

Correlation Analysis of Learning Behavior with Learning Outcomes of 6th Grade Students in Banten Province



Prof. Dr. Sudadio, M.Pd¹, Evi Afiati², Damanhuri³, Ratna Dewi⁴, Rohmad Subagio⁵

ABSTRACT: Student behavior is very influential on the achievement of learning outcomes because learning is adding and acquiring a certain amount of knowledge. Learning outcomes are generally defined as the relationship between learners and the surrounding system during the course of the schooling process, which leads to behavior change in the areas of cognition, behavior, and skills, which are represented by symbols or numbers. The research conducted focuses on analyzing the relationship or correlation between learning behavior and learning outcomes of elementary school students in Banten Province. The purpose of this research is to analyze the relationship or correlation between learning behavior and learning outcomes of elementary school students in Banten Province. Data collection techniques were obtained using a learning behavior questionnaire and observation of student learning outcomes. Sampling was carried out using simple random sampling technique in three elementary schools in Banten Province, which amounted to a sample of 90 students. The study results showed that the average value of student learning outcomes was 83.60. Prerequisite testing, normality test is done by normal probability plot test which is quite effective to detect a normally distributed research or not. According to the test, the data is normally distributed because the points on the diagram always follow and approach the diagonal. The significance value of the learning behavior variable and the learning outcome variable is 0.000 where $0.000 < 0.05$, so there is a correlation between the variable learning behavior and the learning outcomes of students. The test results show that there is a significant relationship or correlation between the learning behavior variable and student learning outcomes.

KEYWORDS: learning behavior, cognitive learning outcomes, correlation research

INTRODUCTION

Throughout the history of human civilization, education has been an important element in the journey of life. It is the beginning of the learning process for all humans to gain more knowledge and understanding. The more sophisticated the world of education becomes, the more it evolves. The education we undergo will gradually realize that we will try and plan so as to achieve the desired goals (Nopan Omeri, 2015:467). Education is the conscious effort of an adult (educator) in organizing self-development activities in line with the goals of the learner to become a complete person (Abdillah & Hidayat, 2019:24). Education can help people increase their dignity and dignity compared to other people who are not educated.

Education is a conscious instruction or instruction by educators towards the physical and mental development of students towards the formation of a master personality in accordance with certain measures. Education in its implementation is known as an effort in the form of guidance to students to lead their children towards the process of achieving certain ideals and changing behavior towards a better direction. Some solutions that need to be considered and pursued in the formation of personality and behavioral changes are through religious education, both formally and informally at school. Education basically contributes to all areas of individual growth in the physical growth of functional structures. Education also fosters the will to produce knowledge, skills, and attitudes that are not yet appropriate to enable it to achieve stable physical unity, therefore, the educational process includes at least five elements: business (activity). This is guidance (leadership or assistance), carried out consciously, educators or mentors or helpers, students, basis and objectives, equipment (Kompri, 2016:248).

Teachers as classroom communicators control the process of communication and cooperation, also known as teacher interpersonal behavior. Learners understand teacher interpersonal behavior and create a map of teacher interpersonal behavior. Learners' perceptions of teachers' interpersonal behavior do not change easily. Differences in learners' perceptions of teachers' interpersonal behavior are related to the interactions that occur between learners and teachers. Differences in

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interaction patterns can be seen from the participation of students in learning (Putri, et al., 2022:7). In addition to teachers, the family environment has a role that can influence student behavior.

The role of parental communication in this case is very important, because parents are the closest people to a child. Especially for elementary school children, the communication relationship between parents and children is very influential for children, besides that communication between parents and children can build children's learning behavior and motivation and lead to children's achievement (Komalasari, et al., 2022:429). Literally, behavior means a person's actions or something that can be seen. In behavioral terms, it means what can be witnessed. Thus, behavior is the occurrence or behavior of a person or animal in the surrounding environment. Behavior is the response or way humans, and creatures react to their surroundings. Behavior is an action, a reaction to external stimuli.

Student behavior is very influential on the achievement of learning outcomes because learning is adding and acquiring a certain amount of knowledge. Integrating character values into the school curriculum means guiding, incorporating and applying values that are believed to be good and true in order to shape, develop and foster students' personality traits in accordance with the nation's identity during learning activities. Having good behavior will produce significant teaching results. Learning outcomes are changes in students' attitudes, knowledge, and skills after knowledge, etc. after undergoing a series of learning processes (Komalasari, et al., 2022:429). Learning outcomes are generally defined as the relationship between learners and the surrounding system during the course of the schooling process, which leads to behavior change in the areas of cognition, behavior, and skills, which are represented by symbols or numbers. Learning outcomes are impacted by both external and internal factors. Built-in factors include motivation, ability, talent, behavior, and intelligence. While external factors include learning and learning environment (Sholihah, et al., 2012:33).

