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The Effect of Student Readiness and Activeness on Student Learning Achievement

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ABSTRACT

This study aims to analyze the magnitude of the influence between learning readiness on student learning achievement; (2) to determine the magnitude of the influence between Student Activeness on student learning achievement; (3) to determine the magnitude of the influence between Learning Readiness and Student Activeness on student learning achievement. The study has a quantitative approach, with an association methodology. The population in this study were all students of class XII TKRO SMK Sasmita Jaya 2 totaling 54 students with a simple random sampling technique with a sample size of 42 students. Data were collected by questionnaire, observation and documentation. The research instruments were in the form of a learning readiness questionnaire sheet, a student antipathy questionnaire sheet, and documentation of student learning achievement. Data were analyzed through inferential statistics in the form of simple linear regression and multiple linear regression. The results of the study were (1) the influence of the learning readiness variable on learning achievement was 0.126 or 12.6% 2) the influence of the student activeness variable on learning achievement was 0.040 or 4%; 3) The influence of the variables of learning readiness and student activity simultaneously on learning achievement is 0.141 or 14.1% and the remaining 85.9% is influenced by other factors.

Keywords: *Readiness to Learn; Student Activity; Learning Achievement*

INTRODUCTION

Readiness to learn that can affect student learning outcomes. The condition of students who are ready to receive learning from the teacher will try to respond to questions that have been given by the teacher. To be able to give the correct answer, of course, students must have knowledge by reading and studying the material that will be taught by the teacher. According to (Rizki, 2013) it is stated that healthy students will find it easier to receive lessons from the teacher. Adjusting conditions at one time will affect the tendency to respond as conveyed by conditions that include 3 aspects according to (Rifqiyah & Nugraheni, 2023) namely (1) physical, mental and emotional conditions; (2) Needs, motives and goals; (3) skills.

Student involvement in learning needs to be accompanied by a teacher. According to (Murni, 2021) also has an opinion regarding teacher involvement to increase student activity, namely teachers must be able to create dynamic learning full of activities so that students are active in asking, questioning, and expressing ideas.

Learning activity is a basic element that is important for the success of the student learning process. In every learning process, students always show themselves actively. Because with the presence of activeness during the learning process, students will have a sense of enthusiasm in following the learning process. Student activeness in learning can be seen from their participation in participating in learning tasks. Therefore, students are required to be active in participating in the learning process, so that learning objectives can be achieved (Sari et al., 2022).

In addition, there are several factors that influence student learning, namely factors from within the student (internal) and factors from outside the student (external) which will affect learning success. This factor greatly affects the process of readiness and activeness of students in learning. With thorough preparation, it will affect student learning activities, one of which is that students can be active in learning (Fahrudin & Ulfah, 2023).

Based on the results of the documentation of the Practical Arts and Entrepreneurship scores of class XII SMK Sasmita Jaya 2 in the first semester of 2024, it is known that: 97% of students did not pass the KKM of 75. This is because the factors that do not support the readiness to learn and the activeness of students are still lacking. Based on the above problems, the researcher will examine the influence of learning readiness and student activity on the learning achievement of crafts and entrepreneurship of class XII at SMK Sasmita Jaya 2. Based on the description above, the study aims to: (1) determine the magnitude of the influence between learning readiness on student learning achievement; (2) to determine the magnitude of the influence between Student Activity on student learning achievement; (3) to determine the magnitude of the influence between Learning Readiness and Student Activity on student learning achievement.

RESEARCH METHODS

The approach implemented in this study is by applying a quantitative approach. The research methodology used in this study is the Association research method. According to Anshori and Iswati (2009:13) the association method is a study carried out to find connections between two or more variables. Meanwhile, according to Sugiyono in (Arifin,

2020) associative research is an interpretation of a research problem that requires a relationship between two or more variables. There are two variables in this study, namely learning readiness (X1) and student activity (X2), while the dependent variable in this study is one variable, namely learning achievement (Y). The population in this study were all students of class XII of the Automotive Light Vehicle Engineering Vocational School of SMK Sasmita Jaya 2, consisting of Class XII TKRO -1 as many as 30 students and XII TKRO - 2 as many as 24 students, with a total of 54 students. The sample was determined by simple random sampling to obtain 24 students of class XII TKRO - 1 and 18 students of class XII TKRO - 2.

The research data collection technique used a questionnaire technique for the variables of learning readiness and student activity, as well as a documentation technique for student learning achievement data. The data collection instrument used a learning readiness questionnaire sheet, a student activity questionnaire sheet, and UTS scores for value documentation. In addition, the researcher also conducted an observation technique to observe the learning environment and the teaching and learning process of students at school. To support the questionnaire data, the researcher also conducted an interview technique with teachers of practical and entrepreneurship subjects and students of class XII TKRO 1 and TKRO 2. The questionnaire instrument grid for learning readiness includes physical condition, attitude, emotional, needs, knowledge. The questionnaire instrument grid for student activity includes attention, thinking, opinion, personal tasks, group tasks, and motoric. The learning readiness questionnaire instrument and the student activity questionnaire instrument have gone through validity and reliability tests which were tested in OTKP 1 and OTKP 2 classes. The results showed that the learning readiness and student activity items received valid and reliable values.

