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Effect of Learning Interest on Students' Study Habits at Accounting Department

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Abstract

The purpose of this study was to determine the effect of student interest in learning on the study habits of Accounting Department's student. The population in this study were all 107 students of class X Accounting Department at State Vocational High School 2 Balige. The data collection technique was in the form of a questionnaire. This research was conducted by using descriptive and verification or causality. The data obtained were analyzed by using the PLS Algorithm test, PLS Bootstrapping and hypothesis testing using the t-test. The results of the analysis obtained that the average reflected variance was above 0.5 and the outer loading indicator was higher than 0.6. The hypothesis testing value seen from the p-value (0.007 <0.05), meant that H0 was rejected, so learning interest had influence on study habits, and and also encouraged an increase in student learning outcomes obtained from good study habits. Suggestion is that students can increase their self-awareness and will be able to further foster enthusiasm on learning interest.

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INTRODUCTION

Education plays a very important role in the progress of the country. Education cannot run well without a component involved in it, starting from teachers, students, institutions, and other institutions that have links to the world of education. Education is also synonymous with learning, where learning is part of education, and education is part of learning. Suryadi and Mushlih (2019:25) said that learning is part of the educational process. in line with Fatmawati, et al (2015:4) which reveals that the success or failure of educational attainment depends on how the learning experienced by students in school.

Learning is a system, consisting of several components which include: methods, objectives, materials, and evaluations that are considered by the teacher in determining appropriate strategies, media, methods, and approaches (Rusman 2015:21). Teachers who dominate the learning process in the classroom have an impact on students becoming less attractive and interactive (Kusmuriyanto & Astuti, 2020). Learning is at its peak when individuals can exercise choice over what and when they learn, and when they feel like they control their own learning (Falk and Dierking, 2018:151). One of the things that encourage smoothness in the process of learning and learning activities is study habits. Learning and learning activities without paying attention to study habits will result in learning outcomes that are not as expected.

Study habits are an important factor in learning, because some learning outcomes are determined by study habits. Study habits will indirectly provide a stimulus to a person about how much he will learn and how far he wants to go, and how much he wants to achieve. The more students' study habits are good, the learning outcomes are also good and the more students' study habits are not good, the learning outcomes will also be less good. Therefore, to obtain good learning outcomes, students must change their study habits for the better.

Odiri (2015) opined that study habits play a significant role in determining the quality of education and achievement of students in accounting since students cannot grasp all the learning they need on the subject from their teachers inside the class. Students need to possess good study habits to excel in life because it is the study habits of the students that aid in obtaining relevant and applicable knowledge. Thus, the absence of these skills would lead the students to poor performance in school (Kaur and Pathania, 2015). Study habits refer to the tendency of a student to pay continuous attention to acquire knowledge through systematic routines (Khurshid, Tanveer, and Qasmi, 2012). Furthermore, Ebele (2017) suggested that students cannot perform and improve their academic performance without developing study habits.

Hamalik (2006) suggested that a person who wants to succeed in learning should have good attitudes and study habits. Study habits have an influence on the acquisition of student learning success which is shown through the achievement of student achievement (Wijawa and Saputri, 2019). Good study habits will be able to help students in mastering their lessons to achieve study progress, and ultimately success in school (Gie, 2002: 193). Good study habits, learning strategies helped distance learners to successfully complete their studies (Nair S, 2012; Richardson J, 2010; Srivastava et. al, 2007). So, good study habits mean familiarizing yourself with the correct learning process for maximum learning outcomes.

Study habits are mainly external factors that facilitate the study process such as sound study routines that include how often a student engages in studying sessions, review the material, self-evaluate, rehears explaining the material, and studying in a conducive environment (Credé, 2008). Learning habits are ways that are repeated by students in learning (Slameto 2015:82; Djaali 2018:128; Aunurrahman 2014:185; Shah 2017:128). The characteristics of study habits can be characterized by: 1) scheduling and implementing it, 2) reading and taking notes, 3) repeating lesson materials, 4) concentration, 5) doing assignments (Slameto 2013:89-91; Djaali 2014:128). The characteristics above are indicators used by the author in this study. By these indicators, the authors conducted preliminary research on 35 students of class X Accounting at SMK Negeri 2 Balige. The results of the preliminary research are shown in Table 1.