The purpose of this paper is to analyze the relationship or correlation between learning behavior and learning outcomes of primary school students in Banten Province. The hypothesis of the research conducted is that there is a positive and significant relationship between learning behavior and learning outcomes of elementary school students in Banten Province.

THEORETICAL FRAMEWORK

Learning

The main activity in education is learning. Learning is a process where individuals gain new knowledge, insights, and experiences, which are manifested in the form of changes in behavior through interaction with the learning environment (Irham & Wiyani, 2014:105). Learning is a process of effort made by each individual to achieve new changes in collective behavior as a result of their experience in interacting with the environment. Learning is an effort or activity that involves internal changes in a person. In addition, there are other opinions that say that learning is a process activity and is also a very basic element in the implementation of all types and levels of education. Learning is a stage of change in the behavior of each individual that is relatively permanent as a result of experience and interaction with the environment, and includes changes in behavior resulting from cognitive processes, maturation processes, and circumstances.

Learning is a process carried out by individuals to achieve new changes in overall behavior as a result of the individual's own experience in interacting with the environment. According to Burton and Rusman (2016:13), learning is changing individual behavior towards the environment so that the individual can interact with their environment. Learning is a process and a person's effort to cause new changes in overall behavior as a result of his own experience in interacting with the environment. From the above discussion regarding the importance of learning, several important things can be concluded. Change, be it learning new skills, can be achieved with effort. Based on the above views, we can conclude that learning is a process of increasing knowledge and skills from not knowing to knowing, and from not being able to do something to being able and this is manifested in the form of changes in individual behavior.

Learning Behavior

Behavior is understood as all biological manifestations of individuals when interacting with the environment, from the most visible to the least visible, from those that are felt to those that are not felt (Okviana, 2015:72). Behavior is the result of all kinds of experiences and interactions between humans and their environment and is manifested in the form of knowledge, attitudes, and actions. Behavior is an individual reaction / response to stimuli that come from outside or within him (Notoatmojo, 2010). Meanwhile, according to Wawan & Dewi (2011:48), behavior is an action that can be observed, consciously or unconsciously, which has a certain frequency, duration, and purpose. Behavior is a collection of various elements that interact with each other. Learning behavior is the attitude of students in responding to teaching and learning activities that take place, and shows whether students are enthusiastic and responsible for the learning opportunities provided. There are two qualitative assessments of learned behavior: good or bad, depending on whether the person experiencing it responds well or indifferently. Learning behavior is also a way of learning carried out by the students themselves. It can be concluded that learning behavior is

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a method or behavior that involves an attitude regarding the implementation of learning techniques carried out by an individual at a certain time and in a certain learning situation (Soemanto, 2010:6).

Learning Outcome

Student learning outcomes refer to the skills that children acquire after completing a learning activity (Ahmad, 2016:5). This is because learning itself is a process where a person tries to achieve relatively permanent changes in behavior. These learning outcomes improve learning outcomes by ensuring that learning is retained and applied successfully, and by enabling learners to apply and extend their new knowledge and skills in the workplace (Suardi, 2018: 14). According to Rusmono (2017:8), Learning outcomes are the individuals' behavioral changes that encompass the cognitive, affective, and psychomotor domains. These behavioral modifications are achieved after students have finished a learning activity through interaction with various learning resources and the development of a learning environment. Learning outcomes are observable behaviors that demonstrate a person's abilities. Student abilities, or changes in behavior due to learning, can be categorized into several specific dimensions (Ahiri, 2017: 18).

Learning outcomes are the level of competence achieved by students when following a teaching and learning program that is aligned with predetermined goals. According to Peterson et al. (2016:65), learning outcomes are the extent to which students are able to master learning after participating in a teaching and learning activity. This is indicated by the final results in the form of numbers, letters or certain symbols recognized by educational institutions (in this case the education office) (Helwiya, 2015: 56). In reality, getting results is not as easy as imagined, but full of struggles with various challenges that must be faced to achieve results. Only perseverance and optimism will help you achieve this goal. Learning outcomes are skills that a person acquires after carrying out the learning process within a certain period of time, which can cause changes in behavior both knowledge, understanding, attitudes, and skills in students so that they become better than before (Mega et al., 2014: 82). Learning outcomes are an indicator of the ongoing teaching and learning process. Changes in behavior can occur through learning activities (Simmons and Hawkins, 2014:54). Student learning outcomes are one indicator of the accomplishment of the learning process.

