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## THE EFFECT OF STUDY HABITS ON TUTEP SCORE IMPROVEMENT

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### Abstract

Study habit is key to the success of the learning process. The study habit can be obtained when students have the intention to do so. Generally, the intention arises from repeated actions. In the TUTEP training class, the habits of the students during the training program can determine the test result. Thus, this study aims to examine the effect of study habits among the students or trainees on increasing their TUTEP scores. A descriptive-correlation method was used to describe the positive day-to-day habits that the trainees did to increase their TUTEP scores. The study involved respondents who attended the TUTEP training class and obtained a significant improvement in their TUTEP score before and after participating in the training. The main instrument in this study was the Palsane and Sharma Study Habit Inventory (Looyeh et al., 2017). The instrument has eight sub-scales of study habits. The results indicated that the significant test obtained was a  $t_{\text{test}}$  value of 0.738, where the  $t_{\text{test}}$  value was greater than  $t_{\text{table}}$  ( $0.738 > 0.254$ ). In other words, it can be concluded that there is a significant relationship between study habits and increased TUTEP scores of the trainees. Furthermore, based on the highest average value (mean) of study habits which was obtained from respondents, three indicators yielded the highest scores, namely the exam (4.66), the health (4.59), and the time management indicators (4.36).

**Keywords:** *Study habits; Test score; TUTEP training class*

### 1. Introduction

Study habit is key to the success of the learning process. The level of preparation and strategies developed by students will greatly affect the level of learning performance that the students take. Thus, it is necessary to build positive study habits among the students. Capuno, et. al. (2019) emphasise that positive study habit greatly affects the students performance on school subjects. This habit helps the students in their academic life in the way it helps students select and filter the types of knowledge that is relevant and applicable to their needs.

Besides intellectual ability, positive study habit is another key recipe for improving student learning outcomes. One example of study habits is the way students review the lesson or practice. Other actions that students do continuously and positively are also considered study habits. Fouche (2017) specifically describes good learning habits as doing study assignments, actively participating in class, managing time, concentrating on the

lesson, and working hard. For students, these habits serve as a vehicle in the learning process. Therefore, Arieta, Gementiza, and Saco (2017) strongly believe that study habit is very important in students' academic lives. Only, it is undeniable that study habits are art of life because it takes continuous practice to form good study habits.

As argued earlier, study habits are crucial in determining a student's learning success. In practice, these habits are not only essential for the student's primary subjects or courses but also critical in extracurricular courses, such as those that aim to prepare students to take an English language proficiency test, like the TUTEP test. As such courses are typically intensive and short, the student's ability to regulate their study habits is even more critical. Scholars claim that a high test score is certainly not obtained instantly. Instead, it is a result of a series of learning activity processes, including the learning habits of the participants themselves. Kumar (2015) suggests that a good learning habit can help students increase their exam score and make them more retention. In addition, with the good habit, he claims that students can use their time more effectively and lead them to feel more confident in the classroom. Thus, attending such a short course and being demanded to achieve certain score targets will require the students to use positive habits wisely.

In relation to the problems above, the present study aims to examine the effect of the study habits of the TUTEP trainees on increasing their test scores. The study involved respondents who attended the TUTEP training class and significantly improved their TUTEP score after participating in the training. The good results achieved by the participants indicate that they put in better effort when attending the training than other students. The researchers believe that these efforts contain positive habits that they do when the training takes place. In order to help the researchers better understand the issue, two research questions were formulated as the followings:

1. What effects do study habits have on the TUTEP score improvement?
2. What habits did the trainees most often use to increase their TUTEP scores?

This research is significant not only for TUTEP training participants but also for other individuals who intend to increase their language proficiency test scores. This research can help trainees and the community understands how successful trainees learn to have their scores increased on a daily basis. Thus, their positive habits can be imitated and applied in subsequent learning activities, especially in TUTEP or other test preparation classes.

## **2. Literature Review**

### **2.1 Research Context: TUTEP Test**

TUTEP (Tanjungpura University Test of English Proficiency) is a test aiming to measure someone's English competence. The test is organized by the Language Center of Tanjungpura University. It is by far attended by the academic community and the people of West Kalimantan who want to measure their level of English proficiency. As with other language tests, the results are usually used for job and scholarship applications.