Table 1 showed that the frequency of student answers to the items Strongly Agree (SS) and Agree (S) was 57.13% and the frequency of answers to Disagree (TS) and Strongly Disagree (STS) items was 42, 85%. This proved that students' learning habits were still not good. One of the factors that influence study habits is interest in learning (Sularti 2008:33-35; Yusuf 2006:116; Purwanto 2007:107). Learning interest is a relatively fixed tendency towards the learning process (Syahputra, Edy 2020:12, Susanto 2016:57, Hariyanto and Mustafa 2020:57, Hanafi 2019:154). The characteristics of interest in learning can be

Table 1. Student Study Habits

Study Habit Indicator	Answer Frequency				Percentage	
	SS (4)	S(3)	TS (2)	STS (1)	Good	Not Good yet
Scheduling and implementation	11	7	17	0	51.42%	48.57%
Reading and taking notes	10	10	14	1	57.14%	42.85%
Repeat lesson material	7	15	13	0	62.85%	37.14%
Concentration	9	10	14	2	54.28%	45.71%
Carry out a task	9	12	14	0	60%	40%
Average Amount	26.28%	30.85%	41.14%	1.71%	57.13%	42.85%

Source: Process by the Author, 2021

characterized by: 1) attention in learning, 2) awareness of learning without being asked, 3) participation in learning activities, 4) interest in learning, 5) feelings of pleasure (Slameto 2013: 180; Djamarah 2002:132; Sardiman 2016:83).

Referring to the characteristics of interest in learning, students who have a high interest in learning will affect their study habits. Students with high learning interest will be able to focus their attention on the lesson so that students can repeat the lesson at home. Then students who have an interest in learning will be able to learn without being asked to encourage students to make a study schedule and stick to it. Students who have a high interest in learning will be active in learning so as to encourage students to focus while studying. Furthermore, students who have a high interest in learning will be interested in learning so as to encourage students to read and take important notes.

Interest in learning is thought to influence study habits and student learning outcomes. The stronger or closer the relationship, the greater a person's interest in learning about study habits (Djaali, 2014:121). Students with high interest will be able to focus their attention on learning, have a sense of pleasure in the lesson, and are interested in exploring the lesson. So, with a high interest in learning, they will get used to learning as well. Nouhi, Shakoori and Nakhei (2008) said that mastering skills by students makes study more enjoyable and effective which in turn strengthens the students' interest so that he or she spends more time studying.

Previous research by Wahyuni & Chariri (2019) revealed that students expressed their experiences that they often felt bored and felt the class atmosphere was monotonous so that the learning process did not go well. A student with high interest in science is likely to have a positive study habit to study science and also likely to have high achievement in science particularly (Ogunkola, 2011). Interest in learning plays a very important role. If students do not have a great interest in the topic under study, it will be difficult for students to study hard and get good grades and have good study habits. However, if students learn with great interest in the topic being studied, the results will be better. The students' internalized interest in learning will provide support for the smooth running of their learning activities.

Interest in learning, could most probably be a very powerful affective psychological trait and a very strong knowledge emotion as well as an overwhelming magnetic positive feeling, a sense of being captivated, enthralled, invigorated and energized to cognitively process information much faster and more accurately in addition to the most effective application of psychomotor traits such as self-regulatory skills, self-discipline, working harder and smarter with optimum persistence (Kpolovie, 2010). Interest will encourage fun in learning so as to boost students' study habits. Students who have good study habits, of course, have a good interest in learning. So, it is hoped that the students' interest in learning will be able to improve students' study habits,

In line with the research results by Adam, et al (2013) which showed that there was a significant relationship between interest in learning and study habits. From the explanation above, hypothesis of the research (H1) is learning interest has an effect on study habit. As for the formulation of the problem in this study, namely does interest in learning affect the study habits of class X students in the Accounting Department at State Vocational High School 2 Balige? The study aimed to determine the effect of interest in learning on the study habits of class X students of the Accounting Department at State Vocational High School 2 Balige.

