

# Relationship Between Students' Learning And Assessment Towards Evaluation System With Students' Learning Achievement Of Tarbiyah Faculty IAIN Raden Intan Lampung

Guntur Cahaya Kesuma

**Abstract:** The purpose of writing this article is to discuss about the Relationship Between Habit Learning and Assessment Towards System Evaluation With Students' Learning Achievement. The methodology of analysis is correlation techniques to assess and disclose the relationship of independent variables and the dependent variable to determine: (1) determine the relationship between students' learning habits (X1) and learning outcomes (Y), (2) determine the relationship between the assessment of the evaluation system (X2) with academic achievement (Y), and (3) determine the relationship between the achievement of students (X1) and the assessment of the evaluation system (X2) together with academic achievement (Y). The study results show that the proposed third null hypothesis is rejected and accept the alternative hypothesis. In other words that there is a positive relationship between (1) the habit of learning achievement of students' learning achievement, (2) an assessment of the performance evaluation system with students' learning achievement, and (3) the habit of learning and assessment towards evaluation system together with Students' Learning Achievement.

**Index Terms:** the habit of learning, assessment, evaluation system and learning achievement.

## 1 INTRODUCTION

Learning the distance learning system is not done face to face but by using media, whether print or modules as the primary instructional materials as well as non-print media such as audio cassette / cd, computer / internet, radio and television broadcasts. Through this system, students are expected to learn independently, learning is not dependent on the teacher but learning on their own initiative with or without other help. Independent learning is not only able to learn the teaching materials but also must be able to manage the way of learning. Students are responsible for their learning process. They have the freedom to determine the speed of learning, places, and learning process. (Pannen, 1999). The successful of students' learning identified by the evaluation. Evaluation can be done through independent tasks, final exams, practice exams and exam strengthening teaching skills (catalog). Low achievement is not only shows that the ability of students is low, but it gives an indication of non-compliance for students. The cause of this discrepancy comes from students factors within or from outside, among the factors of the services provided by IAIN Raden Intan Lampung. Given the student learning system Dual-Mode System Program (DMS) Tarbiyah Faculty of IAIN Raden Intan Lampung unlike regular students, So the above symptoms indicate the need for the best possible service so that students can achieve academic achievement in accordance with what is expected.

Therefore an evaluation of the factors that affect students' learning achievement, both factors of student self and external factors, i.e factors of the services provided by the Faculty of Tarbiyah IAIN is necessary to be done. The problem is due to system evaluation done in IAIN Raden Intan Lampung slightly different from other universities in Lampung area and a wide range of DMS by the number of examinees that too much. Therefore, the evaluation system to be one of the important components of service in distance learning system is prepared and executed well. Based on the data obtained from the Sub. Section of Academic and Student Affairs Tarbiyah Faculty, showed that students in the district DMS Pringsewu Lampung Province, for three semesters generally have a grade point average (GPA) is low. Factors causing low academic achievement is influenced by many factors, both belong to the students themselves and from outside him. Basically, the interaction of these factors result students' achievement is achieved. Studying in DMS system is different than the regular system of study at IAIN Raden Intan. Therefore, the independence of students is very important, in addition the administrative and academic services of the DMS program Tarbiyah Faculty of IAIN Raden Intan Lampung. Based on the explanation above, then that becomes a problem "Is there a relationship between students' learning habit with academic achievement? Is there a relationship between the students' assessment towards evaluation system with students' learning? And whether there is a relationship between students' learning habits and assessment of students' evaluation systems together.

## 2. LITERATURE

Understanding study habits according to the experts vary, depending on which angle experts describe learning habits. Learning Habit is a person's learning behavior from time to time in the same way, in order to increase knowledge both at school and at home. Learning habits that are positive or both will help the students to master the subject materials, so as to have good study habits then someone will determine success in his/her learning. Habits in the Big Indonesian Dictionary (2001: 146) is defined as something that is normally done.

