

**SHIFTING OF STUDENTS' LEARNING HABIT DURING  
PANDEMIC OF SMPN 7 LANGSA**

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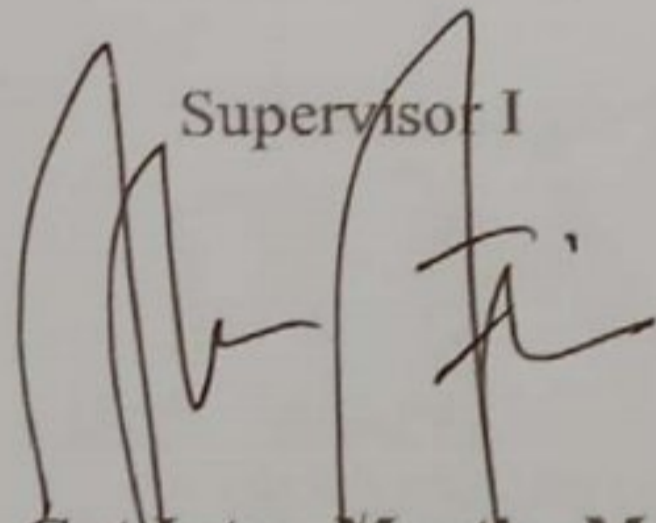
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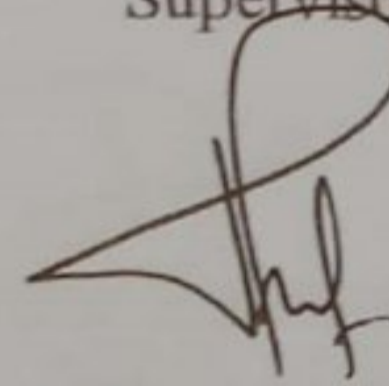
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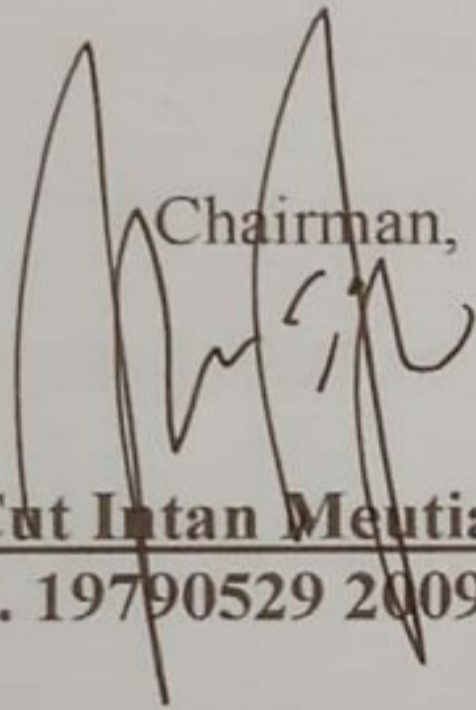
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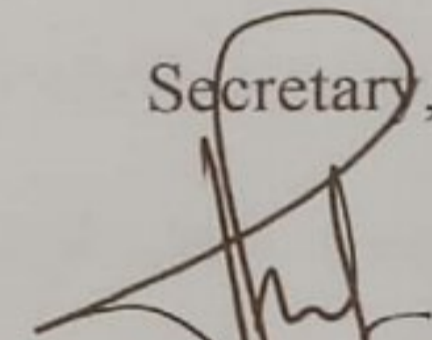
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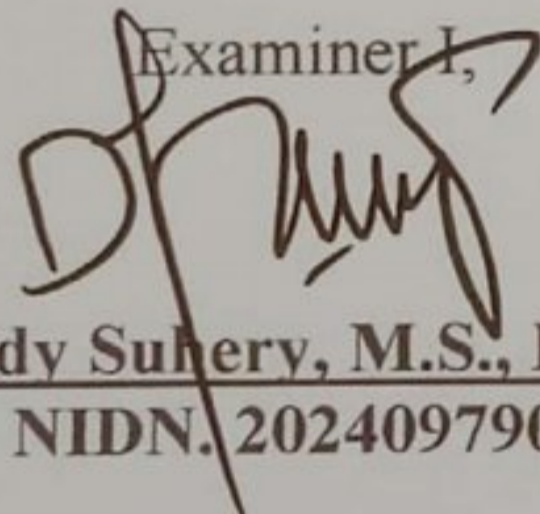
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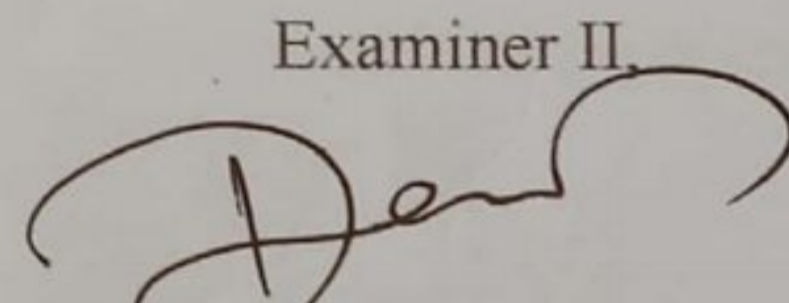
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *“Shifting Of Students’ Learning Habit During Pandemic Of SMPN 7 Langsa”* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 28 Juli 2022

Yang membuat pernyataan



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Finally, the researcher hopes this thesis could provide valuable and useful information for the readers. The researcher sincerely appreciates all the critics and suggestions and will accept all of it.

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**NIM. 1042018048**

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## ABSTRACT

**Putri Aryantini, Nanda.** 2022. Shifting Of Students' Learning Habit During Pandemic Of SMPN 7 Langsa. English Department, Tarbiyah And Teachers Training Faculty, State Institute Of Islamic Studies (IAIN) Langsa.

**Supervisor (1).** Cut Intan Meutia, MA., **(2).** Fadhillah Wiandari, MS

This study was about shifting of students' learning habit during pandemic of SMPN 7 Langsa. This study was aimed to find out the influence of shifting of students' learning habits during the pandemic on students' learning outcomes in English subject. This study used a qualitative descriptive approach as a research method. The researcher used a questionnaire and interview as the instruments for collecting the data. The result of questionnaires showed that the shifting of students' learning habit during pandemic from the aspect of regularity, discipline, and concentration meanwhile the result of interviews showed that were decreased on students' learning outcomes in English subject as the influence of shifting of students' learning habits during the pandemic. Based on these finding, it can be concluded that were the influence of shifting of students' learning habit during pandemic which were decreasing on students' learning outcomes in English subject at SMPN 7 Langsa. The Decreased on students' learning outcomes in English subject was due to the shifting of students' learning habits during pandemic that occurred at SMPN 7 Langsa from the aspect of regularity, discipline, and concentration.

**Keywords:** *Learning habits, Pandemic, Learning Outcomes.*

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Many changes had occurred in the world of education during the Covid-19 pandemic. These changes greatly affect learning activities which involve students and education staff. The changes occurred on March 17, 2020 were the stipulation of changes to the online learning system (*daring*) for the first time. This change was stated in the circular letter of the minister of education and culture No. 15 of 2020 concerning guidelines for organizing learning from home, which regulates the learning mechanism from home so that distance learning needs to be redesigned technique using an *online, offline, or combination approach*.<sup>1</sup>

This online learning system requires teachers and students to carry out distance learning and adapt to technological developments. Various learning obstacles began to emerge starting from the constraints of limited internet access, the lack of direct interaction between teachers and students, lack of students' understanding of the learning materials provided by the teacher, and other obstacles. As a result, these obstacles lead to a decrease in student learning outcomes during distance learning (*online*). Taking into account these conditions the changes occurred again namely the government issued a joint decree with four ministers regarding guidelines for the implementation of learning during the

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<sup>1</sup> Sulihin Mustafa and Hastuti Mustikaningsih, *Pembelajaran Tatap Muka (PTM) Pada Masa Pandemi Covid-19 di SMA*, (South Jakarta: Directorate of High Schools, Directorate General of Early Childhood Education, Basic Education, and Secondary Education-Ministry of Education, Culture, Research, and Technology, 2021), p. 1.

Covid-19 pandemic. This wisdom expects educational units to carry out face-to-face learning.<sup>2</sup>

Face-to-face learning had started since July 2021 as the beginning of the school year. During the implementation of face-to-face learning during a pandemic, students continue to study by complying with health protocols. Although learning has been determined face-to-face, there are still some aspects of changes that occurred in schools in handling this pandemic period. One aspect of the changed is in time management arrangements in schools related to learning targets. Based on the field observations by the researcher, the shifting in the duration of learning to a shorter duration has been applied to all subjects. Although the shift in time duration to a shorter one has been applied since the online learning and it still continues until learning turns into face-to-face. As a description, the face-to-face learning process in junior high schools generally takes time from 07.30-13.00 WIB and shifted to 07.30-11.30 WIB.

The shift in the duration of the learning process reduces the intensity of learning hours for each subject. However, the students learning target remains the same. The number of basic competencies required for each subject remains constant. This is closely related to the general shift of students' learning habit.