METHODS

This research was conducted in the even semester of the 2020/2021 academic year which took

place at State Vocational High School 2 Balige, address at Jl. Kartini No. 1 Soposurung, Balige District, Toba Regency, North Sumatra. The population in this study were all 107 students of class X majoring in Accounting at State Vocational High School 2 Balige. The number of indicators used in this study was 10 and the sample in this study was 107 students with the sampling technique of total sampling. This research was conducted by using two methods, namely descriptive and verification or causality. Through interest in learning and study habits of class X students of the Accounting Department at State Vocational High School 2 Balige.

Data collection techniques in this study used a questionnaire. The questionnaire was delivered by directly visiting the State Vocational High School (SMK) 2 Balige. The questionnaires were distributed to class X students of the Accounting Department at State Vocational High School 2 Balige who were the research samples. The questionnaire consisted of 10 instruments and the scoring was made by using a modified Likert scale. Two types of data analysis were carried out to suit the research objectives. The two data analyzes were as follows: (1) Descriptive analysis to explain the characteristics of the variables studied in order to support problem solving to obtain operational advice. (2) Verificative analysis to examine the effect of independent variables on the dependent variable through the structural equation model (Structural Equation Model/SEM).

Data analysis was carried out by using the SEM method based on Partial Least Square (SEM-PLS). The significance test can be explained as follows.

Hypothesis 1: Learning Interest affects students' study habits

H0: $\gamma 11 = 0$ Learning Interest has no effect on students' study habits

H1: $\gamma 11 \neq 0$ Learning Interest affects students' study habits

The test criteria that H0 is rejected if the p value is smaller than the value of the real level or (0.05) and calculation of t values through bootstrapping.

RESULTS AND DISCUSSION

Validity and Reliability of Research Questionnaire Instruments

The variable interest in learning (MI) consisted of 5 (five) indicators, namely: attention in learning (MI1), awareness of learning without being asked (MI2), participation in learning activities (MI3), interest in learning (MI4), feelings of pleasure (MI5). Study habits variable (KB) consisted of 5 (five) indicators, namely: scheduling and implementation (KB1), reading and taking notes (KB2), repeating lesson materials (KB3), concentration (KB4), and doing assignments (KB5). The results of the verification of the validity and reliability of indicators on interest in learning and study habits can be seen in Table 2.

Table 2 showed that all indicators had Composite Reliability (CR) values above 0.60 and Average Variance Extracted (AVE) values were above 0.50 so it can be concluded that the validity and reliability of indicators and variables for student interest and habits had been met. Then from

Table 2. Results of verification of the validity and reliability of indicators on learning interest and study habits

Variable	Indicator	AVE	Composite Reliability	Validity	Reliability
	MI1			Valid	Reliable
	MI2			Valid	Reliable
MI	MI3	0.665	0.908	Valid	Reliable
	MI4			Valid	Reliable
	MI5			Valid	Reliable
	KB1			Valid	Reliable
	KB2			Valid	Reliable
KB	KB3	0.778	0.946	Valid	Reliable
	KB4			Valid	Reliable
	KB5			Valid	Reliable

Source: Data processed, 2021

the data above, outer loading and cross loading can be seen in the following Table 3.

Table 3. Outer Loading and Cross Loading

	MI	KB
MI1	0.769	0.683
MI2	0.879	0.805
MI3	0.832	0.734
MI4	0.735	0.652
MI5	0.852	0.786
KB1	0.835	0.934
KB2	0.867	0.946
KB3	0.607	0.783
KB4	0.736	0.805
KB5	0.887	0.928

Source: Data processed, 2021

In Table 2 and Table 3, the average reflected variance was above 0.5 and the outer loading indicator on the construct was higher than the cross loading, it concluded that the reflective measurement model applied. Likewise, the composite reliability and all outer loading indicators were higher than 0.60, it concluded that the reflective measurement model was reliable.

Descriptive Analysis of Research Variables
Learning Interest in Relation to Study Habits

The variable of interest in learning to the study habits of class X Accounting students at State Vocational High School 2 Balige, consistd of five (five) indicators, namely: attention in learning, awareness of learning without being asked, participation in learning activities, interest in learning, and feelings of pleasure. In the following, interest in learning is described based on each indicator. The description of learning interest in relation to the study habits can be seen in Table 4.

Table 4 can be seen that the average score of respondents' responses about students being able to repeat lessons because listening to the lessons taught by the teacher was 3.29 in the "High" category or in general respondents thought that students who always listened to the lessons taught by the teacher would be able to repeat home lessons. The average score of respondents' responses about students making study schedules and implementing them because student study at home without being asked was 3.11 in the "Medium" category or in general respondents thought that students who always studied at home without being asked would make study schedule and implement it.