- Guntur Cahaya Kesuma
- Lecturer of Faculty of Tarbiyah IAIN Raden Intan Lampung Jln. Urip Sumoharjo, Sukarame, Bandar Lampung, Indonesia [gunturck69@gmail.com](mailto:gunturck69@gmail.com)

According to Slameto (2003: 82), "Habit learning is obtained by means used to achieve the learning objectives". Meanwhile, according to Djaali (2007: 128), "Habit learning is a method or technique that settled on students at their lessons, read books, do chores, and timing to complete the activity." Further according to Djaali, learning habits are divided into two parts, namely: (1) Delay Avoidance (DA). DA refers to the timeliness of completion of academic tasks, avoid the things that allow delayed completion of tasks, and eliminate the stimulus that will disturb the concentration of study. (2) Work Methods (WM). WM refers to the use of learning method (procedure) effective and efficient learning in academic tasks and learning skills. According to Slameto (1995) ways that are done can become a habit, while Hunt and Colander (1984) proposed that the habit is behavior that have been studied so well that the behavior is done unconsciously. The opinions expressed above are only focused on the technical. But for the more able to achieve good results, Gie (1995) stated that there are principles of learning that can influence or participate set determine learning outcomes, namely: (1) the regularity in the study as the base of a good way of learning, the regularity of doing assignments of learning to become a habit in his actions would affect his way of thinking, (2) discipline learning, with a disciplined way to implement good guidelines in learning effort, someone is going to have the discipline to adhere to a specific work plan, (3) concentration is the concentration of a thing to put aside all the other things that are not related, the concentration is needed in the study without the concentration a student would not understand well being studied. Habit learning is a way in which done by a person repeatedly, and eventually becomes a precise and automatic. Effective and efficient habits needed by everyone in his/her activity of learning because it influences towards understanding and achievement that they will achieve. Study habits are closely related to one's own learning skills. Adequate learning skills will automatically establish effective learning habits and efficient. Usman Effendi and Juhaya S. Praja states that the main learning achievement is round behavior patterns. Learning achievement is marked by changes in all behavior aspects namely motor aspects, cognitive aspects of attitudes, habits, skills and also knowledge. Characterized by remember someone to learn something material that is manifested in the forms of: (1) knowledge, (2) understanding, (3) custom, (4) skills (skills), (5) appreciation, (6) emotional (7) social relations, (8) physical, (9) ethical or moral character, and (10) attitude (attitude). Bloom divides skill level or type of cognitive learning achievement into six: (a) rote knowledge, (b) comprehensive or understanding, (c) implementation of the application, (d) analysis, and (f) evaluation. Furthermore Abin Syamsudin broadly divided into three groups learning achievement, namely (1) the cognitive aspects include rote knowledge, observation, understanding, application, analysis, synthesis, evaluation, (2) effective aspects include reception, welcome, respect, appreciation, internalization, characterization, (3) psychomotor aspects include moves skill and verbal and non-verbal skill. Burton said that, learning achievements are, (1) skills, (2) skills, (3) the principles or generalizations or understanding, mental skills, (5) attitudes and emotional responses, and (6) the facts and knowledge. Meanwhile Sindgren, argued that learning achievements consist of: (a) skills (skills), (b) information, (c) understanding (concepts) and (d) attitude (attitude). Learning achievement is the result achieved by students in learning, therefore

