Analysis of Physics Learning Outcomes in Terms of Student Learning Habits

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Abstract
This study aimed to determine: (1) the level of suitability of students' physics learning habits, (2) the level of suitability of students' physics learning outcomes in terms of students' learning habits. Descriptive research method used in this research. The research sample consisted of 30 grade VII students of SMP PGRI 3 Sekampung which obtained through proportional random sampling technique. The test method used to obtain data on learning outcomes. Questionnaire and interview methods were used to obtain data on the results of learning habits. Data were analyzed using scoring with good, moderate, and poor criteria. The results showed that: (1) grade VII students of SMP PGRI 3 Sekampung had "good" learning habits (40%) and the proportion "moderate" (40%), (2) grade VII students of SMP PGRI 3 Sekampung had a good match between the proportion of study habits and learning outcomes (80%).

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INTRODUCTION

Physics is a branch of the science subject that underlies the development of advanced technology and the concept of living in harmony with nature (Sarah, 2019). According Hidayat, Taufik, dan Gunawan (2019) physics has concepts that are real but also abstract in its study. Science concepts, especially in the field of physics, have an important role in the development of technology in the era of globalization (Herayanti & Habibi, 2017). The technology developed can provide enormous benefits and influence for life and the sustainability of nature (Muhson, 2010). This will not happen without understanding science through the learning process.

Learning is an activity that is in process and includes a very fundamental element in the implementation of every type and level of education. According Mappeasse (2009) Psychologically is "a process of change, namely changes in behavior as a result of interaction with the environment in meeting the needs of life". The learning process is characterized by positive behavioral changes oriented to cognitive (knowledge), affective (attitudes), and psychomotor (skills) aspects (Ahmadi, Reza, & Mohammad, 2018). As a process, factors that affect the learning process such as environment, educational facilities and facilities, physiological and psychological conditions are things that are processed, while the result of processing is the result of learning. In the world of education, the term

learning has been around for a long time and basically every individual has carried out learning activities. Individuals who learn constantly interact with their environment which in turn occurs a change in themselves.

Nurutami and Adman (2016) argued that teachers have a big role in shaping the character and inculcation of students' values, especially through their instructional approach. In line with the opinion of Charles E. Johnson, 1974 in (Sari & Adman, 2019) stated that in a teacher's competency learning is very important because by having adequate competence, the teacher can provide effective learning to students. Competence is rational behavior to achieve the required goals in accordance with the expected conditions (Santi, Nirmala, & Zulaikha, 2012).

Competence is rational behavior to achieve the required goals in accordance with the expected conditions Learning is not merely an attempt to respond to a stimulus, but more than that learning is done through various activities such as listening, seeing, experiencing, doing and understanding what is being learned (Kurniawan 2018). Astalini, Kurniawan, dan Sumaryanti (2018) said that attitude is very important in the ongoing learning process. Learning aims to gain knowledge, attitudes, skills and abilities (Hidayat, Herlinda, & Djumena, 2017). A person who learns involves what is in him including interests, attention and study habits. According to Hamalik (1995: 10) in (Siagian, 2015) said someone who wants to be successful in learning should have good study attitudes and habits.

Saifuddin in (Fajri, 2019) argued that learning activities should not only focus on the teacher, but must also involve students. This means that learning must involve the maximum ability of students to explore and identify information, so that they can find knowledge on their own. This learning is called discovery learning. Definition of discovery learning in (L et al, 2011) is a learning strategy that tends to ask students to make observations, experiments, or scientific actions to get conclusions from the results of these scientific actions.

In learning the teacher deals with a number of students with various backgrounds, attitudes, and potentials, all of which affect learning habits in participating in learning and in behavior at school (Cholifah, Degeng, & Utaya, 2016). There are still many learning habits that do not support or even hinder learning, for example: not making study schedules at home, not studying regularly, not paying attention and not focusing on studying, not asking questions when they don't understand, never visiting the library, not repeating at home lessons obtained at school, did not do homework, did not make summaries of the material. Rosyida, Utaya, dan Budijanto (2016) suggested that study habits play an important role for students to obtain good learning outcomes.