Moreover, students enrolled in the university need to achieve a certain degree of TUTEP score as a prerequisite before taking the thesis examination. In Indonesia, such a requirement commonly takes place (Ermawan, Arifin, & Salam, 2014; Kurniasari, 2018; Trisnawati & Netta, 2020). Thus, many institutions are currently designing their language proficiency test, for example, TAEP administered by Muhammadiyah University of Malang and ACEPT of Gajah Mada University. Students who cannot achieve the required score are

typically asked to attend test preparation training. This training aims to improve the participants' English skills, especially to meet the minimum score requirement. In TUTEP, the training course occurs five days a week for 2-4 weeks. Thus, typically it is conducted in an intensive, short fashion. Such a short period requires the students or trainees to regulate their study habits in order to reach the minimum score set by the university.

## 2.2 Defining Study Habits

Experts have several views on defining study habits. For example, Kumar (2015) perceives study habits as a repeated actions that are carried out to make learning occur. More recently, Unal (2021) defines study habit as an efforts that aim to ensure students' learning success and is applied personally and continuously. In the literature review, she also summarizes some forms of study habits formulated by other researchers around the world. In short, it consists of a collection of habits, goals, and exercises that arise when carrying out the learning process.

Students usually apply two patterns of study habits: good and bad study habits. According to Katelyn (2013), good study habits are referred to as positive or productive study habits. Conversely, bad study habits are typically negative or unproductive. Thus, they are unwanted and counterproductive to student academic achievement. TUTEP trainees apparently should have good habits to attain better results. Kumar (2015) affirms that someone who wants to succeed in learning should have good attitudes and study habits. If the students have poor study habit, Kumar states that they will not study properly.

Palsane and Sharma divide study habits into eight aspects (Looyeh et. al., 2017). These aspects cover reading ability, physical condition for studying, time management, note-taking, memorization, motivation, health, and ability to take tests. The present study adopted these aspects to describe the study habits of the TUTEP trainees.

## 2.3 The Relationship between Study Habits and Learning Outcomes

Many studies have examined the relationship between study habits and learning outcomes. Siah and Maiyo (2015), for example, examined the relationship between study habits and students' academic results. This research was conducted in one of the top-level schools in India. The study results revealed a positive relationship of 0.66 between study habits and academic achievement. Based on these results, the researchers argued that study habits need significant attention to improve student learning performance.

A similar study was also conducted by Cerna and Pavliushchenko (2015), where they developed a Self-Reported Study Habits for International Students (SR-SHI). This research was conducted on students from several majors at Shanghai University, China. In their 1-year observation with multiple test attempts, the researchers found that study habits seemed to be an important determinant of student academic performance.

## 2.4 Research Hypothesis

Sugiyono (2013: 96) states that the hypothesis is a temporary answer to the research problem formulation, where the problem formulation is stated in the form of a question sentence". Similarly, Sanjaya (2013: 196) explains that the research hypothesis is a temporary answer to the problem in research obtained from the results of testing through data collection and data analysis". The followings are the initial hypotheses in this study:

H1: There is no effect between the study habits of the trainees and the increase in the TUTEP score.

H2: There is an effect between the study habits of the trainees and the increase in the TUTEP score.

### 3. Research Method

This research was conducted using the principles of a descriptive correlation design with a cross-sectional approach. The cross-sectional approach is a research design that uses the one-time data collection technique and can describe the level of individual development Phakiti (2014). Because the research was correlation-based, it yielded quantitative data. This design was conducted to see what study habits the trainees most often practiced to increase their TUTEP scores. In addition, the effect of participants' study habits on increasing their TUTEP scores was also taken into consideration in this research.

The population in this study was taken based on the quantity of TUTEP training participants from April to June 2021. In that period, 32 training classes were enrolled that involved 672 participants. Using the stratified random sampling technique, some were then selected as the research sample. This technique requires clear criteria and the availability of preliminary data on the population. This study's sample criteria were trainees who successfully passed the minimum required score of 425 from Tanjungpura University. Based on preliminary population data, three classes with the highest average score were declared to have passed the TUTEP test. Of the 32 training classes in that period, the researchers took 10% of the population of these classes as research samples. It resulted in 3 TUTEP training classes or as many as 60 respondents. Another important factor to note in this research is related to variables. This study had two variables: the independent (X) and the dependent variables (Y). The independent variable is a variable that affects or causes a change in the dependent variable. In this research, they covered the study habits of the trainees. Meanwhile, the dependent variable is a variable that is influenced or the result of a variable that influences. The dependent variable in this study was the increase in the TUTEP score.

