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Contributions of Learning Attitude, Learning Motivation, Learning Strategy, Memory and Metacognitive toward Upper Elementary Schools Students' Learning Achievements in Banten Province Indonesia

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ABSTRACT: The aim of this research is to find out how learning attitudes, learning motivation, learning strategy, memory and metacognition contribute to upper students' learning achievement of State Elementary Schools in Banten Province. This research uses a quantitative approach to ex post facto correlation. In this research, questionnaires and documentation were used to collect data. Correlation test using multiple linear regression was used to analyze the data. Based on the results of the research and data analysis that has been carried out, it can be concluded that there is a significant contribution from learning Strategy, memory and metacognition to the learning achievement upper students in elementary schools in Banten Province where the results from the Coefficients table, obtained a significance value of 0.000 t_table of 1.293, so it can be concluded that the Learning Strategy (X3), Memory (X4) and Metacognitive (X5) variables contribute simultaneously to the Learning Achievement variable (Y) while Attitude (X1) and Learning Motivation (X2) do not contribute to Learning Achievement (Y) . The correlation or relationship value (R) is 0.795. From this output, a coefficient of determination (R2) of 0.632 is obtained, which means that the influence of the independent variables Learning Strategy (X3), Memory (X4) and Metacognition (X5) on the dependent variable Learning Achievement (Y) is 63.2 %. Meanwhile, the remaining 36.8% is influenced by other variables not studied.

KEYWORDS: learning achievement, learning motivation, learning attitude, memory, metacognitive, strategy.

INTRODUCTION

One of the hallmarks of quality education is that students achieve optimal learning achievements in cognitive, emotional, and psychomotor domains. Nevertheless, the academic achievements of students vary from one another. Certain students encounter difficulties in the process of acquiring knowledge, leading to subpar educational achievements. In order to address this issue, it is necessary to examine the variables that impact the academic achievements of students. External factors refer to influences that originate from sources outside of the student, including teachers, friends, school facilities, resources, and parents' income. On the other hand, internal factors pertain to influences that arise from within the student themselves (Slameto, 2014).

Harun (2018) defines learning behaviour as an individual's conscious effort to modify their overall behaviour in response to personal experiences gained via interactions with their surroundings. Intended learning behaviour is the term used to describe the attitudes and actions of students while they are engaged in the process of learning. According to Annurrahman (2011), student learning behaviour is an additional factor that correlates to poor student learning achievements. Student learning behaviour refers to the study habits that students establish over time, which influence their approach to learning. The aforementioned viewpoint suggests that learning behaviour refers to the learning activities undertaken by students with the aim of acquiring comprehension and accomplishing a specific objective.

During the researcher's observation at the selected schools, specifically SDN 1 Jatimulya, SDN 13 Kota Serang, and SDN Pandeglang 4, the researcher closely monitored the ongoing learning process to investigate the students' learning behaviour. The researcher's preliminary observations in class revealed that students' learning behavior remained subpar and required enhancement. Evidently, there exists a group of students who lack attentiveness towards the teacher's explanations, display passivity in engaging with the learning process, and struggle to answer questions posed by the teacher. Consequently, the overall academic performance of these students remains subpar, with a portion of them failing to achieve satisfactory learning achievements. The value is less than the predetermined threshold, specifically 75. Based on the identification and limitations of

the problem, the problem formulation in this research is "Is there a significant contribution from learning attitude, learning motivation, learning strategy, memory and metacognition to the Learning Achievement of Upper Elementary School Students (IV-V and VI) in Serang City , Pandeglang Regency and Lebak Regency, Banten Province?"