The environment is also one that greatly influences the development of children, namely the family and the educational background of the parents (Umah, 2019). The educational background of the parents here is the mother. This is because the mother is the most important factor in educating children because the mother is the first environment for the child to socialize from birth to adulthood, while the father only acts as a judge. Anggraini, Patmanthara, dan Purnomo (2017) that from the family environment consisting of parents and children, father and mother have the same position, their position is the same as parents. However, the role of the mother as a symbol of affection makes the child closer to the mother, compared to the father, who has the role of a source of power and a judge. In addition, it is also because the mother is the first environment in which children socialize from birth to adulthood (Firdaus, Ichsan, & Med, 2018).

The mother as the main educator must know the learning style that suits the child's needs. Therefore, it is very important to know the learning style by parents. The

relationship with the background of the educational level of parents with learning styles, namely parents, especially mothers who have a better educational background, will know what learning styles are appropriate in teaching children, but on the other hand, parents who have a background with a less good educational level will tend to does not pay attention to what learning styles are appropriate to use in teaching. Learning style is a way of learning children according to the character of each child. This is in accordance with Santrock's statement in (Dewi, Poedjiastoeti, & Prahani, 2017) states that learning styles are a person's choice in how to use their abilities.

Based on the results of the survey conducted by the researchers at SMP PGRI 3 Sekampung regarding the condition of students through observations and interviews, it can be seen that some students of SMP PGRI 3 Sekampung have learning habits including the following: learning habits include, 1) learning with irregular time (do not have schedule), 2) often late for school, 3) rarely do assignments 4) rarely pay attention to the explanations given by the teacher in class.

Theoretically, Sutrisno explained that the factors that influence student learning outcomes are internal and external factors (Sutrisno, 2016). Internal factors, namely factors that come from within students consisting of motivation, attention, interests, talents, emotional intelligence, study habits, creativity and others. External factors are factors that come from outside the student consisting of the school environment, facilities and infrastructure, friends, family, teachers, community and others. Study habits are a very influential factor on learning achievement / learning outcomes, so study habits need to be known (Mulyoto, Sunarto, & Wuryani, 2019). Based on this, this study aims to determine: (1) the level of suitability of students 'physics learning habits, (2) the level of suitability of students' physics learning outcomes in terms of student learning habits.

METHOD

Descriptive research method used in this research (Soendari, 2012). The implementation of this research is only to describe, describe, write down and report the state of an object or event without drawing general conclusions. The research sample consisted of 30 grade VII students of SMP PGRI 3 Sekampung which were obtained through proportional random sampling technique (Husnah, 2017). The test method is used to obtain data on learning outcomes. The test consists of 5 questions in the form of essays where each item has a score according to the question criteria. The test is made on straight motion material. Questionnaire and interview methods were used to obtain data on the results of learning habits. The data collection instrument was first tested for validity and reliability. The questionnaire contains 30 questions consisting of 3 alternative answers in the form of statements that have different levels of answer quality, namely good, moderate, and poor. The research data were analyzed using the following scoring. Triangulation analysis technique was also used in this study. Its function is to get the data that is closest to the facts. Triangulation technique is used to check the validity of research findings data through interviews and questionnaires.

RESULTS AND DISCUSSION

Research data will be used to answer research questions. The validity of the questionnaire data was carried out by triangulating the method and the persistence of the observation. Data validity or checking research findings was carried out using data collection techniques through interviews and questionnaires. The list of questions on the interview sheet and questionnaire sheet are made the same. The use of these two techniques is to find a match between the answers in the interview sheet and the

questionnaire sheet for habits. The results of research using this technique are expected to be closest to the facts. The triangulation sample taken from the aspect of student learning habits was 20 students, 7 students from the triangulation sample experienced a change in their learning habit scores after the interview. A recapitulation of the differences in the answers to the questionnaire and interviews for 7 students is in table 5.To follow up on the differences in student answers in interviews and questionnaires, the researcher recorded the presence of the researcher in observational persistence which can strengthen the questionnaire answer statements and interviews for learning habits. The entire research data is contained in Table 1.