Awik Hidayati and Ismail said that study habits are activities that are carried out repeatedly and routinely so that an effort was formed to pursue

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<sup>2</sup> Sulihin Mustafa and Hastuti Mustikaningsih, *Face-to-face Learning (PTM) during the Covid-19 Pandemic in High School*, (South Jakarta: Directorate of High Schools, Directorate General of Early Childhood Education, Basic Education, and Secondary Education-Ministry of Education, Culture, Research, and Technology, 2021), p. 2.

knowledge from students and from not knowing to understanding.<sup>3</sup> Nur Nabilah Abu Mangshor on her research said that student learning habits are a very important component because they affect the performance and quality of student learning. Learning habits are also defined as a method of accumulating, organizing, activities relating to the sector of mental, cognitive, and affective interactions with the learning environment.<sup>4</sup>

In this case, the researcher assumes into comparing student learning habits from before the pandemic, the application of online learning, to face-to-face learning again during the pandemic. In this comparison, it can be seen that there are various changes that occurred from each period related to student learning habits in their daily activities. During the online learning period, many students felt uncomfortable because the learning system had to be adapted to technology. Maulana and Iswari in Tri Angkarini stated that online learning is not fun because the methods used in learning are very boring and online learning also causes students to experience depression.<sup>5</sup> Given that not all students can and understand technological advancements, it creates a separate barrier for students' in the learning process. In addition, many students learn while playing or do not really focus on the learning process because they are far from the control of teachers and parents. These things can result in students getting low scores on learning outcomes in several subjects including English.

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<sup>3</sup> Awik Hidayati and Ismail, "Strategies to Improve Student Learning Habits For Middle School Students in Sukoharjo, Indonesia." *International Journal of Education Research Review* 3(3) (2018), p. 74-79.

<sup>4</sup> Nur Nabilah Abu Mangshor and others, eds. "Student's learning habit factors during COVID-19 pandemic using multilayerperceptron (MLP)." *International Journal of Advanced Technology and Engineering Exploration* Vol. 8 No. 74 (2021), p. 190.

<sup>5</sup> Tri Angkarini, "Study Habits of Undergraduate Students During Pandemic of Covid-19." *Journal of Learning and Instructional Studies* Vol. 1 No. 1 (2021), p. 38.

During the face-to-face transition back (offline), students experienced some changes, such as a lack of interest in learning as a result of the effects of previous online learning. If students can learn while playing in online learning, they can no longer learn while playing in offline learning because the teacher has complete control. In addition, this face-to-face transition process also makes students complain about receiving a lot of material. This can be seen in students who do not pay attention to the lesson well. As a result, students who do not have an interest in learning do actions that interfered with other students who are taking lessons. This greatly disturbed the calm atmosphere of the class which became a commotion. As a result, the short time learning becomes less and less for learning because the teacher has to calm the classroom atmosphere to refocus on learning. This shows the changes that have occurred in relation to students learning habits during the pandemic. This is very relevant based on the sighting that the researcher conducted at SMPN 7 Langsa. The changes above have quite an influence on students learning habits and related to the scores of student learning outcomes. Good learning habits are habits that are inherent in students so that they also have a positive impact on students themselves, for example like being able to follow the learning process well without any pressure from any party and also have good learning outcomes. Vice versa, poor learning habits are caused because students do not understand their own learning style and are less serious in the learning process, especially in subjects that are considered difficult such as English subjects. English is also a foreign language subject that must be taken to achieve student learning outcomes in accordance with the minimum completeness criteria (KKM) which have been determined by the school.

Based on the above discussion, the researcher was interested in investigating students' learning habits during the pandemic. Students learning habits are closely related to the quality of learning so that it influence the achievement of students learning outcomes. If students learning outcomes are low, of course there is something to do with the pattern of changes in student learning habits that are not good. Finally, this idea inspired the researcher to conduct a research entitled "*Shifting Of Students' Learning Habit During Pandemic Of SMPN 7 Langsa*".

### **B. Research Question**

Based on the background of the problem, as well as the affirmation of the term the researcher has mentioned above, the researcher gives the following research problem: How is the influence of shifting of students' learning habits during pandemic on learning outcomes in English subject at SMPN 7 Langsa ?

### **C. Purpose of Study**

Based on the Research Question above, the purpose of this study aims to investigate the influence of shifting of students' learning habits during pandemic on learning outcomes only in English subject at SMPN 7 Langsa.

### **D. Significance of Study**

Theoretically, this study is to elaborate the theoretical framework of understanding students' learning habits. Whereas in practically this study is to inform the English teacher to figure out the influence of shifting of students'

learning habit during pandemic on learning outcomes in English subjects, so that teacher can looking for solution like preparing learning strategies that are more interesting to attract and motivate students' interest in learning English subject.

However, this research may be a reference for other researchers who will conduct a similar research in the future time.

### **E. Scope of Study**

Based on the background of study, the researcher focuses on investigating the influence of shifting of students' learning habits during the pandemic on learning outcomes only in English subject.

### **F. Terminology**

Linguistically, learning habits are a combination of two words namely learning and habit. So, learning habits is individual actions or behaviors shown by individuals during the process of acquiring knowledge during learning.<sup>6</sup>

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<sup>6</sup> Tri Angkarini, "Study Habits of Undergraduate Students During Pandemic of Covid-19." *Journal of Learning and Instructional Studies* Vol. 1 No. 1 (2021), p. 39-40.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

##### 1. Learning Habits

Learning is an activity that involves the cognitive, affective and psychomotor domains. According to Sudjana in Jusmawati, stated that learning is a process that involves changes in a person, these changes can be shown in various form of knowledge, understanding, attitudes and behavior, performances, skills, habits, and changes in other aspects that exist in someone who study.<sup>7</sup> Crow and Crow in Sri Hayati defined that learning is an act of acquire habits, knowledge, attitudes, and things in doing something, looking for solutions to challenges, and adapting to new situations.<sup>8</sup>

Each student requires learning habits in their learning activities because they have a significant influence on the understanding and learning outcomes that will be obtained. This confirms that students' learning habits have an important role starting from the beginning of the learning process to the final learning outcome. Therefore, it is necessary to form learning habits to be developed by students because they can form their own learning habits.<sup>9</sup>

Djali in Rahmi Dwi Febriani and Triyono revealed that a habit is a dominant behavior that is always shown by a person in dealing with a certain

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<sup>7</sup> Jusmawati, Satriawati, and Irman, *Strategi Belajar Mengajar*, (Makassar: Rizky artha Mulia, 2018), p. 2.

<sup>8</sup> Sri Hayati, *Belajar & Pembelajaran Berbasis Cooperative Learning*, (Magelang: Graha Cendekia, 2017), p. 2.

<sup>9</sup> Sandi Budiana, Nita Karmila, and Ratna Devi, "Pengaruh Kebiasaan Belajar Terhadap Hasil Belajar Matematika." *Scientific Journal of Education* Vol. 12 No. 02 (2020), p. 70-71.



situation. While learning habits are ways that persist in students when receiving lessons, reading books, doing assignments, and managing time to complete activities.<sup>10</sup> Therefore learning habits are very important in the learning process because learning habits are all behaviors that are shown from time to time in the context of implementing learning.

Then there is Brown Holtzman in Vidia Handayani who says that there are five criteria for good study habits, namely:

- a. Habits in following lessons
- b. Habits of reading books
- c. Habits in strengthening lessons
- d. Habits and crafts in writing scientific papers
- e. Habits in the face of exams<sup>11</sup>

In addition, according to The Liang Gie's opinion, there are three aspects in forming effective study habits, as follows:

- a. Regularity. If the nature of this regularity is practiced seriously until it becomes a habit, then this trait will also affect the way students' minds become organized to prosecute knowledge.
- b. Discipline. In terms of this discipline includes the discipline of implementation in the management of learning time that has been made, discipline in the seriousness of mastering the subject matter, discipline in completing school tasks such as test exercises, daily and general tests, and the

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<sup>10</sup> Rahmi D. Febriani and Triyono, "*Kebiasaan Belajar Siswa Ditinjau Dari Hasil Belajar Serta Implikasinya Terhadap Pelayanan Bimbingan dan Konseling*", p. 2.

<sup>11</sup> Vidia Handayani, "*Kebiasaan Belajar Siswa Dalam Mengikuti Mata Pelajaran Kria Tekstil Dengan Teknik Bordir di SMK Negeri 8 Padang*." Unpublished Thesis, Department of Family Welfare Studies, (Padang: Universitas Negeri Padang, 2012), p. 5.

behavior of discussing with friends in working and completing group assignments.

- c. Concentration. Many students seem to be learning, but in reality they are not really learning because their attention is not concentrated on what is being learned, so they will not know anything about what is being studied. Actually, concentration will arise if there is a will from students towards a particular subject. So serious effort is needed to generate and increase concentration.<sup>12</sup>

## 2. Learning Outcomes

Jihad in Sandi Budiana argues that learning outcomes are the result of changes in behavior that are more dominant from the cognitive, affective and psychomotor domains of the learning process carried out within a certain time.<sup>13</sup> The success of students in mastering a subject can be seen from the student learning outcomes achieved. Sudjana in Rahmi Dwi Febriani and Triyono stated that learning outcomes are abilities possessed by students after they have lead through things during the learning process.<sup>14</sup>

In this case, Slameto in Sri Hayati mentions the factors that influence learning outcomes as follows:

- a. Internal factors are factors that exist within the individual, in the sense that this includes physical, psychological, and fatigue factors.

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<sup>12</sup> The Liang Gie, *Cara Belajar Yang Efektif*. (Yogyakarta: PKS, 1985), p. 57-60.

<sup>13</sup> Sandi Budiana, Nita Karmila, and Ratna Devi, "Pengaruh Kebiasaan Belajar Terhadap Hasil Belajar Matematika." *Scientific Journal of Education* Vol. 12 No. 02 (2020), p.71.