The average score of respondents' responses about students focusing on learning because students are active in learning was 3.16 in the "Medium" category or in general respondents thought that students who were active in learning would always focus while studying. The average score of respondents' responses about students reading and taking important notes because students are interested in learning was 3.00 in the "Medium" category or in general respondents thought that students who were interested in learning accounting would read and make important notes. An the last, the average score of respondents' responses about students always doing assignments well because students are happy if there are assignments was 3.19 in the "Medium" category or in general respondents thought that students who were happy if there were assignments from the teacher would always do the work.

Description of Study Habit Variables

Variables of study habits student consisted of 5 (five) namely: making a schedule and its implementation, reading and taking notes, repea-

Table 4. Description of Learning Interest in Relation to Study Habits

Item Statement/ Variable	Average Score	Standard Deviation	Response Category
I always listen to the lessons taught by the teacher so that I can repeat the lessons at home.	3.29	0.75	High
I always study at home without being asked so I make a study schedule and carry it out.	3.11	0.72	Medium
I am active in learning so I always focus when studying.	3.16	0.73	Medium
I am interested in studying accounting so I read and take important notes.	3.00	0.83	Medium
I am happy if there is an assignment from the teacher so that I always do my homework well.	3.19	0.71	Medium

Source: Data processed, 2021

ting lesson materials, concentration, and doing assignments. In the following, students' study habits are described based on each indicator. The description of the student study habits variables can be seen in Table 5.

Table 5 can be seen that the average score of respondents' responses about students compiling a study schedule and implementing it was 3.03 in the "Medium" category or in general respondents thought students developed a study schedule and carried it out regularly. The average score of respondents' responses about students reading textbooks and taking notes was 3.01 in the "Medium" category or in general respondents thought students read textbooks and took important notes.

The average score of respondents' responses about students repeating the subject matter that has been taught by the teacher was 2.96 in the "Medium" category or in general respondents thought students repeated the subject matter that had been taught by the teacher. The average score of respondents' responses about students concentrating in learning was 3.01 in the "Medium" category or in general respondents thought students always concentrate in learning. The last, the average score of respondents' responses about students doing the assignments given by the teacher was 3.01 in the "Medium" category or in general respondents thought students always did the assignments given by the teacher.

Data Analysis

The measurement model with indicator reflection was assessed based on the regression between the item scores/component scroe estimated with PLS software. In explaining the measurement model, the following algorithm data is needed.

In Figure 1, the measurement value of each indicator on the construct can be described as follows: Attention in learning (MI1) was able to reflect interest in learning with a loading factor of 0.769. Awareness of learning without being asked (MI2) was able to reflect interest in learning with a loading factor of 0.879. Participation in learning activities (MI3) was able to reflect interest in learning with a loading factor of 0.832. Interest in learning (MI4) was able to reflect interest in learning with a loading factor of 0.735. Feelings of pleasure (MI5) were able to reflect interest in learning with a loading factor of 0.852.

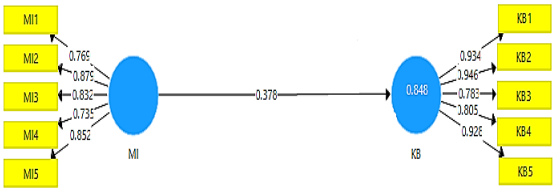

Figure 1. Path Diagram (PLS Algorithm)
Source: Data processed, 2021

Scheduling and implementation (KB1) were able to reflect study habits with a loading factor of 0.934. Reading and taking notes (KB2) were able to reflect study habits with a loading factor of 0.946. Repeating lesson material (KB3) was able to reflect study habits with a loading factor of 0.783. Concentration (KB4) was able to reflect study habits with a loading factor of 0.805. Then Doing the task (KB5) was able to reflect study habits with a loading factor of 0.928. In testing the structural model, bootstrapping was required. The results of the bootstrapping test can be seen in Figure 2.