Table 1. Scores of Student Learning Outcomes and Study Habits

Number	Result Score	information	Habit Score	information
1	8.9	H	87	H
2	7.7	H	77	H
3	7.1	H	79	H
4	7.1	H	76	H
5	7	H	79	H
6	7	H	74	H
7	6.9	H	72	H
8	6.8	H	74	H
9	6.7	H	79	H
10	6.6	M	49*	L
11	6.5	M	71*	H
12	6.5	M	71*	H
13	6.5	M	70	M
14	6.4	M	73*	H
15	6.4	M	69	M
16	6.4	M	66	M
17	6.3	M	67	M
18	5.8	M	64	M
19	5.7	M	68	M
20	5.6	M	65	M
21	5.2	M	60	M
22	5.1	M	63	M
23	5	M	67	M
24	3.3	L	67*	M
25	3.3	L	48	L
26	3.3	L	40*	L
27	3.2	L	48	L
28	3.2	L	41	L
29	3.1	L	44	L
30	3	L	69*	M

(*) Students who experience changes in scores after triangulation
(#)Students who experience changes in scores after triangulation

Based on Table 1 scores of learning outcomes and scores of student learning habits, vary. There are those who get high, medium, low learning outcomes as well as study habits. Based on Table 2, the highest test result score is 8.9 and the lowest score is 3.0. Three categories of learning outcomes, namely high, medium, and low, then the value corresponding to the three categories is determined by the range of scores as follows:

$$\text{range} = \frac{\text{maximum skor} - \text{minimum skor}}{3}$$

$$= \frac{10 - 0}{3}$$

$$= \frac{10}{3}$$

$$= 3.3$$

Based on the ranges above, the categories of learning outcomes can be determined as follows:

1) High learning outcomes have a value range of 6,7 – 10
2) Medium learning outcomes have a value range of 3,4 - 6,6
3) Low learning outcomes have a value range of 0 - 3.3

Based on the categorization of learning outcomes above, data on student learning outcomes are obtained as follows.

Table 2. Data on Students' Physics Learning Outcomes

Average	5.7
The highest score obtained by students	8.9
The lowest score obtained by students	3.0
The number of students who get high learning outcomes	9
The number of students who get moderate learning outcomes	14
The number of students who get less learning outcomes	7

Table 2 shows that the number of students who obtained learning outcomes in the high category (between 6.7-10) was 9 students, students who obtained learning outcomes in the medium category (between 3.3-6.6) were 14 students, and students those who obtained learning outcomes in the low category (between 0-3.3) were 7 students.

The results of the analysis of student learning habits, entered into the criteria of good, moderate, less learning habits can be done by looking at the total score of the answers given by students based on categorization using the Table 3 below.

Table 3. Study Habits Questionnaire Score

Total	1977
Average	65.9
Highest	87
Lowest	40

Three categories of study habits, namely good, moderate, and poor, were determined by the following score ranges:

$$\text{range} = \frac{\text{maximum skor} - \text{minimum skor}}{3}$$

$$= \frac{90 - 30}{3}$$

$$= 20$$

Based on the score ranges above, the criteria for study habits can be determined as follows:

1) The criteria for good study habits have a score range of 71-90
2) The criterion for moderate learning habits has a score range of 51-70
3) The criterion for how to learn is lacking a score range of 30-50

Based on the criteria for learning habits above, data about student learning habits were obtained as follows (Table 4).

Table 4. Data about the criteria for student learning habits

Number	Range Skor	Kriteria	F	%
1	71-90	High	12	40
2	51-70	Moderate	12	40
3	30-50	Less	6	20
	$\sum$		30	100

Data about physics learning outcomes based on student learning habits, it can be seen from the following Table 5.

Table 5. Physics Learning Outcomes Based on students' learning habits

Learning Habits	Learning outcome		
	High	Moderate	Less
Good	9	3	0
Moderate	0	10	2
Less	0	1	5
Total		30	

Based on Table 5, it can be seen that the results of learning physics based on student learning habits form a dominant pattern. Students who have good study habits get high learning outcomes, students who have moderate learning habits get moderate learning outcomes, students who have less learning habits get low learning outcomes. Learning habits are the means by which students learn to achieve certain goals which are carried out routinely so that they become a habit. Learning that students need to do in forming good study habits, among others: following lessons, studying books, taking notes, studying independently, studying groups, using the library and facing exams. Based on these aspects, criteria for study habits can be prepared (Magfirah, Rahman, & Sulasteri, 2016).

The research data in table 7 shows that for 30 sample students of class VII SMP PGRI 3 Sekampung there are 40% of students with good learning habits, then 40% of students with moderate learning habits and 20% of students with poor learning habits. Based on these findings, the criteria for student learning habits that have a dominant frequency of 30 students are high and medium. The results of the questionnaire answers indicated that the greater the questionnaire score, the higher the study habits as showed in Table 6.