THEORETICAL FRAMEWORK

Learning Achievement

Learning achievements are the achievement or implementation of a person's abilities or potential skills (Sukmadinata, 2009: 102). A person's behavior can show mastery of their learning achievements, including mastery of knowledge, thinking and motor skills. While Suryabrata (2006:296) states that learning achievements include psychomotor changes, so that learning achievements are students' abilities in the form of mastery of knowledge, attitudes and skills achieved in learning activities after they have carried out learning activities. Furthermore, Suryabrata (2006:297) states that at each final term, the school issues a report card regarding the behavior, craft and intelligence of the students for whom it is responsible. This report card is the final formulation provided by educators regarding their students' learning achievements over a certain period of time.

To sum up up, learning achievements are changes in student behavior that occur in real terms after the educational process is carried out with educational goals. Learning achievements at school can be seen from students' mastery in subjects. Optimal learning achievements also result from an ideal teaching process. The more effort is put into creating an ideal environment for teaching, the better the results will be. Student learning achievements motivate students and teachers to improve and improve the quality of learning.

In the teaching and learning process, success and failure must be seen from various influencing factors. Factors that influence learning achievements are divided into two categories, according to Purwanto (2007:112) namely: (1) Internal factors consist of physiological and psychological factors. Physiological factors include physical conditions, the condition of the five senses. Meanwhile, psychological factors include talent, interest, intelligence, motivation, cognitive ability and (2) External factors include environmental and instrumental factors. Environmental factors include natural and social factors, while instrumental factors include curriculum/teaching materials, teachers, tools and facilities, administration/management.

While Rumini (1993:60) states that factors that influence learning achievements include: (1) Factors from within the individual, namely factors that influence learning achievements originating from the individual, including psychological factors and physical factors. Psychological factors as internal factors are the main thing in determining student learning intensity. The psychological factors that influence student learning achievements include: interest, intelligence, talent and motivation. Physical factors in general have a big influence on students' learning abilities. Students who are physically and mentally fresh will learn differently compared to students who are tired. Students who are malnourished have learning abilities below those of students who are not malnourished. Because students who are malnourished will get tired quickly, become sleepy easily, and have difficulty receiving lessons and (2) Factors from outside the individual include environmental factors, teachers, teaching methods, curriculum, programs, learning materials, facilities and infrastructure.

Learning Attitude

An individual is closely related to his or her own attitude as a personal characteristic. Attitude in general is often interpreted as an action taken by an individual to respond to something. The definition of attitude is explained by Saifudin Azwar (2010: 3), attitude is defined as a reaction or response that arises from an individual towards an object which then gives rise to individual behavior towards that object in certain ways.

Gerungan (2004: 160) also describes the meaning of attitude as a reaction to an individual's views or feelings towards a particular object. Even though the object is the same, not all individuals have the same attitude, this can be influenced by individual circumstances, experiences, information and the needs of each individual are different. A person's attitude towards an object will shape the individual's behavior towards the object. The understanding of attitude was also conveyed by Sarlito and Eko (2009: 151), Attitude is a process of assessment carried out by an individual towards an object that the individual responds to, which can be in the form of objects, people or information. The process of a person's assessment of an object can be in the form of positive and negative assessments. The definition of attitude is also explained by Slameto (1995: 191), attitude is something that is learned and determines how individuals react to situations and determines what individuals are looking for in their lives. Based on several expert opinions regarding attitude, it can be concluded that attitude is a reaction or response in the form of an assessment that arises from an individual towards an object. Attitude can also be said to be a manifestation of awareness of the environment. The process that initiates the formation of attitudes is that the presence of objects around the individual provides a stimulus which then hits the individual's sense organs, the information captured about the object is then processed in the brain and gives rise to

a reaction. The judgments that emerge, positive or negative are influenced by previous information, or the individual's personal experience.

Learning Motivation

Motivation to learn is one of the factors that determines effectiveness in learning. A student will learn well if there is a driving factor, namely learning motivation. Students will study seriously if they have high learning motivation. According to Hamzah B. Uno (2011: 23) "learning motivation is internal and external encouragement for students who are learning to carry out behavior, generally with several indicators or supporting elements. These indicators include: the desire and desire to succeed, the drive and need for learning, hopes and aspirations for the future, appreciation for learning, and a conducive learning environment."