The hypothesis proposed in this study using a total sample of 107 people with a t-table of 1,982 can be answered. The results of hypothesis testing obtained that interest in learning affected students' study habits. The effect of interest in learning on students' study habits could be seen from the significance value seen from the p-value (0.007 <0.05). This means that H0 was rejected or in other words, interest in learning had an effect on study habits.

Table 5. Description of Study Habit Variables Indicators

Item Statement/ Variable	Average Score	Standard Deviation	Response Category
I make a study schedule and always do it regularly.	3.03	0.86	Medium
I always read every textbook and take important notes.	3.01	0.90	Medium
I always repeat the subject matter that has been taught by the teacher.	2.96	0.79	Medium
I always concentrate on studying.	3.01	0.96	Medium
I always do the assignments given by the teacher.	3.06	0.82	Medium

Source: Data processed, 2021

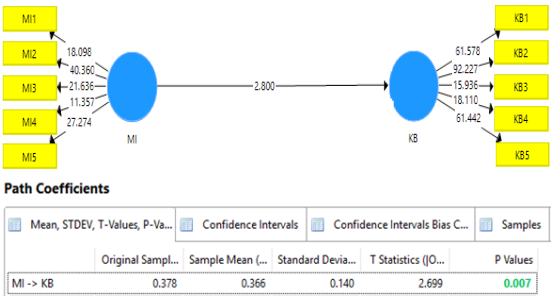

Figure 2. Path diagram (PLS Bootstrapping) and Path Coefficients tcount > ttable (1.982) df = nk = 107 - 2 = 105
Source: Data processed, 2021

The results of testing the structural model can be seen that interest in learning had an effect on study habits. The path coefficient between interest in learning and study habits was 0.378. Interest in learning was stated to have an effect on study habits; it can be proven from the ability of each indicator of interest in learning to reflect student learning habits. These indicators included interest in learning as the indicator that was most able to reflect the effect of interest in learning on study habits in the "medium" category, meaning that students who were interested in studying accounting would read and take important notes. Followed by the attention indicator in learning was in the "high" category, meaning that students who always listened to the lessons taught by the teacher would be able to repeat the lessons at home.

The indicator of participation in learning activities was included in the "medium" category, meaning that students who were active in learning would always focus while studying. The indicator of learning awareness without being asked to fell into the "medium" category, meaning that students always studied at home without being asked to make a study schedule and carry it out. Furthermore, the indicator of feeling happy was included in the "medium" category, students who were happy if there was an assignment from the teacher would always do a good job.

The research results supported the results conducted by Adam, et al (2013) where from the results of research conducted by Adam, et al. showed the results of hypothesis testing that there was a significant relationship between interest in learning and study habits. With the value of r table (5% = 0.176) (empirical r 0.773) r table (1% = 0.230) so it can be concluded that the empirical r of 0.773 was greater than the theoretical r both at 5% and 1% significance level.

Reinforced also by Slameto (2013) who said that interest had a great effect on learning, because if the subject matter being studied was not in accordance with the interests of students, students would not learn as well as possible, because there was no attraction for them to study. In line with research of Achru (2019), that interest is something important for someone in carrying out an activity because interest is one of the aspects of the human psyche that can encourage them to achieve goals. It is in accordance with Supardi, et al (2015) regarding interest which said that students who have high interest will tend to be diligent, tenacious, and enthusiastic in learning, never give up and happy to face challenges.

Furthermore, the result in line with Simbolon (2014) that interest is basically a special concern. Students who had an interest in a particular subject would have higher attention, and this interest was a strong impetus to participate actively in the learning process so as to make the student learning process run smoothly, and students can achieve the previously expected learning goals. From the discussion, it can be interpreted that a student's interest in learning would have a positive impact on study habits and would also encourage an increase in student learning outcomes obtained from good study habits. This was in accordance with the results of research which proved that there was an effect of interest in learning on students' study habits.

CONCLUSION

The research results can be concluded that interest in learning affected the study habits of class X students of the Accounting Department at State Vocational High School 2 Balige. The authors put forward some suggestions; it is hoped that students can increase their self-awareness on the indicators of interest in learning because students who are interested in learning will read and take important notes, which will foster student study habits. Next, it is expected that students will be able to further foster enthusiasm and self-awareness in learning on the indicators of learning awareness without being asked because students who always study at home without being asked will make a study schedule and carry it out; this will be able to encourage study habits in students.

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