Table 6. Learning Outcomes in Terms of Learning Habits

Suitability of Physics Study Habits and Physics Learning Outcomes		Amount	Total Amount	%
Learning Habit	Learning Outcome			
Good		9		30
Moderate	High		9	
Less				
Good		3		
Moderate	Moderate	10	14	46.67
Less		1		
Good				
Moderate	Less	2	7	23.33
Less		5		

Based on Table 6 it can be seen that students who get high learning outcomes of physics are 9 students or 30% of the total sample, this shows that students who get high learning outcomes are in accordance with their learning habits. That is, the results of this study indicate that the learning outcomes obtained by students are in accordance with their learning habits. Generally students who have good study habits will get high learning outcomes, as well as when students do less learning habits will tend to get low learning outcomes. According Rosyida, Utaya, dan Budijanto (2016) good study habits must be implemented by students. With good study habits it will be more meaningful and the purpose of learning will be achieved, namely obtaining learning outcomes in accordance with expectations.

Students who get moderate learning outcomes and have moderate learning habits have the following study habits. Based on the answers to the questionnaire, students who get learning outcomes are having moderate learning habits as follows:

1) Learning Pattern
   1. Schedule compilation indicator, there are 5 students whose answers to the questionnaire indicate moderate criteria, namely planning is made every time they learn.
   2. Indicators of learning regularly and regularly, there are 6 students whose answers to the questionnaire show moderate criteria, namely learning according to a previously made schedule at a time and duration of less than one hour.
   3. Indicator of time management in learning, there are 7 students whose answers to the questionnaire show moderate criteria, namely studying every night before 21.00 WIB.
   4. Indicator of repeating the material that has been obtained in school, there are 4 students whose answers to the questionnaire show moderate criteria, namely repeating the material again on material that has not been mastered.
   5. Indicators of working on the assignment, there are 4 students whose answers to the questionnaire indicate moderate criteria, namely working on and collecting the assignment even though it is not on time.

2) How to Take Lessons
   1. In the indicator of checking learning needs, there are 2 students whose answers to the questionnaire show moderate criteria, namely bringing all the equipment and books available.
   2. In the indicator of paying attention to the teacher's explanation, there were 3 students whose answers to the questionnaire showed moderate criteria, namely paying attention to every movement of the teacher when delivering the material but did not take notes.
   3. In the indicator of asking, there are 6 students whose answers to the questionnaire show moderate criteria, namely directly asking the teacher at that moment about the material.
   4. In the indicators of answering the question, there are 2 students whose answers to the questionnaire show moderate criteria, namely thinking first, then looking for answers in the book.
   5. Indicator of recording the subject matter delivered by the teacher, there are 4 students whose answers to the questionnaire show moderate criteria, namely recording all things without exception those delivered by the teacher.
   6. Concentration indicator when the teacher explained there were 2 whose answers to the questionnaire showed moderate criteria, namely Listening simply because they respected the teacher.

7. Active discussion indicator, there are 2 students whose answers to the questionnaire indicate moderate criteria, namely paying attention to discussion partners and will provide opinions when asked.
8. Indicators of making notes, there were 3 students whose answers to the questionnaire showed moderate criteria, namely borrowing notes made by friends

3) Using the Library
1. Indicators of making notes, there are 5 students whose answers to the questionnaire show moderate criteria, namely borrowing the desired book.
2. Indicator of borrowing library books, there are 6 students whose answers to the questionnaire show moderate criteria, namely borrowing foreign books that have never been studied.

4) Independent Learning Activities
1. Indicators of relearning lessons learned at school, there are 6 students whose answers to the questionnaire indicate moderate criteria, namely doing assignments and studying the material to be studied.
2. Indicators of making questions and practicing, there are 6 students whose answers to the questionnaire show moderate criteria, namely opening and reading them in moderation as reviewers.