Apart from that, Winkel (2005: 160), states that learning motivation is the overall psychological driving force within students which causes learning activities to achieve a goal. In line with the opinion above, Sardiman A. M (2007: 75), explains that learning motivation is all the driving force within students which gives rise to learning activities which ensure the continuity of learning activities which provide direction to learning activities so that the goals desired by the learning subject achievable. Learning motivation is all the psychological driving forces that exist within individual students which can provide encouragement to learn in order to achieve the goals of learning.

Learning Strategy

The term "strategy" was first only known in military circles, especially war strategy. In a war or battle, there is a person (commander) whose job is to organize strategies to win the war. The greater the strategy used, the greater the chances of winning the war. Usually, strategies are prepared by considering the battlefield, troop strength, war equipment and so on. The term strategy comes from "noun" and "verb" in Greek. As a noun strategos is a combination of the words "stratos" (military) with "ago" (leader). Over time, the term "strategy" was adopted by the world of education. In the world of education, the term strategy is used to organize strategies in order to achieve learning goals well. In other words, strategy in the educational context is interpreted as planning the teaching and learning process which is designed to realize educational goals. According to Kemp, learning strategies are learning activities carried out by teachers and students to achieve learning goals effectively and efficiently.

According to Siregar (2010: 3) learning strategies are a complex process that occurs in all people throughout life, from infancy (even in the womb) to the grave. One sign that someone has learned something is a change in their behavior. These changes in behavior involve changes in the nature of knowledge (cognitive) and skills (psychomotor) as well as those involving values and attitudes. In addition, Gerlach and Ely (in Uno, 2011: 1) say that learning strategies are the methods chosen to convey learning methods in a particular learning environment. Meanwhile, according to Kozma (in Uno, 2011: 1) explains that learning strategies can be interpreted as every activity chosen, namely those that can provide facilities or assistance to students towards achieving certain learning goals.

Kemp in Ahmad et al. (2011: 11) learning strategy is a learning activity that teachers and students must carry out so that learning objectives can be achieved effectively and efficiently. Suyoso and Hariyanto (2012: 20) further explained that learning strategies are a series of activities in the learning process related to student management, teacher management, learning resource management and assessment so that learning is more effective and efficient in accordance with the learning objectives that have been set. . In general, strategy has the meaning of an outline of the direction for action in an effort to achieve predetermined targets.

Memory

In general, experts view memory as a relationship between experience and the past. A person can remember an experience that has occurred or knowledge that has been learned in the past. Drever explained that memory is one of the characteristics possessed by living creatures, useful experiences that we forget which influence future behavior and experiences, where memory not only includes recall and recognition or what is called brings back memories Walgito, 2007). In addition, Santrock explains that memory is an element of cognitive development, which includes all situations in which individuals store information received over time. Memory refers to an individual's ability to possess and retrieve information and also the structure that supports it as well as a form of competence, memory also allows individuals to have a self-identity (Wade, 2008).

Atkinson and Shiffrin make an important distinction between the concepts of memory and memory storage. Memory is used to refer to stored data, while storage refers to structural components that contain information. Memory is not an object like eyes, hands and other body organs. Memory is an abstraction that refers to a set, characteristics, activities and skills. Memory refers to the process of storing and maintaining information over time (maintaining information over time). So, it can be concluded that memory is an individual's ability to store, process and bring back experiences, data, information that has been obtained in the

past for the future by considering their own situation and conditions (Solso, 2008).

Shiffrin divides memory into three main components. First, short storage which is responsible for storing information. Second, short-term information storage, and third, long-term information storage. Atkinson and Shiffrin's model, which is referred to as the modal model, according to other researchers oversimplifies the concept of memory and places too much emphasis on structure while ignoring process (Kuswana, 2011).

