

# The Influence of Learning Behavior on The Learning Outcomes of Practicum Courses at UNNES during The Pandemic

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## ABSTRACT

This study aims to analyze and describe the influence of learning behavior on the learning outcomes of practical courses at UNNES and see how much influence these two variables have. This study used a quantitative approach. Data collection in this study used analytic/survey techniques by distributing research questionnaires through Google forms. Using *purposive random sampling techniques*, the data is disseminated to respondents. Data analysis techniques use simple regression methods. The results of this study show that there is a positive and significant influence between learning behavior on the learning outcomes of practical courses at UNNES amounting to 0.486. The better the learning behavior, the learning outcomes of practical courses will increase, and vice versa. As many as 48.6% of learning outcome factors are influenced by learning behavior, and the rest are influenced by other factors.

**Keywords:** *Learning Behavior, Learning Outcomes, Practicum.*

## 1. INTRODUCTION

The courses taught in higher education consist of theoretical courses and practical courses. The practical course aims to improve the real skills of knowledge that students have gained. In the practicum course, the components evaluated consist of 2 learning activity processes, namely theory and practicum. For theory, the value weight is 30% and practice is 70%, where the initial ability of students is at least to understand the practicum courses they take and know the purpose of the courses they can read from RPS uploaded by lecturers at LMS [1]. Efforts to improve the practicum lecture component have a direct impact on the quality of education, but the practicum component is still low in getting results [2]. This low learning result shows that students are less proficient in implementing the theory that has been obtained, even though practicum courses (MK) are very much offered at the PT where this research was conducted, namely Semarang State University (UNNES).

According to data obtained from ULT UNNES, the scores of students in the 2019/2020 academic year for practicum courses at UNNES averaged 80, and 2020/2021 averaged 79. So that the average final semester exam score for the academic year 2019/2020

and 2020/2021 practicum courses in the UNNES department is 79.5 (B). This still has not reached the minimum learning completeness score for practicum courses, which is 82 (AB). This shows that the learning outcomes of practicum courses at UNNES during the pandemic have not arrived at optimal results. Some students get less than optimal learning results because they do not understand the basics of practical learning, and rarely repeat the material or teaching materials that have been obtained before. Learning outcomes will be more optimal if students have attention to practical learning that is done. Learning outcomes determine behavior and explain what kind of achievement they want to receive as evidence that students have achieved goals [3]. Changes in behavior that occur in students because of the learning process.

During the pandemic, there was a change in student behavior in the learning process. These changes include lifestyles that tend to be healthy, behavior in the use of science, technology and communication, educational behavior, consumptive behavior, performance behavior, and religious social behavior. The habits of students during the pandemic determine learning outcomes. Habits that arise in the learning process must be developed to have a good effect in the future. Factors

that influence student learning behavior come from internal and external. Internal factors or factors that come from within the student. While external factors or factors from outside the individual. Internal factors include, physical factors, psychic factors, and fatigue factors [4]. External factors include, family factors, learning environment factors, and community factors. The trigger for low learning outcomes can be caused by student behavior that spoils the learning atmosphere. The presentation of material during the learning process also determines the learning atmosphere of students. Is the presentation of the material boring so that students are not interested, not motivated, and there is a feeling of displeasure and even saturation [5].

## 2. RESEARCH METHODS

This study used a quantitative approach and a simple regression type of research. Simple regression is used to determine the influence between variables. In this study, it is knowing the influence of independent variables (learning behavior) on dependent variables (learning outcomes). The analysis used is inferential descriptive analysis. Inferential analysis is used to analyze sample data that has been collected and then the results of the analysis are applied to the population, so a significance test is needed [6]. The population in this study was taken from UNNES students who took practical courses as many as 81,398 students. While the sample of this study uses techniques simple random sampling. This sampling technique is a technique where members of the population are randomly selected each member of the population gets the same opportunity [7]. In determining many samples, this study used techniques from Arikunto. If it is less than 100, it is better to take it all. If there are many subjects, 10-15% or 20-55% can be taken. So that the sample of this study was taken 10% of the population, which is 8,140 students.

Data collection using instruments shared through Google Forms with respondents. Instrument development comes from the dimension of learning behavior according to Zahratul (2017), namely learning behavior in following lessons, learning behavior in repeating lessons, learning behavior in reading books, learning behavior in visiting libraries, and learning behavior in facing exams [8]. To measure learning behavior, there were two negative and positive statements, with a total of 30 statements. Distribution of learning behavior assessment scores for each statement item, namely Always (S), Often (S), Sometimes (K), Rarely (J), and Never (TP). The scores are worth 1-5 (negative), and 5-1 (positive). As for learning outcomes, instruments developed from Bloom's taxonomy are used. The instrument consists of work preparation, process, and evaluation. The learning outcomes statement consists of 17 statements with a score of 1-5. Using Likert scale answers, Always (S), Often (S), Sometimes (K), Rarely (J), and Never (TP).