5) Group Learning Activities
1. Indicators of working together in groups, there are 3 students whose answers to the questionnaire indicate moderate criteria, namely working on a joint assignment and then discussing other subjects.
2. Questionnaire item 19 there are 8 students with the answers to the questionnaire, namely Learning by dividing tasks individually in solving problems.
3. Questionnaire item 20 there is 1 student with the answer to the questionnaire, namely concluding by themselves and having independent notes

6) How to deal with the exam (before the exam, during the exam and after the exam)
1. Gradual learning indicators there are 8 students whose answers to the questionnaire show moderate criteria, namely studying in earnest in stages the day before the exam
2. Indicator of self-confidence, there are 3 students whose answers to the questionnaire indicate moderate criteria, namely doing assignments with the help of friends
3. Indicator of preparing themselves, there are 7 students whose answers to the questionnaire show moderate criteria, namely studying / mastering the test material from their own textbooks.
4. Indicators of following the tutoring, there are 8 students whose answers to the questionnaire show moderate criteria, namely not only studying at home when there is free time.
5. Indicators during the exam there were 3 students whose answers to the questionnaire showed moderate criteria, namely working on questions in order according to the question number.
6. On the indicators during the exam on questionnaire item 26, there were 5 students whose questionnaire answers showed moderate criteria, namely checking the answers at a glance before they were collected.
7. In the indicators after the test, there were 6 students whose answers to the questionnaire showed moderate criteria, namely reviewing a little material that was considered difficult.

5) How to Learn Lessons

1. On the indicators of reading lesson materials, there are 3 students whose answers to the questionnaire indicate moderate criteria, namely doing as directly as possible.
2. On the indicators marking the material needed, there are 3 students whose answers to the questionnaire indicate moderate criteria, namely reading the entire material without giving a mark.
3. In the indicator of making questions from this material, there are 4 students whose answers to the questionnaire show moderate criteria, namely just reading and reading without looking for questions from the material

Five students who have low learning habits and get low learning outcomes can be seen in the answers to questionnaires 1-30, which are as follows:
1) Learning Pattern
    1. Schedule preparation indicator, there are 5 students whose answers to the questionnaire indicate a lack of criteria, namely making study plans for today only
    2. Indicators of learning regularly and regularly, there are 4 students whose answers to the questionnaire show a lack of criteria, namely learning at any time without using a schedule and with an indefinite duration.
    3. Indicator of time management in learning, there are 3 students whose answers to the questionnaire show a lack of criteria, namely not having a certain study time.
    4. Indicator of repeating the material that has been obtained in school, there is 1 student whose answers to the questionnaire show inadequate criteria, that is, there is no need to repeat it because it has been explained by the teacher.
    5. Indicators of doing assignments, there are 2 students whose answers to the questionnaire show inadequate criteria, namely doing and collecting the assignments after being asked again by the teacher.
2) How to Take Lessons
    1. Indicator of checking learning needs, there is 1 student whose answers to the questionnaire indicate a lack of criteria, namely not preparing the existing needs, only bringing a makeshift book.
    2. Indicator of paying attention to the teacher's explanation, there were 4 students whose answers to the questionnaire showed inadequate criteria, namely not paying attention and not listening and not taking notes.
    3. Questioning indicator, there were no students whose answers to the questionnaire showed inadequate criteria, namely directly not asking because they were not interested.
    4. Indicator of answering the question, there is 1 student whose questionnaire answers indicate a lack of criteria, namely asking a friend first.
    5. Indicator of recording the subject matter delivered by the teacher, there are 3 students whose answers to the questionnaire indicate a lack of criteria, namely noting if a test will be held tomorrow.
    6. Concentration indicator when the teacher explains that no student answers to this deficient criterion, the answer to the questionnaire is not listening and not understanding the teacher's explanation.
    7. Active discussion indicator, there are 5 students whose questionnaire answers show inadequate criteria, namely not paying attention to other friends discussing and agreeing with other friends' opinions even though they are not in accordance with their conscience.

8. On the indicators of making notes, there were 3 students whose answers to the questionnaire indicated a lack of criteria, namely recording what the teacher said and wrote on the blackboard.

3) Using the Library

1. Indicators of making notes, there are 4 students whose answers to the questionnaire show the lack of criteria, namely sight-seeing then just skimming
2. Indicator of borrowing library books, there are 4 students whose answers to the questionnaire show inadequate criteria, namely borrowing novels, comics or magazines.Aktivitas Belajar Mandiri
3. In the indicator of relearning lessons learned at school, there are 3 students whose answers to the questionnaire show the lack of criteria, namely learning only when there is a task.
4. In the indicators of making questions and practicing, there are 5 students whose answers to the questionnaire show a lack of criteria, namely learning when instructed by the teacher.