achievement or learning outcomes are very closely related to what and how learning is done in order to achieve the stated goals, and the factors that influence it. Meanwhile, the study by Gagne (1992) in Gredler is a set of cognitive processes that change the nature of the stimulation and the environment into a number of stages of information processing required to get new capabilities. Further study is not something that occurs naturally, but it will only happen in the presence of certain conditions, ie conditions: (1) internal, it includes other concerns students and what they have learned previously, and (2) external situations involving learning and stimulus presentation were intentionally set by the lecturer in order to be easy teaching learning process. Capabilities or skills as a result of the proposed learning Gagne not only due to the interaction between stimulus and response but also the cognitive processes. According to Soekamto, learning theory which is proposed by Gagne is a balanced blend between behaviorism and cognitivism that originate on the theory of information processing. Systematics proposed by Bloom (1986) review the aspects of the types of behavior and learning outcomes to be achieved by students. In general Bloom's systematics is used to guide the implementation of teaching and learning in schools, and even impressed that Bloom's Systematics over the other and will go wrong when people use other systematics. Meanwhile, the achievement is the result of the teaching-learning process that includes cognitive, affective, and psychomotor. Learning Evaluation is the evaluation of the teaching-learning process in a systemic evaluation of learning focused on the components of the learning system that includes: (a) Component input: initial behavior of students, (b) instrumental input component; ability of professional staff; (c) The components of the process: learning implementation procedures, (d) Component output; adequate learning outcomes achievement of the objectives. To learn about the function and purpose of the evaluation learning include: (1) For development; To develop an educational program that includes courses, curriculum, etc., (2) for the accreditation different from the first function, the evaluation also serves and aims to establish the position a learning program based on a certain size. Objective of learning evaluation aims to answer the question about what is valued in learning system. Accordingly, there are 4 main results can be targeted for evaluation of learning outcomes are: (a) Evaluation of learning objectives, after the learning process takes place, it is necessary to evaluate the objectives and learning. (b) Evaluation of the dynamic elements learning, learning elements essentially is a support element in the learning process. The element includes: Evaluation of student motivation, learning materials, learning aids, learning environment and students' evaluation of the atmosphere of the subject. (c) Evaluation of the implementation of learning, these goals need to be assessed as to determine the degree process than learning itself. Furthermore, aspects that need to be assessed consists of: (a) Phase starters include: the method used, the delivery of content, and the activities of students and teachers as well as the use of supporting elements. (b) the core stage learning include: the method used, the material presented, and the activities of students and teachers as well as supporting elements. (c) The final stage includes; conclusions made about the materials, the student and teacher activities, assessment techniques and procedures. (d) Evaluation GBPP curriculum includes: target is necessary to be done because of certain concerning the

implementation of the curriculum. There are several techniques that can be used as procedure learning evaluation are as follows: (1) case study; evaluation is an evaluation procedure in an attempt to learn one student or group of students who serve as case by way of collecting data and information for all parties associated with the case. (2) Inventories and questionnaires, Humphrey and tratler proposed purpose of inventories is as follows: Allows students for specific issues of regional issues, students recognize that they have common problem, provide information to schools about the issues facing students overall. While questionnaires defined as something that is a series of questions in order to be answered by the student to be assessed is about: interests, attitudes, opinions, etc.. (3) Observation is made to obtain epidency about students directly from the students themselves or from their peers.

### 3 METHODOLOGY

The method used in this research is survey method with correlation technique. This survey method is only reveal the fact based on symptoms is on the student to provide a description of the variables studied and investigated. Correlation techniques to assess and disclose the relationship of independent variables and the dependent variable to determine: (1) determine the relationship between students' learning habits (X1) and learning outcomes (Y), (2) determine the relationship between the assessment of the evaluation system (x2) with academic achievement (Y), and (3) determine the relationship between the achievement of students (X1) and the assessment of the evaluation system (X2) together with academic achievement (Y).

## 4 RESULTS AND DISCUSSION

### 4.1 Nature of students' assessment towards evaluation system

Students as one of the principal elements of teaching and learning interaction plays an important role, as the element most interested in achieving educational goals. However the services provided to students should be oriented to the abilities and needs of students. For students of DMS, the service is very important to create a good learning process. Both poor or good services are provided of course that students can feel it. Students will provide an assessment of the services provided Tarbiyah Faculty of IAIN Raden Intan Lampung. One form of essential services is the evaluation system. Evaluation has an important position, the delay in providing the information the test results will reduce the time to learn, because students can not begin to study subjects that will be taken to the next semester. Reduced their learning time will affect the performance would be at the next semester. In general, a good evaluation system will affect student motivation in learning. For students who have high motivation will certainly have a good performance.

### 4.2 The correlation between students' habit with learning achievement.

Success in learning, not only determined by the basic skills, but also determined by how to learn. Habit learning is done ways that are done students in student learning. This study habits is critical achievement that will be achieved. Habit learning is one of the critical success factors of students, experienced student learning failure, because it does not have

good study habits. It is not possible to have a high ability students who did not achieve according to his ability even high achievement under that have average ability. Instead students who have average ability can achieve optimal performance by using effective learning habits. Effective study habits include how to set the time to learn how to create a schedule according to plan learning activities that will be done, how to read the right module, concentrating both in and prepare and conduct examinations with a sense of calm. Study habits related to students' achievement. Students who have good learning habits will result in high achievement.