RESULT AND DIISCUSSION

1. The Influence of Learning Readiness on Learning Achievement

In order to analyze the influence of learning readiness on learning achievement, it can be done through hypothesis testing that applies simple regression analysis by fulfilling certain requirements. The following are the calculation results of the prerequisite test of the learning readiness variable on learning achievement, including:

Table 1. Prerequisite Tests for a simple linear test of X1 against Y

Prerequisite test name	Calculation result value	Significance level value	Conclusion
Normality Test	Sig value = 0,509	0,05	Learning readiness is normally distributed
Linearity test	Sig value = 0,829	0,05	The variables of learning readiness and learning achievement have a linear relationship.
Heteroscedasticity test	Sig value = 0,069	0,05	There are no symptoms of heteroscedasticity in the errors and the errors have homogeneous variance.
Autocorrelation test	Durbin watson value = 1,999	dU = 1,535	uncorrelated random error

According to Table 1 on prerequisite tests, the data has met the requirements so that it can be continued for hypothesis testing. To test the influence of learning readiness on learning achievement, it can be calculated using a simple linear regression test. The following are the results of the calculation of a simple linear regression test using SPSS 15.0:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,355(a)	,126	,101	10,624

a Predictors: (Constant), kesiapan belajar

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	584,654	1	584,654	5,179	,029(a)
	Residual	4063,656	36	112,879		
	Total	4648,311	37			

a Predictors: (Constant), kesiapan belajar
b Dependent Variable: prestasi belajar

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	84,540	11,651		7,256	,000
	kesiapan belajar	-,362	,159	-,355	-2,276	,029

a Dependent Variable: prestasi belajar

Figure 1. The output results of the simple linear regression test X1 against Y

Based on Figure 1 above, it can be concluded that: (1) Based on the output of the annova model, the sig value is 0.29 > 0.05, so H0 is accepted, H1 is rejected. Which means there is no influence of learning readiness on learning achievement; (2) Based on the output coefficients above, it is known that the sig value in the constant row is 0.000

< 0.05, so H1 is accepted, meaning β0 needs to be included in the model; (3) Based on the output coefficients above, β0 = 84.540 and β1 = 0.362. So the regression equation is outside X1 against Y in cash of 84.540 and each increase in a unit in X1 will provide an increase of 0.362 to Y. (4) Based on the output model summary above, it can be seen that the large contribution of the influence of the Learning Readiness variable on Learning Achievement is 0.126 or 12.6% and the remaining 87.4% is influenced by other factors.

Readiness to learn must be driven by the will of the students themselves or with full awareness (Alwiyah & Imaniyati, 2018). Readiness to learn is a good first step in participating in learning. Readiness to learn according to(Setiawan & Manajemen Universitas Gajayana Malang, 2019) can be described as an initial condition of learning that can provide a response to achieve learning objectives that readiness to learn is an effort in the initial conditions of learning carried out by students in facing the learning process. According to (Zuschaiya et al., 2021) stated that readiness to learn can provide learning motivation to students so that it can increase the influence of the smoothness of teaching and learning activities.

2. The Influence of Student Activeness on Learning Achievement

In order to analyze the magnitude of the influence of student activity on learning achievement, it can be done through hypothesis testing that applies simple regression analysis by fulfilling certain requirements. The following are the calculation results of the prerequisite test of the student activity variable on learning achievement, including:

Table 2. Prerequisite Test for simple linear regression test X_2 against Y

Prerequisite test name	Calculation result value	Significance level value	Conclusion
Normality Test	Sig value = 0,091	0,05	Student activity is normally distributed
Linearity test	Sig Value = 0,351	0,05	The variables of student activity and learning achievement have a linear relationship
Heteroscedasticity test	Sig Value = 0,231	0,05	There are no symptoms of heteroscedasticity in the errors and the errors have homogeneous variance.
Autocorrelation test	Durbin watson value = 2,084	dU = 1,535	uncorrelated random error

According to Table 2 on prerequisite tests, the data has met the requirements so that it can be continued for hypothesis testing. To test the influence of student activity on learning achievement, it can be calculated using a simple linear regression test. The following are the results of the calculation of a simple linear regression test using SPSS 15.0:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,199(a)	,040	,013	11,136

a Predictors: (Constant), keaktifan siswa

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	183,943	1	183,943	1,483	,231(a)
	Residual	4464,368	36	124,010		
	Total	4648,311	37			

a Predictors: (Constant), keaktifan siswa
b Dependent Variable: prestasi belajar

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	30,386	23,004		1,321	,195
	keaktifan siswa	,378	,310	,199	1,218	,231

a Dependent Variable: prestasi belajar

Figure 2. The output results of the simple linear regression test X_2 against Y.