Test the validity of data using validity and reliability tests. The validity test in this study was processed using SPSS 17 using the Pearson Bivariate method (Pearson *Product Moment Correlation*). Test criteria seen from  $r_{\text{count}} \geq r_{\text{table}}$  (2-sided test with sig. 0.05) can be declared valid. If  $r_{\text{counts}} < r_{\text{table}}$  (2-sided test with sig. 0.05) is declared invalid. Reliability test using the reliability of the *Cronbach alpha* coefficient. Reliability less than 0.6 is less good, while 0.7 is acceptable and above 0.8 is good. The data analysis technique in this study used SPSS application version 22. Before being analyzed, classical assumption tests are first carried out, namely normality tests, multicollinearity tests, and heteroskedasticity tests. Then to test the hypothesis see from the results of the  $t_{\text{counts}}$  with  $t_{\text{table}}$ . If  $t_{\text{counts}} > t_{\text{table}}$  then there is an effect, and if  $t_{\text{counts}} < t_{\text{table}}$  it has no effect. The simple regression test decision making of this study also looked at the significance value. If the value of Sig. < 0.05 means that there is a significant influence. If Sig. > 0.05 then there is no significant effect.

## 3. RESULTS AND DISCUSSION

Based on the results of a simple regression test of learning behavior variables against learning outcome variables, a significance value of  $0.000 < 0.05$  was obtained. It can be said that there is a positive and significant influence between learning behavior on learning outcomes and the magnitude of the influence is 0.486. It can be said that learning outcomes are influenced by learning behavior factors by 48.6%, and 51.4% due to other factors. The better the learning behavior of students, the higher the learning outcomes of practicum courses at UNNES during the pandemic. Vice versa, if learning behavior is poor, then the learning outcomes of practicum courses at UNNES during the pandemic decrease. Simple regression results are presented in the following table:

**Table 1.** Regression Test Results

Standardized coefficients		
	Beta	Sig.
(Constant)		0.000
Learning Behavior	0.486	0.000

The effectiveness of student behavior can improve skills in accordance with the achievements / indicators in practicum learning during the pandemic. This is influenced by several internal conditions of students such as physical, emotional, applied learning strategies, motivation to learn, and so on. Meanwhile, external conditions that affect student learning behavior during the pandemic are the surrounding environment, available resources, and support from parents. Determining the right learning methods and consistently applying those methods can improve learning outcomes. Learning methods such as, recording the material obtained, concentrating on doing tasks, and repeating the material that has been obtained.

The limitations and obstacles faced by students during online learning have a negative impact on learning outcomes [9]. Not only obstacles and limitations, there are demands for courses that are powerful to learn a lot independently, so that more tasks, this makes students use more phones and laptops which causes eye fatigue [10].

Some of the students whose families are economically affected, they must be forced to help their parents, so learning time is limited. Practical assignments often require students to submit the assignment through video. However, before students are given assignments in the form of videos, lecturers provide material and guidelines that students must do. Assignments in the form of videos have a positive impact because students master new skills, namely video editing. Student behavior in participating in online learning through *Zoom*, *Google Meet*, discussion in *WhatsApp Groups* as well as through other LMS, have confidence in being able to face and try to overcome various difficulties, have enthusiasm in following learning, desire to achieve, time management, and interest in developing science and technology provided outside of learning hours. Learning behavior, also called learning habits, is a dimension of learning that individuals do repeatedly so that it is automatic or spontaneous [11]. Positive learning behavior encourages learners to have good relationships with educators, and friends. But if students cannot show positive behavior, they will have difficulty learning [12]. Learning behavior is closely related to self-management in learning owned by students [13] and competence of lecturer [14]

#### 4. CONCLUSION

It can be concluded based on this study, there is an influence between learning behavior on the learning outcomes of practical courses at UNNES during the pandemic [15]. The influence is positive and significant, which means that if student learning behavior is good, then learning outcomes will increase. Vice versa, if learning behavior is poor, then learning outcomes will decrease. [16] Behaviors that students can apply are by following learning responsibly, repeating the learning that has been obtained, reading books, visiting the library, and being able to prepare for exams.

#### AUTHORS' CONTRIBUTIONS

All authors were involved and contributed to the preparation of this research manuscript. Moh Muttaqin, conducted a trial of research data. Saptariana, and Hadromi, collected data and processed research data. Asih Kuswardinah, and Dyah Nurani Setyaningsih, wrote the research manuscript. With full supervision of the research project by Meddiati Fajri Putri, as the head of the research.

#### ACKNOWLEDGMENTS

Alhamdulillah rabil 'alamin, the researcher expressed gratitude for the presence of Allah subhanahu wa ta'ala who has bestowed mercy, compassion, opportunity, health, and mercy so that he can finish this article. We would also like to thank those who have helped both materially and morally for the smooth running of this research. We express our deepest appreciation to the respondents of this study.

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