<sup>14</sup> Rahmi D. Febriani and Triyono, "Kebiasaan Belajar Siswa Ditinjau Dari Hasil Belajar Serta Implikasinya Terhadap Pelayanan Bimbingan dan Konseling.", p. 2.

- b. External factors are factors that exist outside the individual which include family, school and community factors.<sup>15</sup>

Muhammad Hasyim A. and Muhammad Iqbal in their research also revealed the factors that influence student learning outcomes, namely:

a. Internal Factors: Learning Habits

Study habits are behaviors that have been ingrained for a long time and have their own individual characteristics. Good learning habits are learning habits that have positive components that are appropriate for example like setting the correct time learning schedule management both at school and at home, studying with various references, and asking about things that are need to the teacher or friends. Meanwhile, bad learning habits are learning habits that have negative components and inappropriate. Examples such as procrastinating tasks, stalling for time, do not asking about unknown things and so on.

b. External Factors: Interest in Learning

Interest is a feeling of attraction to something without anyone ruling. So in this case it can be said that interest is a form of interest in something that is liked. Interest also has a great influence on the process and achievement of learning outcomes. If the subject matter studied is not in accordance with the interests of students, so the students will not be interested in learning seriously, and vice versa.

Therefore, interest is one of the factors that influence the business of anything that is done by individuals. It is the same with a student's interest in the learning process. If a student has a desire to learn, then the student will quickly

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<sup>15</sup> Sri Hayati, *Belajar & Pembelajaran Berbasis Cooperative Learning*, (Magelang: Graha Cendekia, 2017), p. 98.

and easily understand the learning material presented by the teacher in the field of study.<sup>16</sup>

### 3. Pandemic Covid-19

In March 2020, the realities of higher education in the world were changed dramatically by covid-19. Following the World Health Organization's social isolation guidelines, public and private institutions around the world suspended their face to face activities.<sup>17</sup> Likewise in Indonesia, humans also feel tired and bored with uncertain conditions waiting for the certainty of the end of the COVID-19 pandemic. No exception in the field of education also experienced the same thing. The results of a survey by UNICEF, a worldwide child protection agency, have stated that as many as 66% of 60 million students at various levels of education in 34 provinces stated that they felt uncomfortable studying from home during the COVID-19 pandemic. Many of the students and parents also hope that their children can go back to school as before, because the distance learning (*online*) that has been carried out is not effective and is very difficult for some people.<sup>18</sup>

In the 2021/2022 academic year in July-August, there was a PPKM wisdom and four ministerial decrees regarding guidelines for learning implementation during the Covid-19 pandemic, which is the requirement for face-to-face learning by students who had difficulty implementing learning from home.

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<sup>16</sup> Muhammad Hasyim and Muhammad Iqbal, "Pengaruh Minat dan Kebiasaan Belajar Terhadap Hasil Belajar Biologi Siswa SMA Se-Kota Stabat." *Jurnal Biolokus* Vol. 1 No. 2 (2018), p. 112.

<sup>17</sup> Joshua S. McKeown, Krishna Bista, and Roy Y. Chan, *Global higher Education During Covid-19*, (United State: Star Scholar Network, 2022), p. 25.

<sup>18</sup> Mochamad Fachrur Rozi, *Antologi Penerapan Adaptasi*, (Tulunggalung: Akademia Pustaka, 2020), p. 1-2.

Of course, the transition of these changes has an impact that becomes a problem for its implementation if it is not able to be readjusted. This is because there is a very drastic difference in the implementation of online learning (*online*) switching to face-to-face (*offline*) experienced by all students, teachers, and parents.<sup>19</sup>

#### 4. English Subject

A foreign language is one of the subjects in schools that printed in the curriculum, especially lessons about language, for example like English is a second language as a foreign language in Indonesia.<sup>20</sup> Learning English is very complete because it consists of four basic skills, namely: reading, listening, speaking, and writing. To achieve optimal English language skills, a balanced mastery of the material and practice is required. Megawati in Gusti Ayu Agung stated that there are three important language elements in supporting the four basic skills, that are: Pronunciation, Vocabulary, and Grammar.<sup>21</sup>

#### B. Previous Study

Some study that the writer found related to this research will be explained as follows:

The first study is from Tri Angkarini under the title “*Study Habits of Undergraduate Students During the Pandemic of Covid-19*”. This study was

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<sup>19</sup> Muhammad Agus Hardiansyah and others, eds. "Analisis Perubahan Sistem Pelaksanaan Pembelajaran Daring ke Luring pada Masa Pandemi Covid-19 di SMP." *Basicedu Journal* Vol. 5 No. 6, (2021), p. 5.

<sup>20</sup> Akiko Muroya, "A Bidirectional Comparison of English and Japanese Learners willingness to communicate in their foreign language." *International Journal of General and Applied Linguistics*, 9 (2022), p.1.

<sup>21</sup> I Gusti Ayu Agung Dian Susanthi, "Kendala Dalam Belajar Bahasa Inggris dan Cara Mengatasinya." *Linguistic Community Service Journal* Vol. 1 No. 2 (2021), p. 66.

designed to determine the study habits of students during the covid-19 pandemic. The result indicated that female students had better learning habits than male students, especially in time management, were active in learning activities, the ability to find learning materials or references, and the ability to take notes in general. Tri Angkarini found that there are students of the online learning system should be guided properly by their lectures to manage their time to study. Next, students should be motivated for adopting good study habits. And finally, students should be appreciated in their classes for using good techniques of study so that they may be an example for other students.<sup>22</sup>

In addition, in Practical Bongale and others, under the title "*Effect of The Pandemic on Students' Learning Habits in India*" also stated that his paper presents insights on the changing learning habits of Indian students' due to the hit novel Covid-19. His paper also focuses on the impact of the pandemic on students study routines.<sup>23</sup>

The other research comes from Haleh jafari and others, under the title "*Relationship between study habits and academic achievement in students of medical science in Kermanshah-Iran*". He said that the main aim of his study was to investigate the status of study habits and relationship with academic achievement. In his findings there was a direct and significant relationship between study habits and academic achievement.<sup>24</sup>

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<sup>22</sup> Tri Angkarini, "Study Habits of Undergraduate Students During Pandemic of Covid-19." *Journal of Learning and Instructional Studies* Vol. 1 No. 1 (2021), p. 48-49.

<sup>23</sup> Practitioner Bongale and others, eds. "*Effect of The Pandemic on Students' Learning Habit in India*." preprints.org, accessed On 21 Jan 2022 at 22.20.

<sup>24</sup> Haleh Jafari, Abbas Aghae, and Alireza, "*Relationship between study habits and academic achievement in students of medical science in Kermanshah-Iran*." *Advances in Medical Education and Practice Journal* (2019), p. 637-643.

The similarities of the previous study are the study of the students' learning habits during the covid-19 pandemic. Meanwhile, the differences are in the first study from Tri Angkarini focuses on to determine the study habits of students during the covid-19 pandemic. The next findings only focused on the impact of the pandemic on students' study routines. The last is the research from Haleh Jafari that study habits have been the most important predictor of academic performance and play a special role in the academic achievement of students. Furthermore, in this study, the researcher is meant to analyze the shifting of students' learning habits during the pandemic. Moreover, the difference in this study the researcher focus on the effect of shifting in student learning habits on learning outcomes in English subjects.

## CHAPTER III

### RESEARCH METHOD

#### **A. Research Design**

This study employed a qualitative descriptive approach as a research method. Muri Yusuf in Umar Sidiq state that Qualitative research is an investigative strategy that prioritizes the prospecting for a meaning, concept or description of a natural and holistic phenomenon, using several ways that are summarized in a narrative manner.<sup>25</sup> In addition, Bogdan and Taylor in Salim and Syahrur revealed that qualitative research methods are research procedures that present descriptive data about people or groups by orally or written and observed behavior.<sup>26</sup> Therefore, by using this approach the researcher wants to describe the shifting of student learning habits during the pandemic and the influence on learning outcomes in English subjects.

#### **B. Research Setting**

This research has been carried out at SMPN 7 Langsa located in Asam Peutiek Street, Simpang Wie village, East Langsa district, Langsa city, Aceh province. SMPN 7 Langsa is one of the state junior high schools that supply the teaching of junior high school education in the city of Langsa. The studies provided include all compulsory subjects according to the applicable curriculum. This place which is located in East Langsa, also has complete facilities and

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<sup>25</sup> Umar Sidiq, and Moh. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo: CV. Nata Karya, 2019), p. 4.

<sup>26</sup> Salim and Syahrur, *Methodologi Penelitian Kualitatif*, (Bandung: Cita Libra Media, 2012), p. 45-46.



infrastructure as well as teaching staff who are competent in their sector of study so that they are have high quality and become one of the best school in the city of Langsa. Therefore, the researcher chose SMPN 7 Langsa as the place to carry out the research. This place was also chosen because it has the appropriateness of the object requirement related to research problems.

### **C. Subject of Study**

In qualitative research, research subject is referred as informant who is used to explore the required information.<sup>27</sup> In addition, according to Muhammad Idrus in Rahmadi defined research subjects as individuals, objects, and other things that are used as sources of information needed in the process of collecting the required data.<sup>28</sup> Therefore, the subjects in this study were teachers and students at SMPN 7 Langsa. The researcher also utilized the purposive sampling technique by taking 2 English subject teachers and 15 ninth grade students as participants.

### **D. Instrument of Collecting Data**

In this study, the researcher used questionnaire and interview as data collection instruments. In collecting the required data, the researcher used theory from The Liang Gie as a basis to making indicator for questionnaires and questions for interviews. The researcher used this theory because it is very

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<sup>27</sup> Salim and Syahrur, *Methodologi Penelitian Kualitatif*, (Bandung: Cita Libra Media, 2012), p. 142.

