design is becoming accustomed to success. A good study habit will result in a positive learning culture (Sulastri & Setiawan, 2013). Then students will do so willingly and without fear of reprisal. However, in reality, students continue to have a variety of irregular learning habits. Students study only during daily tests or exams and occasionally without any preparation. As a result, student learning achievement falls short of optimal levels.

Regular study habits in schools can begin with arriving on time for class, regularly attending lessons, regularly reinforcing the subject matter, and confronting exams. If the nature of this order is truly internalized to the point where it becomes a habit in his actions, this trait will also affect students' thinking. An orderly mind is critical for students' success because science is the result of a student's systematic thought process. Study habits are formed due to the experiences students have in the classroom through various learning models. As a result of the preceding, it can be concluded that study habits are behaviours that are formed as a result of being repeated throughout an individual's life and typically following a specific method or pattern, which results in the formation of learning habits. Thus, study habits refer to how students learn, and these ways or learning habits are frequently formed through learning activities, either intentionally or unintentionally.

Research by Octariani (2018) found that a good way of learning does not fully guarantee good and satisfying learning achievement. But at least by having a good way of learning, it is hoped to minimize unwanted learning outcomes or learning achievements. Every student has a different way of learning from one another. Among these differences should be unique among each individual, not even become a burden for each student. Because with that difference, between one individual and another individual can complement each other. The difference can be seen from two aspects, namely horizontal and vertical. Horizontal differences are individual differences in mental aspects, such as level of consciousness, talents, interests, memories, emotions, and so on. The vertical difference is the difference individual in the physical aspect. Each individual aspect has a big influence on activities and learning success.

Most of the research focuses on students' cognitive abilities. Students who are less intelligent show the characteristics of slower learning require a lot of practice, take longer to progress, are

unable to abstract. In contrast, students who have a high level of intelligence generally have better attention, learn faster, need less practice, complete the work in a short time, draw conclusions, and perform abstractions. In this study, the emphasis is on knowing the dominant factors that become the learning habits of students in participating in the Islamic Religious Education program for high school students.

## METHODS

The research technique used is descriptive. The purpose of this study is to describe students' learning habits. This study examined students in the XI and XII grades at Medan's Laksamana Martadinata High School. This study took place between January and February 2020. This study enrolled a total of 212 students. The data collection technique used in this study was to distribute questionnaires to students regarding their learning habits in the subjects of Islamic Education. This questionnaire includes a type of closing statement to which students must respond. There are a total of 36 statements. The questionnaire was developed in accordance with the instrument lines based on the theoretical study conducted. The following instrument lattice was used to compile a questionnaire on study habits for Islamic Education (PAI) subjects. A Likert scale was used to create the questionnaire for this study. Each variable has four (four) possible responses: Always, Frequently, Rarely (Occasionally), and Never.

Triangulation of data sources is used in this research to ascertain the truth of certain facts using a variety of methods and data acquisition sources, including interviews and questionnaires. Of course, these methods will generate unique evidence or data, providing a unique perspective on the phenomenon being studied. Data collection techniques include source triangulation, which entails comparing and re-checking the degree of confidence in information about how students behave in the classroom obtained at various times and using various tools in order to ascertain the reasons for these differences. Triangulation is a process that involves comparing information or data in a variety of ways.

## FINDINGS AND DISCUSSION

Descriptive analysis is used to analyze data by describing data that has been collected from each variable studied after the research has been carried out so that it is easier to understand. The following will explain the description of the data through descriptive analysis of the study habits variables that have been carried out.

### ***Making a Schedule and Implementation***

In detail, the making and implementation of the schedule made by students are as table 1:

**Table 1. Schedule and Implementation**

Question Number	Question	Alw.	Oft.	Som.	Nev.	Total
1	I am lazy to divide my study time	1,9%	12,9%	72,9%	12,3%	100%
2	When at home, I study regularly.	11,3%	17,9%	57,6%	13,2%	100%
3	I study according to subjects that must be studied.	50,5%	21,2%	25,9%	3,3%	100%

Based on the table 1, it can be seen that the most dominant learning habits of students in terms of making schedules and their implementation are in the statement I am lazy to divide learning time by 72.2% students sometimes do it. As for the most minor students do on the same statement with 1.9% students often do it.

## Read and Take Notes

In detail, reading and taking notes made by students are as table 2:

**Table 2. Read and Take Notes**

Question Number	Question	Alw.	Oft.	Som.	Nev.	Total
4	If I have a leisure time, I go to the library to read a book.	1,4%	15,1%	17,9%	65,6%	100%
5	I read books when told by the teacher.	42,9%	28,3%	25,5%	3,3%	100%
6	I noted the subject matter that explained by the teacher.	38,7%	20,8%	23%	17,5%	100%
7	After reading the material, I marked the main points.	18,9%	20,8%	56,1%	4,2%	100%
8	I made a summary after studying reading books.	9,9%	26,4%	50,5%	13,2%	100%
9	I have a complete record of the teacher's explanation.	27,4%	26,4%	50,5%	13,2%	100%

Furthermore, as many as 40 students (18.9%) stated that they always marked their main points after reading the material, while 44 students (20.8%) stated frequently, 119 students (56.1%) stated sometimes, and nine students (4, 2%) stated never. A total of 24 students (9.9%) said they always made a summary after studying reading books, while 56 students (26.4%) often stated, 104 students (50.5%) stated sometimes and 28 students (13.2%) states never. Also a total of 58 students (27.4%) stated that they always had complete notes from the teacher's explanation, while 56 students (26.4%) stated frequently, 62 students (29.2%) stated sometimes, and 36 students (17%) stated never.