### 4.3 The correlation between assessment towards evaluation system with students' learning-achievement.

Evaluation of the learning process is done in an effort to obtain information on the activities of teaching and learning. Any of the information obtained is the result of learning. Student Learning Outcomes obtained not merely reflect student achievement obtained, but also demonstrate the success of the institution in managing the teaching learning process. The purpose of evaluation is to obtain accurate information about the level that has been achieved in accordance with student learning objectives. Evaluation has an important position in the teaching learning process, for that evaluation should have an important position in the teaching learning process, for that evaluation should be developed and implemented correctly. Factors that cause that influence success in learning, including factors derived from self - student (internal) and external factors from students (external). Both these factors influence each other to learning success. One of internal factor is the way to learn. How to learn regularly and scheduled is an attempt to achieve the expected performance. Strong efforts will make the students have a regular habit. With a regular habit in learning module then the more memorable material. External factors are considered to have an influence on the achievement of which is system evaluation. In other words, the quality evaluation system is provided will influence academic achievement. Good and bad of the system can be obtained from the assessment of students. If the student has a good evaluation system assessment and positive, then the students have a tendency effort to achieve maximum learning and learning habits and judgment expected of the student evaluation system together have a positive relationship with academic achievement.

### 4.a Research Variables

The variables research consisted of: (1) the predictor variables include student learning habits (X1) and the assessment of students' evaluation systems (X2), (2) the response variable is academic achievement. Population is all students of Tarbiyah Faculty Dual Mode System IAIN Raden Intan Lampung. While the population of affordable 378 students spread over 7 districts. Determinants of the sample in this study conducted by cluster random sampling, with random District.

### 4.b Data Collecting Techniques

With the analysis of documents and questionnaires. A questionnaire was used to capture data about student learning habits (X1) and the assessment of students' evaluation systems (X2), while document analysis to collect data about student achievement in the form of the first semester of Grade Learning through four semesters of data obtained from the

Sub. Section of Academic and Student Affairs Faculty of Tarbiyah IAIN Raden Intan Lampung.

#### 4.c Data Analysis Techniques

The data that has been collected has been analyzed in stages to obtain (1) an overview about student achievement Dual Mode System Program Tarbiyah Faculty, (2) the relationship between the two independent variables and dependent variables either individually or jointly, (3) coefficient correlation between independent and dependent variables, both in simple correlation form and multiple correlation and determination coefficient.

#### 4.d Statistics hypothesis

Statistical hypotheses will be tested in this study are as follows:

The first hypothesis :  $H_0: \square y_1 = 0$   
 $H_1: \square y_1 > 0$

The second hypothesis :  $H_0: \square y_2 = 0$   
 $H_1: \square y_2 > 0$

The third hypothesis :  $H_0: \square y_{.12} = 0$   
 $H_1: \square y_{.12} > 0$

Data of research were obtained from 42 respondents to measure the variables learning habits (x1), assessment of the evaluation system (x2), and the achievement of students (y). Baseline results are described to obtain an overview of the characteristics of the distribution of scores of the study variables.

#### 4.1.1 The variable of Students' Learning Achievement.

Achievement scores obtained from the Sub. Academic and Student Affairs, Faculty of Tarbiyah IAIN Raden Intan Lampung in the form of cumulative performance index (CPI) for four semesters. Data obtained ranged from 1.348 to 2.424; thus the range of 1.076 theoretical range of 0 to 4. Mean score = 1.8225, median = 1.8225, modus = 1.742 and standard deviation = 0.2066. Achievement of learning achieved by students in the district DMS Pringsewu unfavorable. Based on the results of the study only a small proportion (19%) have a GPA above 2 and highs only reached 2.424. Frequency distribution lists student achievement scores calculated using strurges' formula as in the following table:

**The Table of Frequency Distribution Learning Achievement Score**

No	Class Interval	Absolute Frequency	Relative Frequency	Cumulative Frequency Up (%)	Cumulative Frequency down (%)
1	1,348 – 1,527	3	7,14	7,14	100
2	1,528 – 1,707	7	16,67	23,81	92,86
3	1,708 – 1,887	17	40,48	64,29	76,19
4	1,888 – 2,067	10	23,81	88,10	35,71
5	2,068 – 2,247	4	9,52	97,62	11,9
6	2,248 – 2,427	1	2,38	100	2,38
	Total	42	100		

Based on the table above, obtained mode of 1.742 and a median of 1.8225 and the highest number of respondents totaled 1.708 to 1.887 grade 17 or 40.48%. This means that most of the respondents had a GPA between 1.708 to 1.887 and only 11.91% of respondents who have a GPA in the top 2.

#### 4.1.2 The variable of Students' Learning Habit.

The data about the learning habits of students who had scores of theoretical between 43 to 215. Student learning habits scores obtained ranged from 143 till the 199, so the range of 56, the mean score of 174.4048; median 173.5, and the standard deviation of 11.9512.

#### 4.1.3 The variable of Students' Assessment System Evaluation

Score theoretical variables of the system of evaluation of student assessment ranged from 30 to 150. From the results of treatment, scores obtained ranged from 103 to 138. The data, showing that the highest score of 138 and the lowest score of 103. Score range was 35; mean score 117.95; median 114; modes 112 and standard deviation 8.76. Respondents who get score above the average of 38.10%, while respondents who score below the average of 57.14% and amounted to 4.76% around the mean. Highest frequency contained in the interval 109 -114 class as much as 47.62%. The results of the analysis concluded that there is a relationship between students' assessment towards evaluation system with learning achievement is both simple and partial. Based on the analysis above, the second hypothesis has been proven by rejecting  $H_0$  stating there was no correlation between students' assessment towards evaluation system with learning system. This test provides information that achievement is strongly influenced by assessment to evaluation system, with a contribution of 31.98%, this means that merits of evaluation systems can determine students' achievement. Testing of hypotheses about the relationship between learning habit (x1) and students' assessment of the System Evaluation (x2) Collaborative Learning Student achievement (Y). Last hypothesis to be tested is that there is a positive relationship between students' learning habits (x1) and student assessment and student assessment of the System Evaluation (x2) Collaborative Learning Student achievement (Y). The relationship is expressed by the equation  $\hat{Y} = 0.5352 + 0.0052 + 0.0123 x_1 x_2$  according to the results of tests of significance, we can conclude the regression equation.  $\hat{Y} = 0.5352 + 0.0052 + 0.0123 x_1 x_2$ , very significant. Closeness of the relationship of multiple linier regression expressed by correlation coefficient  $R = 0.6385$ . To determine the significance of significance tested relationship. Testing of the hypothesis using multiple linear regression analysis. The analysis showed that the relationship between students' learning habits and assessment of students' evaluation systems together with the achievement of students represented by the equation  $\hat{Y} = 0.5352 + 0.0052 + 0.0123 x_1 x_2$ . From The significance of the correlation coefficient test results it can be concluded that the coefficient of correlation between learning habits and assessment of students' learning achievement evaluation system by students is very significant.  $Y_{.12}$  determination coefficient  $R^2 = (0.6385)^2 = 0.4074$ , indicating that 40.74% variation in student achievement is determined jointly by the habits of the student and the student assessment system evaluation. Based on these test results, the null hypothesis that says the habit of learning and