<sup>28</sup> Rahmadi, *Pengantar Methodologi Penelitian*, (Banjarasin: Antasari Press, 2011), p. 61.

relevant related to the research problem about the shiftings of students' learning habits and the influence on students' learning outcomes in English subject.

### 1. Questionnaire

The questionnaire technique is a data collection technique in the form of a list of questions that have been compiled to be filled out by the informant. There are several forms of questionnaires commonly used in a study namely closed questionnaires, open questionnaires, and semi-open questionnaires.<sup>29</sup> So, in this study the researcher has applied a closed questionnaire technique, specifically a list of questions and answers alternative aimed for 15 ninth grade students of SMPN 7 Langsa which aims to analyze the shifting of students' learning habits during the pandemic.

**Table 3.1. The following indicator for the questionnaire:**

No	Theory	Statements
1	Regularity	<p>1. Saya merasa malas dan tidak bersemangat mengikuti pembelajaran selama pandemic. (<i>I am not motivated to study during pandemic</i>).</p> <p>2. Saya membaca dan mempelajari kembali materi yang disampaikan oleh guru. (<i>I relearn the material presented by the teacher</i>).</p> <p>3. Saya merencanakan jadwal untuk rutinitas belajar sendiri. (<i>I plan my daily routine study for myself</i>).</p> <p>4. Saya belajar hanya pada saat akan ulangan atau ujian saja. (<i>I study only at the time when the test will happen</i>).</p> <p>5. Saya selalu merapikan perlengkapan alat tulis setelah bel istirahat berbunyi. (<i>I always tidy up my stationery</i></p>

<sup>29</sup> Rahmadi, *Pengantar Metodologi Penelitian*, (Banjarasin: Antasari Press, 2011), p. 84-85.

		<p><i>after the break time bell rings).</i></p> <p>6. Saya keluar kelas pada waktu jam pelajaran berlangsung. (<i>I go out class on the lesson time take place).</i></p> <p>7. Saya tidak mencatat kesimpulan atau poin penting dari materi yang dijelaskan oleh guru. (<i>I do not write notes or important point of the material explained by the teacher).</i></p> <p>8. Saya berpindah-pindah tempat dan mengganti tempat duduk. (<i>I move around and replace the seat).</i></p> <p>9. Saya tidak menulis catatan yang diberikan oleh guru. (<i>I do not write notes given by the teacher).</i></p> <p>10. Saya merasa enggan mengajukan pertanyaan tentang materi yang diterangkan oleh guru selama pembelajaran. (<i>I do not desired to ask a question about the material explained by the teacher during learning process).</i></p>
2	Discipline	<p>1. Saya tidak langsung masuk ke kelas setelah waktu istirahat selesai. (<i>I do not enter the class right away after the break time is over).</i></p> <p>2. Saya menunda-nunda mengerjakan tugas yang diberikan oleh guru. (<i>I do not immediately work on the assignment given by the teacher).</i></p> <p>3. Saya merasa malas mengerjakan PR yang diberikan oleh guru. (<i>I feel lazy do the homework given by the teacher).</i></p> <p>4. Saya mengerjakan tugas latihan dengan mencontek jawaban teman. (<i>I cheat on my friends assignment to answer my assignment).</i></p> <p>5. Saya tidak mengikuti kegiatan berdiskusi dengan teman mengenai tugas kelompok. (<i>I do not participate in discussion group to work on the assignment with my friends).</i></p> <p>6. Saya merasa enggan belajar selama pandemic (online/tatap muka). (<i>I do not motivated to study during pandemic (online/ face -to-face).</i></p>

		7. Saya merasa terburu-buru ingin keluar dari kelas ketika bel waktu pulang sekolah berbunyi. ( <i>I feel in hurried want to go out from the class when the time to go home bell rings</i> ).
3	Concentration	<p>1. Selama pandemic saya tidak mendengarkan penjelasan materi yang disampaikan oleh guru dengan seksama. (<i>During pandemic, I did not listen the material delivered by the teacher</i>).</p> <p>2. Saya asyik dengan pikiran saya sendiri ketika guru sedang menerangkan. (<i>I enjoyed myself when the teacher was explaining the lessons</i>).</p> <p>3. Saya menanggapi teman bila mengajak saya berbicara saat pelajaran berlangsung. (<i>I responded my friends when they talk to me during the lessons</i>).</p> <p>4. Saya termenung ketika guru sedang menjelaskan materi. (<i>I zoned out when the teacher was explaining the material</i>).</p> <p>5. Saya tidak bisa berkonsentrasi ketika guru sedang menerangkan pembelajaran jika ada teman yang mengganggu. (<i>I lose my concentrate if my friends disturbed me during the lessons</i>).</p> <p>6. Saya merasa bosan dalam belajar selama pandemic (online/tatap muka). (<i>I am bored to the lessons during the pandemic (online/face -to-face)</i>).</p>

The data that obtain from the close questionnaire used the analysis by likert scale procedure. There were scores given in each statement to calculate the data from the close questionnaire. The score was made based on certain meaning. They are as follows:<sup>30</sup>

<sup>30</sup>Komang Sukendra and Kadek S. Atmaja, *Instrumen Penelitian*, (Denpasar: Mahameru Press, 2020), p. 5-7.

Score	Classification
4	Very Often (VO)
3	Often (O)
2	Sometimes (S)
1	Never (N)

The researcher analyzed the data by using the percentage technique. The following formula was used to get the percentage:

$$P = \frac{F}{N} \times 100\%$$

Explanation : P = Percentage

F = The Frequency of Items

N = Total Respondent<sup>31</sup>

## 2. Interview

Interview is one of the data collection techniques by asking a list of questions to informant who is interviewed orally or face to face.<sup>32</sup> In addition, there are several types of interviews that can be used namely, structured interviews, semi-structured interviews, and unstructured interviews.<sup>33</sup> In this study, the researcher have applied a semi-structured interview technique to comply the data require related to the influence of shifting of students' learning habits during the pandemic on the learning outcomes in English subjects that implemented with two English subject teachers at SMPN 7 Langsa. Semi-

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<sup>31</sup>Wiwit Nopriyanti, Ikrima Mailani, and Zulhaini, "Efektivitas Pembelajaran Pendidikan agama Islam di SD Negeri 001 Pasar Baru Pangean", *Jurnal Al-Hikmah* Vol. 2 No. 2 (2020), p. 6.

<sup>32</sup> Rahmadi, *Pengantar Metodologi Penelitian*, (Banjarmasin: Antasari Press, 2011), p. 75.

<sup>33</sup> Nursapia Harahap, *Penelitian Kualitatif*, (Medan: Wal Ashri Publishing, 2020), p. 56.

structured interviews also aimed to enable informant to provide answers or opinions more openly and freely.

### **E. Procedure of Data Collection**

In this study, the researcher implemented the data collection procedure as follows: first, the researcher prepared the questionnaire that are a list of questions with alternative answers to be filled out by students. Then, the researcher directed the students to fill out the questionnaire sheet based on the instructions printed on the questionnaire. After the students finished filling out the questionnaire, the researcher told the students to collect the answers of questionnaire sheet to the researcher. The next step, the researcher conducted interviews with teachers of English subjects related to the shifting of students' learning habits and the influence on learning outcomes in English subjects. The researcher conducted interviews one by one with English teachers and also recorded conversations during the interview until it was finished. Finally, the researcher transcribed then analyzed the questionnaire answers by students and the results of interviews with English teachers.

### **F. Procedure of Data Analysis**

In this study, the researcher applied some procedures of data analysis as follows:

1. The researcher compiled the results of the answers of the questionnaires and interview.

2. The researcher analyzed the results of student questionnaire answers and interview with English subject teachers based on theory according to the expert.
3. The researcher describes the influence of shifting of students' learning habits during pandemic on learning outcomes in English subjects gained from the results of questionnaires and interview.
4. The researcher drew inference based on the data analysis by the questionnaires and interview.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

The researcher carried out several activities to collect the required data during the research, such as directing and instructing the students' to fill out or answer the questionnaire given by the researcher, then conducted interviews with several required participants. This research conducted on March 21-28, 2022. The following analysis of the research findings:

##### 1. The Findings from the Questionnaire

From the results of the questionnaire, the researcher desired to discover the shifthings of students' learning habits during pandemic by analyzing students' statements. The questionnaire consisted of 23 items which were divided into 3 parts specifically reviewed of three aspects and had been distributed to 15 ninth grade students' of SMPN 7 Langsa.

The Liang Gie states that there are 3 aspects in forming effective learning habit that involve regularity, discipline, and concentration.<sup>34</sup> Therefore, the researcher desired to discover the shiftings of students learning habits during pandemic first by analyzing student statements in the questionnaire.

Based on the results of the questionnaires scores to explain the analysis requirements, the researcher will explain the results of the frequency and percentage of each question.

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<sup>34</sup> The Liang Gie, *Cara Belajar Yang Efektif*. (Yogyakarta: PKS, 1985), p. 57-60.



- 1. Saya merasa malas dan tidak bersemangat mengikuti pembelajaran selama pandemic. (*I am not motivated to study during pandemic*).**

No	Category	Frequent	Percentage
1	Very Often	2	13%
2	Often	11	73%
3	Sometimes	2	13%
4	Never	0	0

Based on the table above, it showed that there were 2 students (13%) who answered very often, 11 students (73%) who answered often, 2 students (13%) who answered sometimes (13%), and 0 students who answered never.