Based on the table above, it can be seen that the most dominant learning habits of students in reading and taking notes are in the statement if there is free time, I went to the library to read books with 65.6% of students never doing it. The least done by students is on the same statement with 1.4% of students often read going to the library to read books if there is a leisure time.

## Completion of Tasks

In detail the completion of the assignments the students are doing is as table 3:

**Table 3. Task Completion**

Question Number	Question	Alw.	Oft.	Som.	Nev.	Total
10	I do my work by myself.	9,4%	39,6%	48,6%	2,4%	100%
11	I completed the assignment on time.	24,5%	29,2%	33,1%	13,2%	100%
12	After completing the problem, I corrected all answers.	23,1%	25,9%	28,8%	22,2%	100%
13	I am discouraged if I encounter difficult problems.	10,8%	18,4%	57,1%	13,7%	100%
14	I cheated a friend's answer.	1,4%	35,4%	59%	4,2%	100%
15	I am confident when facing the tests.	41,5%	25,6%	30,1%	2,8%	100%
16	If the teacher gives homework, I'm excited to do it at home.	12,3%	24,5%	57,5%	5,7%	100%
17	I do homework by myself.	39,8%	16,4%	41,5%	2,3%	100%
18	If there are difficult homework questions, then I try to find answers in reading books.	16%	29,7%	26,9%	27,4%	100%
19	Before leaving school, I double-checked my homework answers.	24%	5,7%	40,6%	29,7%	100%

Based on the table above, it can be seen that the most dominant student learning habits in terms of completing the assignment are, in my statement, cheating friends' answers, with 59% of students sometimes doing it. As for the least students do on the same statement with 1.4% of students often cheating answers of friends.

### **How to Take Lessons**

In detail how to follow the students' lessons are as table 4:

**Table 4. How to take lessons**

Question Number	Question	Alw.	Oft.	Som.	Nev.	Total
20	At the time of the learning process, I concentrated well.	15%	37,7%	40,3%	7%	100%
21	I pay attention to every explanation from the teacher.	45,3%	29,7%	26,9%	27,4%	100%
22	I listened to the teacher's explanation carefully.	46,2%	32,1%	11,8%	9,9%	100%
23	If there is a material that is not yet clear, then I ask the teacher.	26,9%	31,1%	37,7%	4,3%	100%
24	I am passionate about participating in the learning activities of any of the teachers	30,7%	36,8%	25%	7,5%	100%
25	If the teacher gave practice questions, then I volunteered to answer them.	11,8%	29,2%	55,7%	3,3%	100%

Based on the table above, it can be seen that the most dominant student learning habits in terms of how to follow the lessons contained in my statement listened to the teacher's explanation carefully, with 46.2% of students often doing it. As for the least students do in the statement, if the teacher gives practice questions, I volunteered to answer it with 3.3% of students never do it.

### **How to Join Working Group in Learning**

In detail, how to study groups conducted by students is as table 5:

**Table 5. How to Join Working Group in Learning**

Question Number	Question	Alw.	Oft.	Som.	Nev.	Total
26	If there are group work activities, then I join in discussions with friends.	48,1%	26,4%	15,1%	10,4%	100%
27	When studying groups, my friends and I did a question and answer about the material being studied.	46,2%	26,9%	23,6%	3,3%	100%
28	I recorded the conclusions of group learning outcomes for me to study at home.	13,2%	24%	28,3%	34,5%	100%
29	I prefer to play than to study in groups.	10,4%	12,7%	26,4%	50,5%	100%
30	Before studying the group, a group of friends and I determined the material to be learned.	54,7%	34%	4,7%	3,8%	100%
31	If problems are difficult to solve in a group, we ask the teacher.	56,6%	34,9%	4,7%	3,8%	100%

Based on the table above, it can be seen that the most dominant learning habits of students in terms of group learning are contained in the statement if there are problems that are difficult to solve in groups. We ask teachers, with 56.6% of students often doing so. As for the least students do

in the statement when studying groups, my friends and I do questions and answers about the material being studied, with 3.3% of students never doing it.

