

The Impact of Learning Readiness on the Learning Outcomes of a Class

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Abstract

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The objective of this study is to ascertain the impact of learning readiness on the academic achievements of 10th-grade students in Crafts and Entrepreneurship subjects at Putra Bangsa High School, Depok. The research was conducted at Putra Bangsa Depok High School using quantitative methods, specifically employing a survey research design. The study's population and sample comprised 188 students in class X at SMA Putra Bangsa Depok. The data was gathered via questionnaires and documentation, and subsequently analysed using the method of simple linear regression. The research findings indicate that learning readiness does not have a significant impact on student learning outcomes in the Crafts and Entrepreneurship subjects in class X at SMA Putra Bangsa Depok. This lack of effect can be attributed to suboptimal research data. Hence, there are numerous recommendations for future investigation. Firstly, when using the same variable, it is advisable to employ a different indicator. Furthermore, it is crucial to meticulously consider the circumstances and variables affecting students when gathering data. Furthermore, it is advisable to augment the quantity of research samples in order to achieve more optimal results. Ultimately, the findings of this study can serve as a foundation for future research or as a point of comparison with other pertinent studies.

Keywords: learning readiness, learning outcomes, crafts, entrepreneurship

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INTRODUCTION

Education is a cooperative endeavour involving both teachers and students. Competent education has the potential to enhance the worth and honour of individuals. Furthermore, education is an ongoing endeavour that enables students to make more sophisticated daily choices by fostering a conducive learning environment that actively nurtures their growth and development. Learning is an integral part of the educational process. Learning is the process of comprehending concepts or skills that were previously unknown or unmastered. An individual is deemed to have truly learnt when they are prepared and open to acquiring new knowledge. Learning is a crucial process in the educational setting. Diligent study efforts will have an impact on the ultimate outcomes of the student's learning journey.

Student success can be attained by maintaining a structured, disciplined, and consistent learning environment throughout the entire learning process. Modifications in an individual's study habits serve as a reliable indicator of their level of success. Consistent study habits are correlated with higher academic achievement, as students who regularly engage in studying tend to outperform their peers who lack this routine. The level of success is also impacted by the learning strategies employed by students; individuals who utilise effective learning methods typically attain superior outcomes compared to those who do not.

Based on KTSP (as cited in Ruhimat, et al., 2018: 140), learning outcomes are expressed as competencies, specifically academic competencies, personality competencies, social competencies, and vocational competencies. Hence, the learning outcomes attained by students during the learning process should result in transformation and the development of novel behaviour. Observing and measuring changes in a person's behaviour can be done through assessing their competencies, which encompass knowledge, attitudes, and skills. This change demonstrates progress and enhanced growth, transitioning from a state of ignorance to knowledge, or from a state of incapability to capability. Evaluating learning outcomes can be quantified in terms of excellence, abilities, and proficiencies, as assessed through numerical scores and grades. According to interviews conducted by researchers with craft and entrepreneurship subject teachers, it has been found that a significant number of class X students have not achieved the Minimum Completeness Criteria (KKM) in terms of learning outcomes. The majority of second-year classes have a relatively high minimum passing grade (KKM). Additionally, certain classes are scheduled during the day, which can cause drowsiness among students. Thus, it can be inferred that the academic achievements of students at Putra Bangsa Depok High School are comparatively inadequate.

Several factors contribute to the low learning outcomes in craft and entrepreneurship subjects, one of which is learning readiness (Slameto, 2021:54-59). Readiness to learn refers to the capacity, both physically and mentally, to acquire new knowledge, combined with the anticipation of possessing certain skills. As stated by Thorndike (in Slameto, 2021: 114), readiness is a necessary condition for future learning. Readiness, in essence, refers to the process of achieving comprehension, which ultimately determines the overall quality of the learning experience. For an effective learning experience, students' readiness to learn encompasses four crucial factors: physical preparedness, cognitive preparedness, critical thinking preparedness, and concentration preparedness. It is important to take into account and observe the readiness to learn in the learning process. This is because readiness facilitates students in accepting and mastering the material presented by the teacher, leading to positive reactions and ultimately influencing the learning outcomes. Students must possess learning readiness in order to demonstrate the willingness to actively engage and interact with subjects related to craft and entrepreneurship. Learning readiness encompasses both cognitive and physical preparedness. Particularly in the field of entrepreneurship, assessing learning achievement necessitates a genuine commitment to acquiring knowledge, as it is crucial for students to equip themselves with the ability to implement the knowledge they have acquired.

The researcher intends to investigate the impact of learning readiness on student learning outcomes in Class X Craft and Entrepreneurship subjects at SMA Putra Bangsa Depok, based on the observed issues.

METHODS

The research was carried out at Putra Bangsa Depok High School in the second semester of the 2022/2023 academic year, spanning from March to July 2023. This study employed a quantitative methodology utilising survey techniques. The study sample comprised the entire student body of Putra Bangsa Depok High School, amounting to a total of 366 students. The sampling technique employed was purposive sampling, specifically targeting class X students, resulting in a sample size of 188 students. Data collection is conducted using verified documentation and questionnaires that have undergone rigorous testing to ensure their validity and reliability. Data analysis

encompasses various components such as preliminary tests for simple linear regression, hypothesis testing, and computation of the coefficient of determination (KD).

RESULTS & DISCUSSION

Result

The analysis yielded the results of a simple regression test, which produced the equation $Y = 80.3924 + 0.0039 X$. The obtained correlation coefficient was 0.0304, indicating a very low level of correlation. Furthermore, the coefficient of determination is 0.09%, signifying that the impact of learning readiness on student learning outcomes is merely 0.09%, with the remaining 99.91% being influenced by unexamined variables. Based on the results of the hypothesis test (t test), it is evident that the calculated t value, 0.4148, is less than the t table value of 1.9728. Therefore, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected. There is no correlation between the readiness to learn and the academic achievements of students in class X at SMA Putra Bangsa Depok.

Discussion

The findings of this study align with the research conducted by Warisman & Liansary (2021), which concluded that there is no statistically significant correlation between students' readiness to learn and the academic achievements of second-grade students at Kwedenkembar State Elementary School. Nevertheless, the findings of Sinta's (2017) study, which indicated a substantial impact of learning readiness on learning outcomes, diverge from the current results. Similarly, Gusnianto & Martubi's (2017) research also affirmed that learning readiness had a favourable and significant effect on the learning outcomes of class XI students.

Several factors may contribute to the lack of impact of learning readiness on the learning outcomes of class X students in craft and entrepreneurship subjects at Putra Bangsa High School Depok. Field research revealed that respondents exhibited a lack of attentiveness towards the provided statements, resulting in incorrect responses to the questionnaire and a diminished level of enthusiasm in providing accurate answers. Furthermore, the lack of this influence indicates that learning outcomes are not the sole indicator of individual potential (Sinta, 2017).

CONCLUSION

Based on the research findings, it can be inferred that the readiness to learn does not have an impact on the academic performance of students in craft and entrepreneurship subjects in class X at SMA Putra Bangsa Depok. This lack of effect can be attributed to the suboptimal quality of the research data. Hence, numerous recommendations are provided for forthcoming investigations. Firstly, when using the same variable, it is advisable to employ a different identifier. Furthermore, it is crucial to carefully consider the circumstances and variables affecting students while gathering research data. Furthermore, it is advisable to augment the research sample in order to obtain more optimal outcomes. Ultimately, the findings of this study can serve as a foundation for future research or as a point of comparison or validation for related research outcomes.

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