- 2. Saya membaca dan mempelajari kembali materi yang disampaikan oleh guru. (*I read and relearn the material presented by the teacher*).**

No	Category	Frequent	Percentage
1	Very Often	0	0
2	Often	0	0
3	Sometimes	6	40%
4	Never	9	60%

Based on the table above, it showed that there were 0 students who answered very often, 0 students who answered often, 6 students (40%) who answered sometimes, and 9 students (60%) who answered never.

- 3. Saya merencanakan jadwal untuk rutinitas belajar sendiri. (*I plan my daily routine study for myself*).**

No	Category	Frequent	Percentage
1	Very Often	0	0
2	Often	0	0
3	Sometimes	4	26.7%

4	Never	11	73.3%
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Based on the table above, it showed that there were 0 students who answered very often, 0 students who answered often, 4 students (26,7%) who answered sometimes, and 11 (73,3%) students who answered never.

**4. Saya belajar hanya pada saat akan ulangan atau ujian saja. (*I study only at the time when the test will happen*).**

No	Category	Frequent	Percentage
1	Very Often	4	27%
2	Often	2	13 %
3	Sometimes	5	33%
4	Never	3	20%

Based on the table above, it showed that there were 4 (27%) students who answered very often, 2 students (13%) who answered often, 5 students (33%) who answered sometimes, and 3 students (20%) who answered never.

**5. Saya selalu merapikan perlengkapan alat tulis setelah bel istirahat berbunyi. (*I always tidy up my stationery after the break time bell rings*).**

No	Category	Frequent	Percentage
1	Very Often	0	0
2	Often	4	27%
3	Sometimes	9	60%
4	Never	2	13%

Based on the table above, it showed that there were 0 students who answered very often, 4 students (27%) who answered often, 9 (60%) students who answered sometimes, 2 students (13%) who answered never.

6. **Saya keluar kelas pada waktu jam pelajaran berlangsung. (*I go out class on the lesson time take place*).**

No	Category	Frequent	Percentage
1	Very Often	1	6.7%
2	Often	5	33.3%
3	Sometimes	3	20%
4	Never	6	40%

Based on the table above, it showed that there were 1 student (6.7%) who answered very often, 5 students (33.3%) who answered often, 3 students (20%) who answered sometimes, and 6 students (40%) who answered never.

7. **Saya tidak mencatat kesimpulan atau poin penting dari materi yang dijelaskan oleh guru. (*I do not write notes or important point of the material explained by the teacher*).**

No	Category	Frequent	Percentage
1	Very Often	3	20%
2	Often	9	60%
3	Sometimes	1	6.7%
4	Never	2	13%

Based on the table above, it showed that there were 3 (20%) students who answered very often, 9 students (60%) who answered often, 1 (6.7%) student who answered sometimes, and 2 students (13%) answered never.

8. **Saya berpindah-pindah tempat dan mengganti tempat duduk. (*I move around and replace the seat*).**

No	Category	Frequent	Percentage
1	Very Often	2	13%
2	Often	6	40%
3	Sometimes	6	40%

4	Never	1	6.7%
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Based on the table above, it showed that there were 2 students (13%) who answered very often, 6 students (40%) who answered often, 6 students (40%) who answered sometimes, and 1 student (6.7%) who answered never.

**9. Saya tidak menulis catatan yang diberikan oleh guru. (*I do not write notes given by the teacher*).**

No	Category	Frequent	Percentage
1	Very Often	3	20%
2	Often	4	27%
3	Sometimes	8	53%
4	Never	0	0

Based on the table above, it showed that there were 3 students (20%) who answered very often, 4 students (27%) who answered often, 8 students (53%) who answered sometimes, 0 students who answered never.

**10. Saya merasa enggan mengajukan pertanyaan tentang materi yang diterangkan oleh guru selama pembelajaran. (*I do not desire to ask a question about the material explained by the teacher during learning process*).**

No	Category	Frequent	Percentage
1	Very Often	9	60%
2	Often	6	40%
3	Sometimes	0	0
4	Never	0	0

Based on the table above, it showed that there were 9 students (60%) who answered very often, 6 students (40%) who answered often, and 0 students who

answered sometimes and never. So, it can be concluded from all student statements from items 1 to 10 indicating that there were shiftings of students learning habits during pandemic from the aspect of regularity.

**11. Saya tidak langsung masuk ke kelas setelah waktu istirahat selesai. (*I do not enter the class right away after the break time is over*).**

No	Category	Frequent	Percentage
1	Very Often	3	20%
2	Often	4	27%
3	Sometimes	6	40%
4	Never	2	13%

Based on the table above, it showed that there were 3 students (20%) who answered very often, 4 students (27%) who answered often, 6 students (40%) who answered sometimes, and 2 students (13%) who answered never.

**12. Saya menunda-nunda mengerjakan tugas yang diberikan oleh guru. (*I do not immediately work on the assignment given by the teacher*).**

No	Category	Frequent	Percentage
1	Very Often	1	6.7%
2	Often	11	73%
3	Sometimes	4	27%
4	Never	0	0

Based on the table above, it showed that there were 1 student (6.7%) who answered very often, 11 students (73%) who answered often, 4 students (27%) who answered sometimes, and 0 students who answered never.

**13. Saya merasa malas mengerjakan PR yang diberikan oleh guru. (*I feel lazy do the homework given by the teacher*).**

No	Category	Frequent	Percentage
1	Very Often	1	6.7%
2	Often	11	73%
3	Sometimes	4	27%
4	Never	0	0

Based on the table above, it showed that there were 1 student (6.7%) who answered very often, 11 (73%) students who answered often, 3 students (27%) who answered sometimes, and 0 student who answered never.

**14. Saya mengerjakan tugas latihan dengan mencontek jawaban teman. (*I cheat on my friends assignment to answer my assignment*).**

No	Category	Frequent	Percentage
1	Very Often	2	13%
2	Often	5	33.3%
3	Sometimes	7	47%
4	Never	1	6.7%

Based on the table above, it showed that there were 2 students (13%) who answered very often, 5 students (33.3%) who answered often, 7 students (47%) who answered sometimes, and 1 student (6.7) who answered never.

**15. Saya tidak mengikuti kegiatan berdiskusi dengan teman mengenai tugas kelompok. (*I do not participate in discussion group to work on the assignment*).**

No	Category	Frequent	Percentage
1	Very Often	2	13.3%
2	Often	5	33.3%
3	Sometimes	6	40%
4	Never	2	13.3%

Based on the table above, it showed that there were 2 students (13.3%) who answered very often, 5 students (33.3%) who answered often, 6 students (40%) who answered sometimes, and 2 students (13.3%) who answered never.

**16. Saya merasa enggan belajar selama pandemic (online/tatap muka). (*I do not motivated to study during pandemic (online/ face -to-face)*).**

No	Category	Frequent	Percentage
1	Very Often	2	13%
2	Often	12	80%
3	Sometimes	1	6.7%
4	Never	0	0

Based on the table above, it showed that there were 2 (13%) students who answered very often, 12 (80%) students who answered often, 1 (6.7) student who answered sometimes, and 0 student who answered never.

**17. Saya merasa terburu-buru ingin keluar dari kelas ketika bel waktu pulang sekolah berbunyi. (*I want to get out of the class as soon as possible when the break time comes*).**

No	Category	Frequent	Percentage
1	Very Often	7	46.7%
2	Often	7	46.7%
3	Sometimes	0	0
4	Never	1	6.67%

Based on the table above, it showed that there were 7 students (46.7%) who answered very often, 7 students (46.7%) who answered often, 0 student who answered sometimes, and 1 student (6.67%) who answered never. It can be concluded that, based on the student statements from items 11 to 17 it showed the shiftings of students learning habits during pandemic from the discipline aspect.

**18. Selama pandemic saya tidak mendengarkan penjelasan materi yang disampaikan oleh guru dengan seksama. (*During pandemic, I did not listen the material delivered by the teacher*).**

No	Category	Frequent	Percentage
1	Very Often	6	40%
2	Often	7	47%
3	Sometimes	3	20%
4	Never	0	0

Based on the table above, it showed that there were 6 students (40%) who answered very often, 7 students (47%) who answered often, 3 students (20%) who answered sometimes, and 0 students who answered never.

**19. Saya asyik dengan pikiran saya sendiri ketika guru sedang menerangkan. (*I enjoyed myself when the teacher was explaining the lessons*).**

No	Category	Frequent	Percentage
1	Very Often	2	13%
2	Often	9	60%
3	Sometimes	3	20%
4	Never	1	7%

Based on the table above, it showed that there were 2 students (13%) who answered very often, 9 students (60%) who answered often, 3 students (20%) who answered sometimes, and 1 student (7%) who answer never.



**20. Saya menanggapi teman bila mengajak saya berbicara saat pelajaran berlangsung. (*I responded my friends when they talk to me during the lessons*).**

No	Category	Frequent	Percentage
1	Very Often	4	27%
2	Often	7	47%
3	Sometimes	4	27%
4	Never	0	0

Based on the table above, it showed that there were 4 students (27%) who answered very often, 7 students (47%) who answered often, 4 students (27%) who answered sometimes, and 0 student who answered never.

**21. Saya termenung ketika guru sedang menjelaskan materi. (*I zoned out when the teacher was explaining the material*).**

No	Category	Frequent	Percentage
1	Very Often	4	27%
2	Often	8	53%
3	Sometimes	2	13%
4	Never	1	6.7%

Based on the table above, it showed that there were 4 students (27%) who answered very often, 8 students (53%) who answered often, 2 students (13%) who answered sometimes, and 1 student (6.7%) who answered never.