RESEARCH METHOD

The research conducted focuses on analyzing the relationship or correlation between learning behavior and learning outcomes of grade 6 elementary school students in Banten Province. The research method used in this study is a descriptive method with a quantitative approach. Explorative approach in research activities, starting from problem formulation to conclusion drawing. This research uses a quantitative approach with a correlational research form. Quantitative means that the report data is expressed in numerical form. Correlational research is research conducted to find out whether affiliation exists, how close the affiliation is, and whether the affiliation is meaningful. Correlational studies examine two or more variables, specifically the extent to which one variable relates to another. The researcher used descriptive statistical techniques to test the evidence by examining the data collected. Research method is a scientific method for collecting relevant data with the aim of discovering, developing, and proving certain knowledge so that it can be used to interpret, understand, and predict research topic problems. (Sugiyono, 2016:2).

Data collection techniques were obtained using a learning behavior questionnaire and observation of student learning outcomes. The sampling method of this study was determined using random sampling techniques at three elementary schools in Banten Province, which amounted to a sample of 90 students. The sample is part of the population and its characteristics. Data collection was carried out with questionnaires and learning outcomes data. Questionnaires are used to collect data from respondents by filling in statements and statements completely, then given back to researchers who are used as data in the study. Questionnaires are an efficient data collection technique when researchers know exactly what variables to measure and what to expect from respondents (Handayaningsih & Nusantara, 2021: 25)

RESEARCH OF RESULTS

In the development of education services at the primary school level, public schools are dominant in Banten Province with a share of 80.02%. The number of public primary schools in Banten Province is 4,639. These consist of 3,898 public primary schools (80.02%) and 741 private primary schools (19.98%). There are less than 50 private primary schools in Serang City, Cilegon City, Lebak District and Pandeglang District. The participation of the private sector is now very important in Kota Tangerang, Tangsel City, and Kabupaten Tangerang. In fact, there are more private primary schools than public primary schools in South Tangerang City. The research was conducted in primary schools in Banten Province. Banten Province consists of four cities and four regencies: Serang City, Cilegon City, Tangerang City, South Tangerang City, Serang Regency, Tangerang Regency,

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Pandeglang Regency and Lebak Regency. However, to minimize time, this study was only conducted in three classes from three schools in Banten Province which were selected using random sampling technique.

Table 1. Statistical Description Data of Student Learning Behavior and Learning Outcomes

	N	Minimum	Maximum	Rata-rata	Std. Deviation
Behavior	90	118	150	142.19	7.997
Learning outcome	90	70	92	83.60	4.711
Valid N (listwise)	90				

Based on cognitive learning outcomes obtained from 90 respondents, the data on student learning behavior obtained from the analysis of student behavior questionnaires totaling 50 statement items showed the highest score of 150 and the lowest score of 118 with an average = 142.19 and standard deviation = 7.997 while the highest score on student learning outcomes was 92 and the lowest score was 70 with an average = 83.60 and standard deviation = 4.711.

The participants were selected by testing the sameness of the baseline by testing the normality of the samples. The Normality test aims to determine whether the samples taken are normatively distributed so that the research conclusions drawn from a number of samples can be accounted for. In this study, the normality test used IBM SPSS Statistics 26 software. The test of normality is carried out by means of a normal probability plot test or some call it the P P-Plot test. Normal probability plot testing is one alternative that is quite effective for detecting whether the regression model to be analyzed in a study is normally distributed or not. This technique in normalization is carried out on the regression model residual value and not for individual research variable data. A regression model that is good is supposed to come with a normal residual value. In detecting data normality, it is possible to see the SPSS output plotting and see the plotting points surrounding the diagonal line.