assessment evaluation system together do not contribute to the successful achievement declined. In other words there is a positive relationship between students' learning habits and assessment of students' evaluation systems together with academic achievement. Based on data analysis by using correlational technique, obtained results showed that the learning habits of students has a positive and significant relationship with academic achievement. The level of the relationship between student learning habits and achievement shown by the correlation coefficient of his or study  $r_{y.1} = 0.3742$  4.3368 very significant where t-count T-table = 2.42. This was confirmed also by the partial correlation coefficient ( $r_{y.1.2} = 0.3627$  2.4254 t-count significantly with T-table = 2.42. These results provide information that r college students succeed in the study should have good study habits, especially students with distance learning system such as DMS Faculty of Tarbiyah IAIN Raden Intan Lampung. Students learn by distance learning systems must be able to learn independently. This DMS-learning system, the learning module and a face to face between students and faculty in learning, so the student should be able to manage their time and know-how to learn a good way. This shows that better study habits by the higher student, so highest achievement to be achieved. The coefficient of determination ( $r^2$ ) obtained at 0.1400 can be interpreted that the 14% variation in achievement gained from learning habits. The pattern of the relationship between the two variables with the regression equation  $\hat{Y} = 0.6944 + 0.0065 x_1$ . Which means that if your learning habits improved, then the academic achievement of the units will be increased by 0.0065 to 0.6944 constants. The second hypothesis testing results show that there is a positive relationship between assessment of learning achievement evaluation system. This relationship is indicated by the coefficient ( $r_{y2} = 0.5655$  is significant at  $\alpha = 0.05$  with t-count 3.3368, t-table = 2.42. The relationship between assessment of learning achievement evaluation system is expressed by a simple regression equation  $\hat{Y} = 0.2501 + 0.0133 x_2$ . The results of this study indicate that there is a positive relationship between X2 and Y, meaning that the relationship between X1 and Y shows the same direction, meaning that the better the system the better students' learning achievement. So if X2 get increasing or adding, so it is followed by increasing or adding of Y or on contrary. Contribution learning habits variables with achievement of 14% and variable assessment of students' evaluation systems 31.98%, it indicates that the variable habit learning and assessment of students' evaluations system have a considerable contribution to achievement. Nevertheless it is possible there are many factors that affect achievement. Based on the results of testing the third hypothesis, it was concluded that jointly learning habits and judging of students' evaluations have relation system positively with student achievement. Closeness of the relationship is indicated by the coefficient ( $r_{y.1.2} = 0.6385$  is very significant. In the distance education system, the module is the main teaching materials, should have a good quality of the material and technical delivery and subsequent students with lecturers delivering learning material.

## 5 CONCLUSION

The results of hypothesis testing show that the third null hypothesis that appeared be denied and accept the alternative hypothesis. In other words that there is a positive relationship between (1) the habit of learning achievement of students, (2)

an assessment of the performance evaluation system with student learning, and (3) learning habits and judging of the evaluation system together with student achievement. Test "t" for the first hypothesis suggests that the relationship is significant and the test "t" to hypotheses both indicate that the relationship is highly significant for the test and "F" indicates that the relationship is the third significant. Based on the above, it can be summed up as follows:

1. There is a positive relationship between students' learning habits with academic achievement. This suggests that students learn better habits then the better the performance. Instead more bad learning habits of students, then the students' learning achievement ugly anyway. Thus the learning habits is one of the factors to consider in order to achieve good performance.
2. There is a positive relationship between the assessment of students' learning achievement evaluation system. This shows that the better system of evaluating students perceived then the achievement anyway. Conversely the more negative assessment of the evaluation system, then the ugly achievement of students. Therefore evaluation system variables need to be considered to predict student achievement.
3. There is a positive relationship between learning habit and assessment towards evaluation system with students' learning achievement

## REFERENCES

- [1] Bloom, Benjamin S S. 1986. Taxonomy of Educational Objective Book I Cognitive Domain. New York: Longman.
- [2] Bloom, Benjamin S S. 1987. Evaluation to Improve Learning. New York: Longman.
- [3] Gagne, Robert M., Leslie J. Briggs and Walter W. Walter W. Wager 1992. Principles of Instructional Design. New York: Harcourt Brace Jovanich College Publishers.
- [4] Gie, The Liang. 1985. Cara Belajar yang Efisien. Yogyakarta: Pusat Kemajuan Study Cognitive Domain. New York: Longman.
- [5] Hunt, Elgih F. And David C. Colander. 1984. Sosial Science: An Introduction to Study Of Society. New York: Mac. Millan Publishing Company.
- [6] Slameto. 1995. Belajar dan faktor-faktor yang mempengaruhinya. Jakarta: PT. Rineka Cipta.