In order to obtain quality data, it is imperative to use proper data collection techniques. A questionnaire was then used in this research since this research is capable of gathering a large number of responses in a relatively short period. Further, it is easier and quicker to administer. The questionnaire in this study consisted of 21 questions that had to be answered or filled out by the respondents to find out what study habits were often performed by the trainees to improve their TUTEP scores. In particular, this study used a questionnaire instrument that explored the dominant study habits of the TUTEP trainees frequently employed during the training. The questionnaire was prepared in advance using indicators taken from the Palsane and Sharma Study Habit Inventory (PSSHI), including eight positive study habits aspects (Looyeh et al., 2017). The questions were delivered in multiple-choice with a 5 – level Likert scale.

In order to ensure the validity of each question in the instrument, this research conducted a validity test. If the instrument is declared valid, then the instrument can be used to measure the research variables. Since the instrument was not a test, the test underwent a construct validity test. Sugiyono (2014: 170) argues that “non-test instruments used to measure attitudes are sufficient to meet the construct validity.” Using SPSS software, the calculated r-value for all questions was compared with the r table at the 0.05 level. If the arithmetic value > r table, the question is valid. The results of the correlation

index between the two correlated variables need to be compared with the  $r$  table. The results indicated that the  $r_{xy}$  of the 21 question items in the questionnaire were all greater than the  $r$  table (0.254). In other words, all questions are considered valid.

Besides valid, an instrument should be reliable, meaning that no matter how often the data is taken with the same instrument, the results will remain the same. Thus, it will lead to reliable data. In this study, the reliability test was used to determine the consistency of the research instrument after being tested. The data entered to test the reliability were valid items or questions only. Reliability testing in this study began with testing the validity first. If the researcher discovered an invalid question, the question was discarded. Valid questions were then measured for reliability. Reliability testing was conducted using the Alpha Cronbach technique (Sugiyono, 2012). The reliability test results produced a value for Cronbach's Alpha of 0.655. This value is greater than the  $r_{table}$  value, which is 0.254. This means that all the questions in the questionnaire are reliable.

Having administered, the questionnaires went through the data analysis process. Sugiyono (2012: 244) argues that data analysis is "a process of systematically searching and collecting data obtained from research instruments by grouping data into categories, describing them in units, choosing which ones are important and which ones will be studied. The process also involved making conclusions so that researchers and others easily understand them". The present research used the Pearson correlation coefficient to analyze the data. The Pearson correlation coefficient aimed to analyze the relationship between the two variables in this research. The analysis employed Bivariate analysis, which intended to obtain the relationship between the independent variable (Learning Habits) and the dependent variable (Score Improvement).

## 4. Findings and Discussion

### 4.1 Finding 1: Analysis of the Effect of Study Habits of the Trainees on Increasing TUTEP Score

An analysis is used to find out or prove whether the proposed hypothesis is true or not. The analysis of the effect of training participants' habits in this study used the Pearson correlation coefficient statistical method, where the following results were obtained:

		Study Habits	Score Improvement
Study Habits	Pearson Correlation	1	.738**
	Sig. (2-tailed)		.000
	N	60	60
Score Improvement	Pearson Correlation	.738**	1
	Sig. (2-tailed)	.000	
	N	60	60

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 1. Correlation Test Results

Table 1 shows the value of Sig. (2-tailed) of 0.000 (<0.005). It means that the Study Habits Variable has a significant relationship with the Score Improvement Variable. Then, the Pearson Correlation has a positive value of 0.738, so it can be concluded that the direction of the two variables is positive (unidirectional). This means that if there is an increase in positive study habits, the TUTEP score of the trainees will also increase and vice versa.

Based on the significant test results, the  $t_{test}$  value was 0.738, where the  $t_{test}$  value was greater than  $t_{table}$  ( $0.738 > 0.254$ ). Thus, it can be concluded study habits significantly affect the increased scores of TUTEP trainees. In addition, the value of 0.738 concludes that the relationship between the two variables (Learning Habits with Increased Score) is strong.