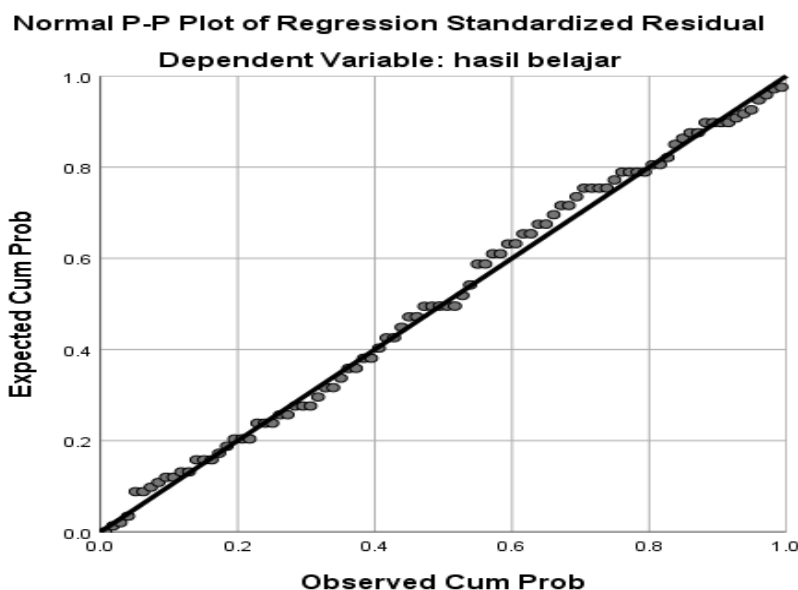


Figure 1. Normal Probability Plot Testing Chart

From the "Chart" output at the top, it shows that the dot plots in the Normal P-P Plot of Regression Standardized Residual image, follow and approximate the diagonal, so as a basis or guideline for decision making in normality testing with the probability plot method, it is concluded that the data on student behavior and student learning outcomes are normally distributed.

After that, with the correlation analysis, the correlation test is used to identify how strong the relationship is between one variable and another, without asking whether certain variables depend on other variables. The correlation coefficient, on the other hand, is used to determine the degree of relationship between variables. This study uses the Pearson product moment (r) correlation test which aims to determine the degree of relationship between variables expressed by the correlation coefficient. The nature of the relationship between learning behavior variables and learning outcomes can be positive or negative. The basis for decision making is if the significance value is less than 0.05, then it is correlated and if the significance value is more than 0.05, then it is not correlated. The guidelines for the degree of relationship are as follows:

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Table 2. Relationship Degree Guidelines

Interval Coefficient	Degree of Relationship
0.800 – 1.000	Very strong
0.600 – 0.799	Strong
0.400 – 0.599	Medium
0.200 – 0.399	Weak
0.000 – 0.199	Very weak

Source: Jabnabillah & Margina, 2022

In this study, the correlation test used IBM SPSS Statistics 26 software and the following results were obtained:

Table 3. Pearson Correlation Test on Learning Behavior and Learning Outcomes

Correlation		Behavior	Learning outcome
Behavior	Pearson Correlation	1	0.424
	Sig. (2-tailed)		0.000
	N	90	90
Learning outcome	Pearson Correlation	0.424	1
	Sig. (2-tailed)	0.000	
	N	90	90

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

In the table above, the significance value of the learning behavior variable and the learning outcome variable is 0.000 where $0.000 < 0.05$, so there is a relationship or correlation between the learning behavior variable and student learning outcomes. This table also shows that the Pearson correlation between learning behavior and learning outcomes is 0.424. In this case, the level of relationship between the two variables is moderately correlated and a positive relationship exists between the two variables. A positive relationship simply implies that the more favorable the attitude of students to learn, the more favorable the students' learning outcomes will be. Previous work conducted by Haruna, et al. (2018:57) showed that at least there is a significant positive correlation between student behavior and student learning achievement. Similar research conducted by Poety & Wiyono (2017:34) shows that the correlation between student learning outcomes and student behavior is very important. However, each student has a different way of absorbing and understanding the material provided. Because informed action will produce positive and better changes compared to uninformed action. Expanding one's knowledge will bring changes for the better.

CONCLUSIONS

The results showed that the significance value of the learning behavior variable and the learning outcomes variable was 0.000 where $0.000 < 0.05$, so there was a correlation between the learning behavior variable and student learning outcomes. The Pearson correlation value between learning behavior and learning outcomes is 0.424, where the two variables are moderately correlated and the form of the relationship between the two variables is positive. A positive relationship means that the better the student's behavior to learn, the more student learning outcomes will increase. Based on the research analyzing the correlation between learning behavior and learning outcomes of primary school students in Banten Province that has been conducted, the researcher can suggest the results of this study can be used as a comparison and reference for further research, and can be used as a consideration to further deepen further research. Based on the research analyzing the correlation between learning behavior and learning outcomes of primary school students in Banten Province that has been conducted, the researcher can suggest the results of this study can be used as a comparison and reference for further research, and can be used as a consideration to further deepen further research.

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