### ***How to Learn Independently at Home***

In detail, the ways of independent learning at home by students are as table 6:

**Table 6. How to learn independently at home**

Question Number	Question	Alw.	Oft.	Som.	Nev.	Total
32	I am lazy to learn if parents do not ask to study.	8,1%	1,9%	39,1%	50,9%	100%
33	I continue to study earnestly even though the learning equipment at home is incomplete.	34%	36,8%	25,5%	3,7%	100%
34	I continued to study at home even though the test was finished.	4,7%	21,2%	38,7%	35,4%	100%
35	At home, I re-studied the material that was explained by the teacher.	1,4%	14,6%	47,2%	36,8%	100%
36	I study at home by working on practice questions.	4,3%	44,3%	46,7%	4,7%	100%

Based on the table above, it can be seen that the most dominant student learning habits in terms of independent learning at home are, in a statement, lazy to learn if parents do not ask to learn, with 50.9% of students never doing it. As for the least students do in the statement when at home, I review the material that has been explained by the teacher, with 1.4% of students often do it.

In terms of making the schedule and its implementation, as many as 125 students (72.9%) out of 212 respondents stated that they were sometimes lazy in dividing learning time. In practice, 85 students (50.5%) prefer to learn often according to the subjects studied. However, only 4 students (1.9%) stated that they were almost never lazy in dividing their study time. This is already very good because, according to Personal opinion (2009: 132) about seven important components that need to be considered in the implementation of constructivism in learning activities where one of them is students must be able to reflect on the knowledge being learned and by the frequent students to learn according to their eyes lessons to be learned and students who can divide their learning time.

In terms of reading and taking notes, it can be concluded that as many as 139 students (65.6%) out of a total of 212 respondents stated that they never went to the library to read books when there was free time, but 56.1% of students chose to mark the importance of the point after learning or reading material (see table 4), and most of them will read books if instructed by the teacher. From this data it can be interpreted that there is still a lack of student awareness in regulating their learning habits marked by the large number of students who only read books when instructed by the teacher and almost never go to the library to read books. This is not in accordance with one of the important components in the implementation of constructivism revealed by Personal (2009: 132). Students should be able to associate new information with information previously owned in a process called "bridging".

In terms of completing the assignment, it can be concluded that as many as 125 students (59%) out of a total of 212 respondents stated that they sometimes cheat the answers of friends in terms of completing assignments or when working on assignments given by the teacher. However, 88 students (41.5%) stated that they often felt confident when facing tests. In this case, the completion of the tasks performed by students is still bad enough to still choose to cheat the answers of friends even though they feel confident when facing tests. This is similar to the S-R theory, where the S-R theory reveals that the organism (Animals, People) first learns by trial and error the learning process. If the organism is in a situation that contains a problem, then the organism will exclude the

behaviour of the collection of behaviours that exist together to solve the problem. In this case, it means students prefer to rely on their friends when they cannot solve the problem.

In terms of following the lessons it can be concluded that as many as 98 students (46.2%) out of a total of 212 respondents stated that they often listened to the teacher's explanation carefully in terms of following the lesson. In this case, their concentration in attending the lessons was good enough. Most of them also stated that they were always enthusiastic when participating in the learning process in the classroom regardless of the teacher (see table 6). This is in accordance with the components mentioned by Personal (2009: 132), i.e. students can learn actively and students engage in learning activities that are authentic and situational.

In terms of how to study groups, as many as 102 students (48.1%) stated that they often discuss with friends when studying groups. 56.6% of students always ask the teacher if there are problems that have not been solved when they work in groups. This is good enough because >50% of students have carried out group work and have active discussions. By the opinion of Divine (2012: 29) suggests the theory of discovery learning where this learning model changes the conditions of students who are passive to be active and creative. Turning teacher-oriented learning into student-oriented. This model also changes from student repository mode to discovery mode, requiring students to find their own information through teacher guidance actively.

In terms of how to learn independently at home, as many as 108 students (50.9%) stated that they were never lazy when told by parents to study. This is already very good because >50% of students say they continue to study earnestly even though the equipment they have is incomplete, and sometimes they relearn material given by the teacher when they are home by the theory of active learning where the teaching and learning process focuses on student activity and involves students' potential, both physically, mentally, emotionally and intellectually, to achieve educational goals related to cognitive, affective, and psychomotor insights optimally.

## CONCLUSION

The researcher can conclude the following factors that dominate the learning habits of Islamic Education subjects in classes XI and XII of a High School in Medan, North Sumatra, based on the results of the data analysis and discussion: The majority of students practice Islamic Education through group work, while the least practised method is independent learning at home, which is done by 34.25 per cent of students. More specifically, 41.84 per cent of students always and frequently have the habit of creating and implementing learning schedules, 46.38 per cent of students always and frequently read and take notes as part of their learning habits, and 45.47 per cent of students always complete assignments and homework. 63.99 per cent of students consistently and frequently pay attention to the lessons and participate actively in the learning process. 64.35 per cent of students always or frequently engage in collaborative learning, while 34.25 per cent of students always or frequently learn independently at home. Though this study provides valuable contributions, it indicates some limitations. First, the present study only deployed a sole data collection technique, namely a questionnaire. Future studies should involve various data collection techniques as a manifestation of triangulation (e.g., document analysis, interview, and observation).

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