Metacognitive

The term metacognitive is a combination of the words "meta" and "cognition". Meta comes from Greek which means "after" or "beyond" and cognition includes skills related to thinking processes (Tamalene, 2010). Meanwhile, according to Livingston (1997) "Metacognition refers to higher level thinking that involves active control of the cognitive processes involved in learning. Activities such as planning how to approach a given learning task and evaluating progress towards completing the task."

The definition of metacognition was first put forward by Flavel 1976 (in Chairani, 2016) "Metacognition is knowledge about cognitive processes, products or anything related to the thought process, including learning about the relationship between the properties of information or data. Metacognition determines other things to achieve cognitive goals. This definition emphasizes the role and function of metacognition in supervising and monitoring the achievement of cognitive processes.

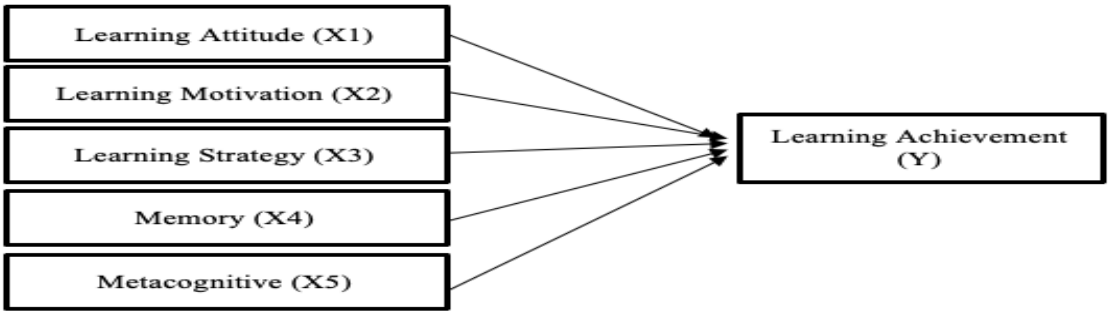
According to Papleontiou-Louca (2003) "Metacognition basically means cognition about cognition: that is, it refers to high-level cognition; thoughts about thoughts, knowledge about knowledge or reflection about actions. So if cognition involves perception, understanding and remembering, then metacognition involves thinking about one's own perception, understanding and remembering." Based on this understanding, it can be concluded that metacognition is thinking about ways of thinking, knowledge and awareness about cognitive processes in learning.

RESEARCH METHOD

This study uses quantitative methods. Quantitative research, based on the philosophy of positivism, is used to investigate specific populations or samples. This method is used to collect data using research instruments and then analyze the data quantitatively or statistically to test the hypotheses that have been established (Sugiyono, 2013). Because the aim of this research is to determine whether or not there is a relationship between certain variables, this research design uses a correlational type with an ex post facto design because in this research there is no treatment or manipulation of research variables, but rather reveals facts based on measurements of symptoms that have been carried out. occurred (Arikunto, 2010). Judging from its characteristics, it is included in the causal associative research design, which aims to determine the relationship between learning achievements and learning behavior. Because this research requires the use of numbers from data collection, data interpretation, and visualization of the results, a quantitative approach was used.

Diagram 1

Research Constellation



Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are applied by researchers to study and then draw conclusions (Sugiyono, 2014). The population of this study were sixth grade elementary school students in Banten province. The sample is a part or representative of the population studied. Regarding the sampling technique, Arikunto stated that if there are less than 100 subjects, it is better to take all of them, so that the research is population research. Furthermore, if the subject is large, it can be taken between 10%-15% or 20%-25% or more (Sugiyono, 2014). Based on the statement above, because the population is less than 100 people, all members of the population are taken as respondents.