**22. Saya tidak bisa berkonsentrasi ketika guru sedang menerangkan pembelajaran jika ada teman yang mengganggu. (*I lose my concentrate if my friends disturbed me during the lessons*).**

No	Category	Frequent	Percentage
1	Very Often	6	40%
2	Often	9	60%
3	Sometimes	0	0
4	Never	0	0

Based on the table above, it showed that there were 6 students (40%) who answered very often, 9 students (60%) who answered often, and 0 students who answered sometimes and never.

**23. Saya merasa bosan dalam belajar selama pandemic (online/tatap muka).**

*(I am bored to the lessons during the pandemic (online/face -to-face)).*

No	Category	Frequent	Percentage
1	Very Often	3	20%
2	Often	10	66.67%
3	Sometimes	2	13.33%
4	Never	0	0

Based on the table above, it showed that there were 3 students who answered very often, 10 students who answered often, 2 students who answered sometimes, and 0 student who answered never. So, it can be concluded that from student statements in numbers 18 to 23 it showed that there are the shiftings of students learning habits during pandemic from the aspect of concentration.

From the findings of questionnaire data, it can be concluded that there had been the shiftings of students' learning habits during pandemic both online and face-to-face. The findings of data also showed the shiftings of students' learning habits occurred in three aspects are regularity, discipline, and concentration. It may be seen by the frequent and percentage of questionnaire.

## 2. The Findings from the Interview

In carried out the interview activities, the researcher conducted with two English teachers. In the interview, the researcher intends to find out the influence of shiftings of students' learning habits during pandemic on students' learning outcomes in English subject.

From the results of the interviews, the researcher discovered several informations related to the influence of shiftings in students' learning habits during pandemic on students' English learning outcomes.

**Table 4.1. The Transcribe Result by the interviews**

No	Interview Transcribe
1	<p>Based on your experienced in teaching during pandemic starting from online until face to face learning, are there any shiftings of students' learning habit during learning process?</p> <p><b>P1:</b> <i>Yes there were the shiftings and the influence. The shiftings such as students become lazier, less interested in learning and less motivated.</i></p> <p><b>P2:</b> <i>Of course. The shiftings that occured as well as were a decreased in students' interest learning.</i></p>
2	<p>What do you think about shiftings of students' learning habit that occurred during pandemic?</p> <p><b>P1:</b> <i>First I feel sad, as a teacher I also have to teach English more extra.</i></p> <p><b>P2:</b> <i>It was very disappointing.</i></p>
3	<p>Based on The Liang Gie's opinion there are 3 aspects in forming effective learning habit that involve regularity, discipline, and concentration. Are there any shitings that occur by the students' in these three aspects during pandemic?</p> <p><b>P1:</b> <i>Of course there were the shiftings in these three aspects. From the aspect of regularity, there were many irregular actions of students during the learning process, so that the learning process was disturbed. From the aspect of discipline, students are less disciplined when doing assignments. From the aspect of concentration, many students were sleepy during the lessons.</i></p> <p><b>P2:</b> <i>From the aspect of regularity, many students do not come to class on time. From the aspect of discipline, many students like to procrastinate to do assignments and often being late. From the aspect of concentration,</i></p>

	<i>many students were not focused during learning.</i>
4	<p>What do you think about the differences students' learning habit by that three aspects at the time before pandemic and during pandemic?</p> <p><b>P1:</b> <i>Before the pandemic, from these three aspects students' learning habits were still much better.</i></p> <p><b>P2:</b> <i>Before the pandemic, both in terms of regularity and discipline were better. In terms of concentration also be able to be controlled. Meanwhile during the pandemic there were many drastic shiftings that occurred from these three aspects as I explained before.</i></p>
5	<p>Reviewed by all shiftings of students' learning habit that occurred, are there any influence on students' learning outcomes in English subject during pandemic?</p> <p><b>P1:</b> <i>Yes. Of course there was an influence. The influence was that the students learning outcomes become decreased.</i></p> <p><b>P2:</b> <i>As a result by the shiftings of students' learning habits, the students tends to not able to understand the material that had been delivered so that it influence the students' learning outcomes in English subject being decreased.</i></p>
6	<p>What do you think about the differences of students' learning outcomes in English subject at the time before pandemic and during pandemic?</p> <p><b>P1:</b> <i>Before the pandemic, the student learning outcomes were still maximum. Meanwhile during the pandemic, the students' learning outcomes in English subjects being decreased and were not optimal.</i></p> <p><b>P2:</b> <i>During the pandemic, the students learning outcomes in English subjects were becomes decreased.</i></p>
7	<p>As an english teacher, are there things that you worry to students' in English learning process during pandemic?</p> <p><b>P1:</b> <i>I am worried about the shiftings of students' learning habits that occurred. The students are not able to understand anything about English lessons, especially at the English exams.</i></p> <p><b>P2:</b> <i>I am worried that students will find the difficult to face English exams because they not able to understand the material that had been given well. These are due to the shiftings of students' learning habits that occurred during the pandemic.</i></p>

Based on the results of interviews between the researcher and 2 participants through 7 interview questions with the same questions, the researcher

got answers the shiftings of students' learning habits and the influence on students' learning outcomes in English subject.

It can be detected that the answers both of participants have the same synchronization of answers to each question. From the first question, the participants stated that there were the shifting of students' learning habits starting from online system learning to offline again based on the teaching experience by the participants. The shiftings that stated by the participants which are decreased students' learning interest, students become lazier to study, and lack of student motivated to learn. Both of participants also feel disappointed perspective on the shifting that occurred on students. One participant stated that due to these shiftings, the English teacher (participant) had to be more extra in teaching so that students got receive and understand well about learning English material.

Then, in terms of The Liang Gie theory, the participants also stated the shiftings of students' learning habits in terms of regularity, discipline, and concentration. In terms of regularity, the participants stated that many students showed disorderly or disorganized actions during the learning process. In terms of discipline, participants stated that many students became less disciplined both in terms of time and in doing assignments. Then in terms of concentration, participants also stated that many students looked sleepy, unfocused, and enjoy to talk to their classmates during the lesson.

Both of participants also stated that there were the influence on shiftings of students' learning habits that occurred, which is the decreased of students' learning outcomes in English subject. The decreased of students' learning outcomes in English subject was due to the shiftings of students' learning habits

that occurred during the pandemic. The participants also stated that these changes also caused students to not be able to understand well the learning material that had been delivered by the teacher so that as a result it affected the students' learning outcomes in English subject

In addition, the participants stated that the differences in students' learning habits and the students' learning outcomes in English subject were very different before the pandemic and during the pandemic. The Participants revealed that, before pandemic students' learning habits and the students' learning outcomes in English subject were maximal and good. Students also had been good competence so that they be able to achieve the goals of learning English. However, during the pandemic students' learning habits and the students' learning outcomes in English subject had been shifted drastically.

Therefore, the participants also revealed that the participants were very worried about the shifting on their students during the English learning process when the pandemic. Participants were worried that their students not be able to understand anything about the English learning material that had been given. So that participants are also worried about their students when they will faced exams, especially in English subject

## **B. Discussion**

The researcher desired to supply the clear reply to the research question. Therefore, the researcher will elucidate it below distinctly.

The research question that had been formulated “How is the influence of shifting of students' learning habits during a pandemic on learning outcomes in English subject at SMPN 7 Langsa?” From the results of the recapitulation by the questionnaire, the researcher discovered that there were shifting of students' learning habits that occurred at SMPN 7 Langsa during the pandemic. The shifting of students' learning habits include of the three aspects, there are the aspects of regularity, the aspects of discipline, and the aspects of concentration.

Regarding the shifting of students' learning habits from the aspect of regularity, such as there were 73% students often not motivated to study during pandemic. Then, there were 60% students never read and relearn the material presented by the teacher, 33,3% students often leave the class during class hours, 60% students often do not do not write notes or important point of the material explained by the teacher and 60% students often do not desire to ask a question about the material explained by the teacher during learning process. These are some of the students habitual actions that are often shown. The shifting in these habits were also found from the answers or statements by the students directly from several questionnaire items regarding the regularity aspect.

Furthermore, related to the shifting of students' learning habits from the discipline aspect, such as there were 73% students often do not immediately work on the assignment given by the teacher. Afterwards, 73% students often feel lazy to do the homework given by the teacher and there were 33,3% students also stated that they often do assignments by cheating but there are also 47% students who sometimes do it by cheating or doing it themselves. In addition, there were 27% students also stated that they often do not enter the class right away after the

break time is over and also there were 40% students who stated that sometimes they do not enter the class and directly straight in the class right away after the break time is over. These actions are also relevant with Djali's opinion in Rahmi Dwi Febriani and Triyono who stated that learning habits are the ways that are shown by students when receiving learning, doing assignments, and managing time to complete activities.<sup>35</sup> These habits may also be seen from the students' statements on the items of the discipline point questionnaire.

Afterwards, the shiftings of students' learning habits in the aspect of concentration may also be seen from the questionnaire statements that had been filled out by the students'. For example, 47% of the students often did not listen carefully the explanation of the material presented by the teacher. Next, 60% students who stated that they were negligent with their own imagination and 53% students pensive when the teacher explaining the material. furthermore, 60% students cannot concentrate when the teacher explaining the learning material if there are classmates who interfere and also 66,67% students' often feel bored in learning during pandemic both online and face-to-face.