Based on Figure 2 above, it can be concluded that: (1) Based on the output of the annova model, the sig value is 0.231 > 0.05, so H0 is accepted, H1 is rejected. Which means there is no influence of student activity on learning achievement. (2) Based on the output coefficients above, it is known that the sig value in the constant row is 0.195 < 0.05, so H1 is accepted, meaning β0 needs to be included in the model. (3) Based on the output coefficients above, β0 = 30.386 and β1 = 0.378. So the regression equation is outside X1 against Y in cash of 30.386 and each increase in a unit in X1 will provide an increase of 0.378 to Y. (4) Based on the output model summary above, it can be seen that the large contribution of the influence of the student activity variable on learning achievement is 0.040 or 4% and the remaining 96% is influenced by other factors.

Learning activity is characterized by optimal involvement, both intellectually, emotionally and physically. The higher the student's activity, the higher the success of the learning process should be (Wibowo, 2016) so it can be concluded that student

activity in learning is none other than to construct their own insights. They actively build knowledge about problems or everything they face in the learning process. According to (Ningsih, 2018) stated that student activity contributes 42.7% to student learning outcomes. Meanwhile, according to (Achdiyat & Lestari, 2016) stated that student confidence and activity have had a significant influence on student learning outcomes.

3. The simultaneous influence of student readiness to learn and activeness on learning achievement

In order to analyze the influence of learning readiness and student activity simultaneously on learning achievement, it can be done through hypothesis testing that applies multiple regression analysis by fulfilling certain requirements. The following are the calculation results of the prerequisite test of the student activity variable on learning achievement, including:

Table 3. Prerequisite Tests for Multiple Linear Regression Hypothesis Testing

Prerequisite test name	Calculation result value	Significance level value	Conclusion
Normality Test	Sig value = 0,200	0,05	normally distributed data
Linearity test	Sig value = 0,829	0,05	The variables of student readiness and activeness and learning achievement have a linear relationship.
Multicollinearity test	VIF value = 1,051 Tolerance value = 0,791	10 0,10	There is no multicollinearity between the independent variables (Learning Readiness and Student Activeness)
Heteroscedasticity test	Sig value = 0,127 0,434	0,05	There are no symptoms of heteroscedasticity in the errors and the errors have homogeneous variance..
Autocorrelation test	Durbin watson Value= 2,017	dU = 1,535	uncorrelated random error

According to Table 3 on prerequisite tests, the data has met the requirements so that it can be continued for hypothesis testing. To test the influence of learning readiness and student activity simultaneously on learning achievement, it can be calculated using multiple linear regression tests. The following are the results of the multiple linear regression test calculations using SPSS 15.0:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,376(a)	,141	,092	10,680

a Predictors: (Constant), Keaktifan Siswa, Kesiapan Belajar

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	655,965	2	327,982	2,875	,070(a)
	Residual	3992,346	35	114,067		
	Total	4648,311	37			

a Predictors: (Constant), Keaktifan Siswa, Kesiapan Belajar
b Dependent Variable: Prestasi Belajar

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	64,644	27,755		2,329	,026
	Kesiapan Belajar	-,333	,164	-,327	-2,034	,050
	Keaktifan Siswa	,241	,305	,127	,791	,434

a Dependent Variable: Prestasi Belajar

Figure 3. The output results of the multiple linear regression test X1 and X2 against Y.

Based on Figure 3 above, it can be concluded that: (1) Based on the output of the ANOVA model, the sig value is 0.070 > 0.05, so H1 is accepted. Which means that there is a significant influence between Student Active Learning Readiness simultaneously on student learning achievement. (2) Based on the output coefficients above, β0 = 64.644 and β1 = 0.333 while β2 = 0.241. So the regression equation is Y = 64.644 + 0.333 + 0.241, which means: (a) The contribution of influences outside X1 and X2 to Y is constantly 64.644 (b) Each increase in a unit of X1 and X2 will give an increase of 0.333 and 0.241 to Y (3) Based on the output of the summary model above, it can be seen that the contribution of the influence of the variables of Learning Readiness and Student Activeness simultaneously to Learning Achievement is 0.141 or 14.1% and the remaining 85.9% is influenced by other factors.

Learning readiness and student activeness are very important in supporting learning achievement because in learning readiness, this readiness includes all the abilities or willingness that exist in the individual, both physically and spiritually, to provide a response or reaction where these abilities can be developed (Ratnawati &

Marimin, 2014). So that it makes the individual confident and ready when learning takes place. Meanwhile, according to (Putri Pangestu & Rohinah, 2019), student activity is all physical and non-physical activities of students in the optimal teaching and learning process so that it can create a conducive classroom atmosphere. Meanwhile, according to (Ramlah et al., 2014), there is a significant influence between student activity and learning readiness on student learning achievement.

CONCLUSION

Based on the results & discussion, it can be concluded as follows: 1) the influence of the variable of Learning Readiness on Learning Achievement is 0.126 or 12.6% 2) the influence of the variable of Student Activity on Learning Achievement is 0.040 or 4%; 3) the influence of the variables of Learning Readiness and Student Activity simultaneously on Learning Achievement is 0.141 or 14.1% and the remaining 85.9% is influenced by other factors. Although the influence of learning readiness and student activity is not very significant, the magnitude of the influence of learning readiness and student activity can have an influence on student learning achievement.

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