#### 4.2 Finding 2: Analysis of Study Habits of the TUTEP Trainees

The analysis in this subsection describes the data obtained from a questionnaire from the TUTEP training participants. The data was elaborated based on 8 study habits referring to the Palsane & Sharma Study Habits (PSSH). These study habits include time management, physical state, ability to read, take notes, study motivation, memory, exams, and health. The data revealed the perceptions of all respondents in this study. These perceptions were averaged for interpretation based on the five-level Likert scale as provided in Table 2:

Mean Score	Interpretation
1.00 – 2.33	Medium
2.34 – 3.66	Low
3.67 – 5.00	High

Table 2. Interpretation of Participants' Perception Mean Score

##### 4.2.1 Respondents' Perception of Time Management

Indicators	Mean	Interpretation
1. I am always punctual	4.65	High
2. I always turn in my assignments on time	4.08	High
	4.36	High

Table 3. Respondents' Perceptions of Time Management

Table 3 illustrates the respondents' perceptions of time management while attending training. The results showed a high average score, which was 4.36. The first indicator indicated that the trainees were very concerned about the timing of the training. Based on their experiences and perceptions, the level of on-time attendance when the training took place was a score of 4.65 (high). Furthermore, the second indicator confirmed the claim that participants paid attention to the deadline for submitting assignments and always tried to submit assignments on time. This phenomenon can be seen through the average score of the second indicator, which was 4.08 (high).

##### 4.2.2 Respondents' Perception of Physical State

Indicators	Mean	Interpretation
3. I am never sleepy when I attend training	3.93	High
4. I do not feel nervous or anxious when I go to training	4.00	High
	3.96	High

Table 4. Respondents' Perceptions of Physical State

Table 4 shows that the respondent's perception of physical condition was in the high average score of 3.96. From the third indicator, it can be seen that the participants were always awake or active while participating in the training. This can be seen from the average score of the third indicator of 3.93 (high). From the fourth indicator, it can be seen that the

trainees were quite relaxed when attending the training. This is obtained based on the average score of the fourth indicator of 4.00 (high).

#### 4.2.3 Respondents' Perception of Reading Ability

Indicators	Mean	Interpretation
5. I do not find it difficult to read the training materials	3.95	High
6. I understand the instructions given by the training instructor	4.35	High
7. I can read the instructor's explanation through Powerpoint media	4.60	High
	4.30	High

Table 5. Respondents' Perceptions of Reading Ability

Table 5 shows that the respondent's perception of reading ability was at a high average score of 4.30. The fifth indicator shows that participants can read and understand the materials provided by the instructor while attending the training. The average score of the fifth indicator, which was 3.95 (high), proved this claim. Further, the sixth indicator indicates that the trainees were calm when participating in the training. This is obtained based on the average score of the sixth indicator of 4.35 (high). Based on the seventh indicator, the trainees had a good ability to read the material given by the instructor through Powerpoint media, as shown on the average score of the seventh indicator of 4.60 (high).

#### 4.2.4 Respondents' Perception of Note Taking

Indicators	Mean	Interpretation
8. I note important things about the material given	4.10	High
9. I take note of the assignments given by the Instructor	4.16	High
	4.13	High

Table 6. Respondents' Perceptions of Note Taking

Table 6 shows that the respondent's perception of taking notes was at a high average score of 4.13. The eighth indicator shows that participants noted important points related to the material provided by the instructor. This can be seen from the average score of the eighth indicator of 4.10 (high). From the ninth indicator, it can be seen that the participants recorded the tasks given by the instructor during the training. This is obtained based on the average score of the ninth indicator of 4.16 (high).

#### 4.2.5 Respondents' Perception of Learning Motivation

Indicators	Mean	Interpretation
10. I feel more motivated when I answer practice questions correctly	4.66	High
11. I do not feel discouraged when facing difficult training materials	4.08	High
12. I am always excited every time I attend training	4.16	High
	4.30	High

Table 7. Respondents' Perceptions of Learning Motivation

Table 7 shows respondents' perceptions of learning motivation were at a high average score of 4.30. The tenth indicator showed that participants felt more motivated when answering the practice questions correctly. This can be seen from the average score of the tenth indicator of 4.66 (high). From the eleventh indicator, it can be seen that the trainees did not feel discouraged whenever they encountered training materials that they found difficult. This is obtained based on the eleventh indicator's average score of 4.08 (high). Based on the twelfth indicator, trainees felt excited before attending a training session. This is based on the average score of the seventh indicator of 4.16 (high).

#### 4.2.6 Respondents' Perception of Memory

Indicators	Mean	Interpretation
13. I remember the material delivered by the instructor the previous day	4.00	High
14. I remember the tasks given by the instructor during a training	4.18	High
15. I never forget that there is a training session on certain days	4.65	High
	4.27	High

Table 8. Respondents' Perception of Memory

Table 8 shows that respondents' perceptions of memory were high by 4.27. Based on the thirteenth indicator, participants could remember the material delivered by the instructor the previous day. This can be seen from the average score of the thirteenth indicator of 4.00 (high). From the fourteenth indicator, the trainees can remember the tasks the training instructor gave during the training. This is obtained based on the average score of the fourteenth indicator of 4.18 (high). Finally, the fifteenth indicator indicated that the trainees never forget that there will be a training session that day. This is based on the average score of the fifteenth indicator of 4.65 (high).