In the discussion above, agree with The Liang Gie's statement which states the effective learning habits from the three aspects such as in the form of regular actions of students in learning every day, reading and learning the subject matter that has been given by the teacher, and taking notes with regularly. Furthermore, discipline regarding how to learn which includes discipline in completing school tasks, the ability to discuss in doing group tasks, and discipline in strengthening

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<sup>35</sup> Rahmi D. Febriani and Triyono, "*Kebiasaan Belajar Siswa Ditinjau Dari Hasil Belajar Serta Implikasinya Terhadap Pelayanan Bimbingan dan Konseling*.", p. 2.



mastery of subject lessons. Then, concentrate or focus the mind on one thing by setting aside all other things that are not related to what is being focused on.<sup>36</sup> Different from the facts in the field, the students' learning habits from these three aspects are not as they should be in the theory caused by the shiftings that occurred in students' learning habits during pandemic.

After that from the results of the interview, the researcher also found that there was the influence of shifting of students' learning habits during pandemic on learning outcomes in English subjects. The participants in the previous interview also stated that there were shifting of students' learning habits during the pandemic starting from online to face-to-face. The shifting like as students become lazier to learn, decreased learning interest, and lack of motivated. In addition, the participants also stated that there were shifting of students' learning habits from the aspects of regularity, discipline, and concentration which were The Liang Gie's opinion.

From the shifting of students' learning habits that were also seen and felt by the participants, this was related to the influence on learning outcomes in English subjects. The influence were the decreased of students' learning outcomes in English subject that caused students to not able to understand well the learning material that had been delivered by the teacher so that as a result it affected the students' learning outcomes in English subject

The participants also stated that there were differences in the students' learning outcomes in English subjects before the pandemic and during the pandemic. The differences are before the pandemic the students learning

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<sup>36</sup> The Liang Gie, *Cara Belajar Yang Efektif*. (Yogyakarta: PKS, 1985), p. 57-60.

outcomes in English subjects were still classified as standard or maximal because students were able to achieve learning objectives although it must also be accompanied by extra teacher efforts in teaching english subjects. On the other hand, during the pandemic the students' learning outcomes in English subjects were decreased or became unstable due to shifting of students learning habits. These things relevant with Muhammad Hasyim A. and Muhammad Iqbal opinions that stated there are two factors that influence the students learning outcomes that are internal factors which include learning habits and external factors that include learning interest.<sup>37</sup>

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<sup>37</sup> Muhammad Hasyim and Muhammad Iqbal, "*Pengaruh Minat dan Kebiasaan Belajar Terhadap Hasil Belajar Biologi Siswa SMA Se-Kota Stabat.*" *Jurnal Biolokus* Vol. 1 No. 2 (2018), p. 112.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

Based on the result and the analyzing discussion of the previous chapter, the researcher conclude that there was the influence of shifting of students' learning habit during pandemic which was decreasing on students' learning outcomes in English subject at SMPN 7 Langsa. The Decreased on students' learning outcomes in English subject was due to the shifting of students' learning habits during pandemic that occurred at SMPN 7 Langsa from the aspect of regularity, discipline, and concentration.

#### **B. Suggestion**

Based on the conclusion above, the researcher believes that the shifting of students' learning habit during pandemic of SMPN 7 Langsa can be improved by doing the following suggestions:

1. The Students should be more viable and increase self awareness in alter of learning habits to be much better than before in order to achieve better English learning outcomes.
2. The Students also should increase their self-awareness of the importance of obeying the pandemic health protocol regulations in order to minimize the spread of the covid-19 virus and be able to return to normal learning fully.

3. The Teachers should give guidance and motivation to the students in learning both theory and practice.
4. The researcher suggests that the other researchers should be able to serve about The effective students' learning habits to improve the learning outcomes in English subject on the other object.

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# **APPENDIXES**

## APPENDIX I

### QUESTIONNAIRE

#### A. Petunjuk Pengisian

1. Isilah identitas pada tempat yang telah disediakan.
2. Bacalah setiap pertanyaan dengan teliti, kemudian beri tanda check list ( ✓ ) pada salah satu jawaban yang anda anggap paling sesuai dengan keadaan anda sebenarnya.
3. Atas kerja sama dan partisipasi anda dalam mengisi instrumen kuesioner ini peneliti ucapkan terima kasih.
4. Pedoman alternative jawaban adalah sebagai berikut :

VO = Very Often (**Sering Sekali**)

O = Often (**Sering**)

S = Sometimes (**Kadang-Kadang**)

N = Never (**Tidak Pernah**)

#### B. Identitas Siswa

Nama :

Kelas :

Hari/Tanggal :

#### C. Uraian Pertanyaan



<b>a. Keteraturan (Regularity)</b>					
No	Questions	Answers			
		VO	O	S	N
1	Saya merasa malas dan tidak bersemangat mengikuti pembelajaran selama pandemic. ( <i>I am not motivated to study during pandemic</i> ).				
2	Saya membaca dan mempelajari kembali materi yang disampaikan oleh guru. ( <i>I read and relearn the material presented by the teacher</i> ).				
3	Saya merencanakan jadwal untuk rutinitas belajar sendiri. ( <i>I plan my daily routine study for myself</i> ).				
4	Saya belajar hanya pada saat akan ulangan atau ujian saja. ( <i>I study only at the time when the test will happen</i> ).				
5	Saya selalu merapikan perlengkapan alat tulis setelah bel istirahat berbunyi. ( <i>I always tidy up my stationery after the break time bell rings</i> ).				
6	Saya keluar kelas pada waktu jam pelajaran berlangsung. ( <i>I go out class on the lesson time take place</i> ).				
7	Saya tidak mencatat kesimpulan atau poin penting dari materi yang dijelaskan oleh guru. ( <i>I do not write notes or important point of the material explained by the teacher</i> ).				
8	Saya berpindah-pindah tempat dan mengganti tempat duduk. ( <i>I move around and replace the seat</i> ).				
9	Saya tidak menulis catatan yang diberikan oleh guru. ( <i>I do not write notes given by the teacher</i> ).				
10	Saya merasa enggan mengajukan pertanyaan tentang materi yang diterangkan oleh guru selama pembelajaran. ( <i>I do not desire to ask a question about the material explained by the teacher during learning process</i> ).				
<b>b. Disiplin (Discipline)</b>					
No	Questions	Answers			
		VO	O	S	N
11	Saya tidak langsung masuk ke kelas setelah waktu istirahat selesai. ( <i>I do not enter the class right away after the break time is over</i> ).				

12	Saya menunda-nunda mengerjakan tugas yang diberikan oleh guru. ( <i>I do not immediately work on the assignment given by the teacher</i> ).				
13	Saya merasa malas mengerjakan PR yang diberikan oleh guru. ( <i>I feel lazy do the homework given by the teacher</i> ).				
14	Saya mengerjakan tugas latihan dengan mencontek jawaban teman. ( <i>I cheat on my friends assignment to answer my assignment</i> ).				
15	Saya tidak mengikuti kegiatan berdiskusi dengan teman mengenai tugas kelompok. ( <i>I do not participate in discussion group to work on the assignment</i> ).				
16	Saya merasa enggan belajar selama pandemic (online/tatap muka). ( <i>I do not motivated to study during pandemic (online/ face -to-face)</i> ).				
17	Saya merasa terburu-buru ingin keluar dari kelas ketika bel waktu pulang sekolah berbunyi. ( <i>I want to get out of the class as soon as possible when the break time comes</i> ).				
<b>c. Konsentrasi (Consentration)</b>					
No	Questions	Answers			
		VO	O	S	N
18	Selama pandemic saya tidak mendengarkan penjelasan materi yang disampaikan oleh guru dengan seksama. ( <i>During pandemic, I did not listen the material delivered by the teacher</i> ).				
19	Saya asyik dengan pikiran saya sendiri ketika guru sedang menerangkan. ( <i>I enjoyed myself when the teacher was explaining the lessons</i> ).				
20	Saya menanggapi teman bila mengajak saya berbicara saat pelajaran berlangsung. ( <i>I responded my friends when they talk to me during the lessons</i> ).				
21	Saya termenung ketika guru sedang menjelaskan materi. ( <i>I zoned out when the teacher was explaining the material</i> ).				
22	Saya tidak bisa berkonsentrasi ketika guru sedang menerangkan pembelajaran jika ada teman yang mengganggu. ( <i>I lose my concentrate if my friends disturbed me during the lessons</i> ).				
23	Saya merasa bosan dalam belajar selama pandemic (online/tatap muka). ( <i>I am bored to the lessons during the pandemic</i> ).				

## **APPENDIX 2**

### **INTERVIEW QUESTIONS**

1. Based on your experienced in teaching during pandemic starting from online until face to face learning, are there any shiftings of students' learning habit during learning process? (Berdasarkan pengalaman anda dalam mengajar selama masa pandemic dimulai dari daring hingga tatap muka, adakah perubahan-perubahan kebiasaan belajar siswa selama proses pembelajaran?)
  
2. What do you think about shiftings of students' learning habit that occurred during pandemic? (Bagaimana tanggapan anda terhadap perubahan-perubahan kebiasaan belajar siswa yang terjadi selama pandemic? )
  
3. Based on The Liang Gie's opinion there are 3 aspects in forming effective learning habit that involve regularity, discipline, and concentration. Are there any shittings that occur by the students' in these three aspects during pandemic? (Berdasarkan pendapat Gie dalam penelitian Yenni Anis ada 3 aspek dalam membentuk kebiasaan belajar yang efektif yang mana meliputi keteraturan, disiplin, dan konsentrasi. Adakah perubahan yang terjadi terhadap siswa pada ketiga aspek tersebut selama pandemic?)
  