4) Group Learning Activities

1. Indicator of working together in groups, there are 3 students whose answers to the questionnaire indicate a lack of criteria, namely doing group assignments and then talking about other things.
2. Questionnaire item 19 there were 4 students with the answers to the questionnaire, namely learning by relying on the smartest friends in the group.
3. Questionnaire item 20, there are 2 students with answers to the questionnaire, namely not concluding because they already have notes.
4. How to Cope with Exams (before exams, during exams and after exams)
5. Gradual learning indicator, there were 3 students whose questionnaire answers indicated a lack of criteria, namely learning gradually as much as they could on the night before the exam.
6. Indicator of self-confidence, there are 5 students whose answers to the questionnaire show a lack of criteria, namely working after another friend has done it.
7. Indicator of self-preparation, there are 5 students whose answers to the questionnaire show inadequate criteria, namely taking the tutoring on the day before the exam is held.
8. Indicators of following the tutoring, there are 2 students whose answers to the questionnaire indicate a lack of criteria, namely learning when there is only free time.
9. Indicators during the exam, there were 3 students whose answers to the questionnaire showed inadequate criteria, namely working on questions that were considered capable of being done.
10. Indicators during the exam in the questionnaire item 26, there were 4 students whose answers to the questionnaire showed inadequate criteria, namely immediately believe the answers without checking again.
11. Indicators after the test, there are 2 students whose answers to the questionnaire show inadequate criteria, namely being indifferent because it has passed.

5) How to Learn Lessons

1. Indicator of reading lesson materials, there are 4 students whose answers to the questionnaire show a lack of criteria, namely seeing the results of a friend's work after a friend has finished working on it.

2. Indicators marking the material needed, there are 3 students whose answers to the questionnaire indicate a lack of criteria, namely reading partially and not giving a sign.
3. Indicator of making questions from this material, there are 2 students whose answers to the questionnaire show a lack of criteria, namely reading only part of it without making questions.

This is in accordance with the opinion of Gie in (Inah, 2015) "The study habits or learning methods that a person uses also determine the expected learning outcomes. It can be seen from the learning outcomes obtained by students in accordance with their learning habits. Based on table 7, it can be seen that in the learning outcomes in terms of learning habits there are 6 students who do not conform, namely as follows: Three students with sample no. 11, 12, 14 have good study habits but the learning outcomes obtained are moderate, 1 student with no sample 10 have low learning habits get moderate learning outcomes, for students who have moderate learning habits but get low learning outcomes, namely students in sample no. 24 and 30, based on the results of documentation and interviews with the student's subject teacher, previous learning results show that these students often Obtaining learning outcomes in the moderate category, after being confirmed through interviews, the student was not serious when filling out the questionnaire, followed friends' answers, and did not pay attention to the teacher's explanation when explaining how to fill out the questionnaire.

Based on Table 6 it can be seen that students who have a match between study habits and learning outcomes obtained are 80% of the sample. As revealed by Suryabrata in (Ismail, 2016) As for the ways to form good learning habits, namely: Preparation of learning schedules, continuity in learning, paying attention to teacher explanations, asking questions, repeating material that has been obtained at school, doing assignments.

CONSLUSSION

The results showed that: (1) grade VII students of SMP PGRI 3 Sekampung had "good" learning habits (40%) and the proportion "moderate" (40%), (2) grade VII students of SMP PGRI 3 Sekampung had a good match between the proportion of study habits and learning outcomes (80%). For teachers, they should be able to instill learning habits for students by arranging study schedules at home, repeating material obtained at school, doing assignments, making questions and practicing and preparing before exams, in order to obtain high learning outcomes. For students, they should be able to arrange a study schedule at home, repeat the material obtained at school, do assignments, make questions and practice and prepare themselves before exams, in order to obtain high learning outcomes. Meanwhile, to absorb information or lessons, you should be able to use the easiest method to do, namely by reading, discussing, practicum, or demonstration.

RECOMMENTATION

For teachers, they should be able to instill learning habits for students by arranging study schedules at home, repeating material obtained at school, doing assignments, making questions and practicing and preparing before exams, in order to obtain high learning outcomes. For students, they should be able to arrange a study schedule at home, repeat the material obtained at school, do assignments, make questions and practice and prepare themselves before exams, in order to obtain high learning outcomes. Meanwhile, to absorb information or lessons, students should be able to use the easiest method to do, namely by reading, discussing, practicum, or demonstration.

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