#### 4.2.7 Respondents' Perception of Exam

Indicators	Mean	Interpretation
16. I always feel ready when going to test (progress and post)	4.66	High
17. I always review the training material before taking the test	4.66	High
18. I always believe that there will be an increase in the score from the previous test	4.66	High
	4.66	High

Table 9. Respondents' Perception of Exam

Table 9 shows respondents' high perceptions of the exam by 4.66. Based on the sixteenth indicator, participants always feel ready to take both progress and post-tests. This can be seen from the average score of the sixteenth indicator of 4.66 (high). Meanwhile, from the seventeenth indicator, the trainees always review the instructor's materials before facing the test. This is obtained based on the seventeenth indicator's average score of 4.66 (high). Based on the eighteenth indicator, trainees always feel confident that there will be an increase in scores from the previous test. This is based on the average score of the eighteenth indicator of 4.66 (high).



#### 4.2.8 Respondents' Perception of Health

Indicators	Mean	Interpretation
19. I do not feel dizzy when I attend training	4.21	High
20. I never skip training classes because of illness	4.83	High
21. I am always in good health when I attend training sessions	4.75	High
	4.59	High

Table 10. Respondents' Perception of Health

Table 10 shows that respondents' perceptions of health were at a high average score of 4.59. The nineteenth indicator showed that participants did not feel dizzy when attending the training session. This can be seen from the average score of the sixteenth indicator of 4.21 (high). From the twentieth indicator, it can be seen that the trainees never skipped training classes due to illness. This is obtained based on the twentieth indicator's average score of 4.83 (high). The trainees were always in excellent condition when attending the training session based on indicator no 21, as illustrated by the average score of the indicator of 4.75 (high).

### 4.3 Discussion

#### 4.3.1 The Effect of Training Participants' Study Habits on Increasing TUTEP Score

The results showed that the significance value (2 tailed) using Pearson Correlation was 0.000 or less than 0.005. This value indicates that the study habits variable has a significant relationship to the increase in the TUTEP score. These results are supported by research from Nawawi (2016), who concludes that there is a significant effect of study habits carried out by students with increasing learning outcomes. In addition, according to Budiana, Karmila, and Devi (2020), there is a positive influence between study habits on class students' learning outcomes, especially on participants in their research context.

Based on the significant test results, the ttest value was 0.738, where this value was greater than the ttable value ( $0.738 > 0.254$ ). Thus, it can be concluded that there is a significant relationship between study habits and increased scores of TUTEP trainees. This value indicates that the level of relationship between the two variables (study habits and score improvement) is fairly strong. In addition, the Pearson Correlation value of 0.738 indicates that the relationship between the two variables is positive (unidirectional). If students' positive study habits increase, the TUTEP score will also increase and vice versa. Although an efficient way of learning does not automatically guarantee to learn success, the most important thing is that students can practice it in everyday learning. Over time, this activity becomes a habit, both in and outside the classroom, until they can finally attain high grades or results.

#### 4.3.2 Study Habits of TUTEP Training Participants

The discussion in this subsection is based on data analysis of the habits of TUTEP trainees referring to the 8 Study Habits Inventory from Palsane and Sharma. The first indicator is time management. The results revealed that the mean value of the trainees' answers was 4.36, which is a high level. This explains that the TUTEP training participants are very concerned about time management in the training process. This time management is

applied in good scheduling so that the attendance schedule, training sessions, material delivery, assignment collection, and test schedules remain under the supervision of the trainees. Doctoral dissertation research conducted by Pratiwi, Faisal, and Waluyati (2018) revealed a positive influence between study time management and student learning outcomes.

Kumar (2015) claimed that students must have a good schedule that is implemented regularly and with tight discipline. They should keep themselves organized and decreased procrastinative habits. In this way, they will be able to manage their high academic workload. There are several ways to make a good schedule, namely: (1) calculating the time each day for the needs of daily activities; (2) investigating and determining the times available each day; (3) planning the use of learning by determining the session of giving material and the lesson sequence that must be studied; (4) prioritizing lessons that are considered difficult, while reviewing lessons that are considered easy at other times; and (5) being efficient with time (do not hesitate to get started). A neat and attractive schedule will encourage TUTEP training participants to study harder. In order to be successful in learning, after making a schedule, then the schedule must be done regularly, disciplined, and efficiently.