4. What do you think about the differences students' learning habit by that three aspects at the time before pandemic and during pandemic? (Bagaimana menurut anda, terhadap perbedaan kebiasaan belajar siswa dari ketiga aspek tersebut pada saat sebelum adanya pandemic dan pada saat adanya pandemic?)

5. Reviewed by all shiftings of students' learning habit that occurred, are there any influence on students' learning outcomes in English subject during pandemic?  
(Ditinjau dari seluruh perubahan kebiasaan belajar siswa yang terjadi, apakah ada dampak atau pengaruhnya terhadap nilai hasil pembelajaran bahasa inggris siswa selama pandemic baik daring hingga tatap muka? )
  
6. What do you think about the differences of students' learning outcomes in English subject at the time before pandemic and during pandemic? (Bagaimana menurut anda, terhadap perbedaan dari nilai hasil pembelajaran siswa dalam mata pelajaran bahasa inggris dari sebelum adanya pandemic dan pada saat adanya pandemic?)
  
7. As an english teacher, are there things that you worry to students' in English learning process during pandemic? (Sebagai guru mata pelajaran bahasa inggris, adakah hal-hal yang anda cemaskan terhadap siswa selama proses pembelajaran bahasa inggris dalam masa pandemic?)

**APPENDIX 3**  
**DOCUMENTATION**







KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

Nomor : 10 Tahun 2022

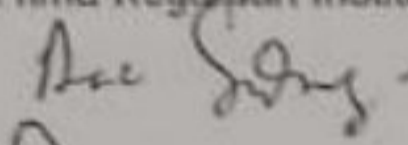
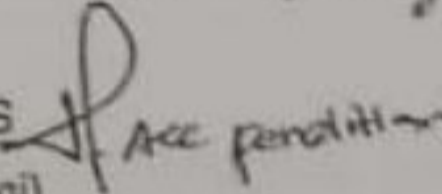
TENTANG

PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

- Menimbang : a. bahwa untuk Kelancaran Penyusunan Skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Langsa Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi;  
b. bahwa yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut.
- Mengingat : 1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Peraturan Pemerintah Nomor : 60 Tahun 1999, tentang Pendidikan Tinggi;  
3. Peraturan Presiden Republik Indonesia Nomor : 146 Tahun 2014 Tentang perubahan Sekolah Tinggi Agama Islam menjadi Institut Agama Islam Negeri (IAIN) Langsa;  
4. Peraturan Menteri Agama Republik Indonesia Nomor : 10 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Langsa;  
5. Surat Keputusan Menteri Agama Republik Indonesia Nomor : B.II/3/17201, tanggal 24 April 2019 Tentang Pengangkatan Rektor Institut Agama Islam Negeri (IAIN) Langsa yang definitif;  
6. Surat Keputusan Menteri Agama Republik Indonesia No. 27 Tahun 2021 tanggal 21 Januari 2021, tentang Pengangkatan Dekan dan Wakil Dekan Institut Agama Islam Negeri (IAIN) langsa;  
7. DIPA Nomor : 025.04.2.888040/2022, tanggal 17 November 2021;
- Memperhatikan : Hasil Seminar Mahasiswa Tanggal 9 Desember 2021

MEMUTUSKAN :

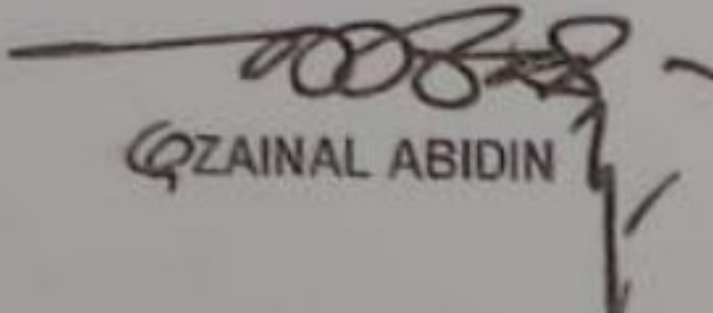
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Langsa Tentang Penunjukan Pembimbing Skripsi Mahasiswa IAIN Langsa
- Kesatu : Menunjuk Dosen Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa :
1. Cut Intan Meutia, MA   
(Membimbing Isi)
  2. Fadhillah Wiandari, MS   
(Membimbing Metodologi)

Untuk membimbing Skripsi :

N a m a : Nanda Putri Aryantini  
Tempat / Tgl.Lahir : Langsa, 20 Mei 2000  
Nomor Pokok : 1042018048  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Shifting Of Students Learning Habit During Pandemic Of SMP Negeri 7 Langsa

- K e d u a : Bimbingan harus diselesaikan selambat-lambatnya selama 1 ( satu ) tahun terhitung sejak tanggal ditetapkan;  
K e t i g a : Kepada Pembimbing tersebut di atas, diberi honorarium sesuai dengan ketentuan yang berlaku pada Institut Agama Islam Negeri (IAIN) Langsa;  
K e e m p a t : Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya;  
Kutipan Keputusan ini diberikan kepada yang bersangkutan untuk dapat dilaksanakan sebagaimana mestinya.

Ditetapkan di Langsa  
Pada Tanggal 5 Januari 2022  
Dekan,

  
QZAINAL ABIDIN

Tembusan Yth :

Ketua Dpt. Pendidikan Islam



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI LANGSA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Kampus IAIN Langsa, Jln. Meurandeh - Kota Langsa, Provinsi Aceh, Telp. 0641-22619/23129  
Fax. 0641-425139 website : <http://www.ftik.iainlangsa.ac.id> email : [ftik@iainlangsa.ac.id](mailto:ftik@iainlangsa.ac.id)

Nomor : B-583/In.24/FTIK/PP.00.9/03/2022  
Lampiran : -  
Perihal : Mohon Izin Untuk Penelitian Ilmiah

Kepada Yth,  
SMPN 7 LANGSA  
Di -  
Tempat

Assalamu'alaikum Wr. Wb.,

Dengan hormat,  
Dekan Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa dengan ini memaklumkan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut di bawah ini :

Nama : NANDA PUTRI ARYANTINI  
Tempat / Tanggal Lahir : Langsa, 20 Mei 2000  
Nomor Induk Mahasiswa : 1042018048  
Jurusan : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian di wilayah Bapak/Ibu, sehubungan dengan penyusunan skripsi berjudul 'Shifting Of Students' Learning Habit During Pandemic Of SMPN 7 Langsa '

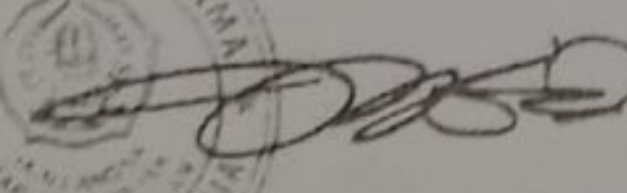
Untuk kelancaran penelitian dimaksud kami mengharapkan kepada Bapak/ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku, segala biaya penelitian dimaksud ditanggung yang bersangkutan.

Demikian harapan kami atas bantuan serta perhatian Bapak/ibu kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Langsa, 17 Maret 2022  
Dekan



  
Zainal Abidin





**PEMERINTAH KOTA LANGSA**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 7 LANGSA**  
Jl. Asam Peutik - Simpang Wie Kec. Langsa Timur

**SURAT KETERANGAN TELAH MENELITI**

Nomor : 423-7/080/2022

Yang bertanda tangan di bawah ini,

Nama : Erwin, S.Pd, M.Pd  
NIP : Pembina Tk. I/IV/b  
Jabatan : Kepala Sekolah SMPN 7 Langsa

Dengan ini menerangkan bahwa mahasiswa yang tersebut dibawah ini:

Nama : Nanda Putri Aryantini  
Tempat, Tanggal Lahir : Langsa, 20 Mei 2000  
NIM : 1042018048  
Fakultas / Jurusan : FTIK / Tadris Bahasa Inggris  
Alamat : Desa Paya Bujok Teungoh, Kec. Langsa Barat,  
Kab./Kota Langsa

Yang namanya tersebut diatas telah mengadakan penelitian/mengumpulkan data pada SMP Negeri 7 Langsa, dalam rangka menyusun skripsi yang berjudul "**Shifting Of Students' Learning Habit During Pandemic Of SMPN 7 Langsa**" dari tanggal 21-28 Maret 2022.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Langsa, 30 Maret 2022

Kepala Sekolah,  
SMP Negeri 7 Langsa

**Erwin, S.Pd, M.Pd**  
NIP. 19770517 200212 1 005

## **AUTOBIOGRAPHY**

### **A. Personal Identity**

Name : Nanda Putri Aryantini  
Student's Number : 1042018048  
Place / Date of Birth : Langsa, 20 May 2000  
Occupation : Student  
Marital Status : Single  
Nationality/Ethnic : Indonesia/ Acehnese  
Hobbies : Listening to music, Watching movie, and Eating  
Address : Desa Paya Bujok Teungoh, Kec. Langsa Barat,  
Kota Langsa

### **B. Background of Education**

Elementary School : SD Negeri Seuriget (2006-2012)  
Junior High School : MTS Terpadu Langsa (2012-2015)  
Senior High School : SMK Negeri 1 Langsa (2015-2018)  
University : Tarbiyah Faculty/English Department of IAIN  
Langsa

### **C. Family**

Father's Name : Ridwan  
Mother's Name : Arbaiyah  
Brother's Name : Muhammad Reza Almunandar