The next indicator is the physical state. The average value (mean) of the trainees' answers was 3.96. In fact, this value is still at a high level. This finding describes the physical condition of the participants when attending the training session. It indicated if the participants/trainees were in good condition, including not feeling short of breath, drowsy, anxious, or nervous. This is in line with the results of research conducted by Santoso (2018), that the physical condition of students when the learning process takes place in one of the determining factors for their success rate in tests (exams). The better the physical condition of the trainees when participating in the training session, the greater the chance of getting a better score on the test (exam).

A higher mean score was then attained in the reading ability by 4.30. This finding notes that the trainees do not have problems with their ability to read the written material and instructors given by the training instructor. Then, participants can still follow the explanation when the instructor gives an explanation using the Powerpoint slides. It corroborates with research conducted by Kusyairi and Yustina (2020), who conclude that the student's ability to read and comprehend significantly affects their learning achievement. The note-taking indicator's mean score reached 4.13, slightly lower than before yet still at a high level. This result explained that the participants actively took notes on important points conveyed by the instructor. In addition, when the instructor gives additional assignments or homework, the participants will also record the assignments to ensure nothing is missed. This is in line with what Kumar (2015) has suggested, in which that students' ability to take note material effectively has a positive relationship with student achievement. He added that students have a chance to keep about 75% information when they write it down.

The next indicator is learning motivation. The mean score of the trainees' answers was 4.30. It explains that the trainees have high motivation to participate in the TUTEP training. The motivations possessed by the trainees include increasing learning motivation when they can answer practice questions correctly. Then the trainees also do not feel hopeless when faced with material that they find difficult. Moreover, they feel excited to follow the training in every meeting. This aligns with research conducted at a senior high school by Agustina, Rustiyarso, and Okiana (2015). She concludes that there is an influence

of learning motivation on student learning outcomes. From the research above, the motivation that is most closely related to student learning motivation comes from internal factors, namely the desire to succeed, the encouragement of learning needs, and the hope for ideals.

In the memory indicator, the average score reached 4.27, where this value was still at a high level. This value illustrates that the trainees can remember the material given by the training instructor at the previous meeting. In addition, trainees can remember the tasks given by the training instructor. The trainees also have a good memory for attending the training by always remembering when the training will start. This is similar to what Aini (2013) conducted, where students' memory significantly influences their learning outcomes. The next indicator was the test. The trainees attained the highest mean score on this indicator. It shows that the trainees are ready and well prepared when they take the exam. The trainee readiness is proven because they review the training material before taking both progress and post-tests. Then, the trainees were also reported to have high confidence in improving the results of the previous test.

Finally, the health indicator also yielded a high mean score of 4.59. This value indicates that the trainees are in excellent condition when participating in the training session. When trainees are unable to attend the training, it is not due to illness. This is in line with the research conducted by Muslihah (2019), who concluded that health significantly influenced student learning outcomes.

## 5. Conclusion

Based on the significant test results, the  $t$ -test value was 0.738, where the  $t$ -test value was greater than  $t$ -table ( $0.738 > 0.254$ ). Therefore, it can be concluded that there is a significant relationship between study habits and increased scores of TUTEP trainees. In addition, the value of 0.738 means that the two variables (Learning Habits with Increased Score) have a strong relationship. In addition, the Pearson Correlation value of 0.738 indicates that the relationship between the two variables is positive (unidirectional), which means that if positive study habits increase, the TUTEP score will also increase and vice versa.

If we take a closer look, three indicators recorded the highest scores, namely the exam (4.66), health (4.59), and time management indicators (4.36). In the test indicator, the trainee reviews the given material before taking both progress and post-test. The second highest indicator, namely health, illustrates that the trainees are in excellent condition when participating in the training session. Finally, the third-highest indicator, namely time management, explains that the training participants pay attention to time management during the training session, starting from attendance, providing training materials, and collecting assignments.

Although the key findings look promising, several suggestions are provided to future researchers who are interested in exploring this issue. First, this research recommends expanding the scope of research subjects by increasing the number of respondents covered in the future. After that, the next researchers can add more statements and evaluate more statements in the questionnaire in order to accurately represent the variables to be measured and find the right sub-variables. Hence, both variables can be thoroughly proven. Finally, these findings indicate a strong relationship between study habits and TUTEP score

improvement. Therefore, further researchers are advised to consider other variables that may have a strong relationship between variables.

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