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Research instruments are used to measure data related to research variables. The instruments used greatly influence the success of research because they provide the data needed to answer research questions (problems) and test hypotheses. A questionnaire tool is used to collect data about learning behavior. This questionnaire is closed, meaning students can choose their own answers. For scores, a Likert scale is made into three choices: agree, disagree and disagree. Adjusted to the respondent's personal circumstances, they can choose one of three answer options. The development of this instrument is based on a theoretical framework that has been prepared, which is then developed into indicators and finally translated into questions.

RESEARCH OF RESULTS

The measuring instrument used to obtain data (measure) is tested to be valid so that it can be used as a measuring instrument that can measure according to the actual condition of the respondent. The calculated r values range from 0.388 to 0.679, as shown by calculations with the help of SPSS 26.0. Carried out at a significant level (5%) to compare the calculated r obtained from the product moment correlation formula with the r table. With Df = 50-2=48, we get r table = 0.235. These values indicate that fifty items are declared valid because the calculated r is greater than the table r (0.235). Therefore, fifty question items were declared valid and could be used as research instruments. In terms of reliability, the Cronbach Alpha value for variable (X) is 0.909, thus it can be concluded that the reliability of the research instrument for variable X is very high (0.909 > 0.60).

Normality in this research was carried out to find out whether all research variables were normally distributed or not. Normality was tested on each research variable which included Learning Behavior and Student Learning Achievements. Normality testing uses the Kolmogorov-Smirnov analysis technique and for calculations uses the SPSS 26.00 program. Data is said to be normally distributed if the significance value is greater than 0.05 at the significance level α = 0.05. The normality results show that all research variables have a significance value greater than 0.05 at (sig>0.05), so it can be concluded that the research data is normally distributed.

Table 1: The result of normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		93
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.25663401
Most Extreme Differences	Absolute	.076
	Positive	.076
	Negative	-.069
Test Statistic		.076
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The purpose of linearity is to find out whether the independent variable and dependent variable have a linear influence or not. The criterion for testing linearity is that if the Fcount value is smaller than Ftable at a significance level of 0.05, then the relationship between the independent variable and the dependent variable is linear. The linearity results above show that Fcount < Ftable, namely in the Learning Motivation variable (1.213 < 29.917) and the significance is 0.327> 0.050; so that the two variables can be said to be linear.

Table 2: The result of linearity test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2866.047	5	573.209	29.917	.000[b]
	Residual	1666.942	87	19.160		
	Total	4532.989	92			

a. Dependent Variable: Hasil_Belajar
b. Predictors: (Constant), Metakognitif, Sikap, Motivasi_Belajar, Daya_Ingat, Strategi_Pembelajaran

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The table below explains whether the regression model can be used to predict the independent variable compared to the dependent variable. From the output, we found a calculated F value of 29.917 with a significance level of 0.000, 0.05, which shows that the regression model can be used to predict the contribution of the variables Attitude (X1), Learning Motivation (X2), Learning Strategy (X3), Memory (X4) and Metacognitive (X5) simultaneously influence the learning outcome variable (Y).

Table 3: The result of Simultaneous Significance (F Test)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2866.047	5	573.209	29.917	.000[b]
	Residual	1666.942	87	19.160		
	Total	4532.989	92			

a. Dependent Variable: Hasil_Belajar

b. Predictors: (Constant), Metakognitif, Sikap, Motivasi_Belajar, Daya_Ingat, Strategi_Pembelajaran

The table below explains that the constant value (a) is 11.258, while the Attitude value (X1) is 0.326, Learning Motivation (X2) is 0.210, Learning Strategy (X3) is 0.743, Memory (X4) is 0.555 and Metacognitive (X5) is 0.792 so the equation can be written as follows:

$$Y= a + b_1X_1+b_2X_2+b_3X_3+b_4X_4+b_5X_5$$

$$Y= 11{,}258 + 0{,}326X_1+0{,}210X_2+0{,}743X_3+0{,}555X_4+0{,}792X_5$$

Table 4: The result of Multiple Linear Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	11.258	8.934		1.260	.211	-6.500	29.016		
	Sikap	.326	.375	.081	.870	.387	-.420	1.072	.492	2.032
	Motivasi_Belajar	.210	.350	.053	.599	.551	-.486	.906	.545	1.834
	Strategi_Pembelajaran	.743	.302	.287	2.462	.016	.143	1.343	.311	3.219
	Daya_Ingat	.555	.267	.209	2.077	.041	.024	1.085	.419	2.389
	Metakognitif	.792	.292	.288	2.714	.008	.212	1.373	.375	2.663

a. Dependent Variable: Hasil_Belajar

Decision Making in Multiple Linear Regression Tests. From the table in Coefficients, a significance value of 0.000 is obtained, t_table is 1.293, so it can be concluded that the Attitude (X1), Learning Motivation (X2), Learning Strategy (X3), Memory (X4) and Metacognitive (X5) variables contribute to the Result variable. study (Y). While based on the t value, it is known that the t_count value is 12.229 > t_table is 1.293, so it can be concluded that the learning behavior variable (X) contributes to learning achievements (Y).

The partial significance test is carried out to determine whether the independent variable (X) has a real or significant influence on the dependent variable (Y). The test is carried out using the t test at a significance level of 0.05. The test criteria are that H0 is rejected if t count > t table, then the correlation coefficient is declared significant and H0 is accepted if t count < t table, then the correlation coefficient is declared not significant.

Table 5: The result of Partial Significance Test

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	11.258	8.934		1.260	.211
	Sikap	.326	.375	.081	.870	.387
	Motivasi_Belajar	.210	.350	.053	.599	.551
	Strategi_Pembelajaran	.743	.302	.287	2.462	.016
	Daya_Ingat	.555	.267	.209	2.077	.041
	Metakognitif	.792	.292	.288	2.714	.008

a. Dependent Variable: Hasil_Belajar

a. The results of the t test table above obtained a t_count of Attitude of 0.870 and t_table can be achieved in the statistical table at a significant 0.05 with a t_table of 1.293. It is known that the t_count of Attitude is 0.870 < 1.293, thus, it can be concluded that the coefficient is not significant. This means that it can be said that there is no positive influence between attitudes and learning achievements.
b. Meanwhile, based on the output above it can be seen that the t_count of Learning Motivation is 0.599 > 1.293, thus, it can be concluded that the coefficient is not significant. This means that it can be said that there is no positive influence between Learning Motivation and Learning Achievements.
c. Meanwhile, based on the output above, it can be seen that the t_count of Learning Strategy is 2.462 > 1.293. Thus, it can be concluded that the coefficient is significant. This means that it can be said that there is a positive influence between Learning Strategies and Learning Achievements.
d. Based on the output above, it can be seen that the t_count of Memory is 2.077 > 1.293. Thus, it can be concluded that the coefficient is significant. This means that it can be said that there is a positive influence between memory and learning achievements.
e. Finally, based on the output above, it can be seen that the calculated t from Metacognitive is 2.714 > 1.293, thus, it can be concluded that the coefficient is significant. This means that it can be said that there is a positive influence between Metacognition and Learning Achievements.

To determine the degree of closeness of the relationship between these two variables, the results of data analysis were then consulted with the "r" product moment interpretation table. Based on these guidelines, the magnitude of rxy, that is, there is a positive correlation between variables x and y, obtained a calculated r of 0.788, located between 0.60 – 0.90, which has a high level of interpretation. Thus, it can be seen that the contribution of learning behavior to the learning outcomes of sixth grade elementary school students in Banten Province is high.

Table 6: The result of Determination Coeficient Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin–Watson
1	.795[a]	.632	.611	4.37724	1.113

a. Predictors: (Constant), Metakognitif, Sikap, Motivasi_Belajar, Daya_Ingat, Strategi_Pembelajaran

b. Dependent Variable: Hasil_Belajar

The table above explains the magnitude of the correlation or relationship value (R), which is 0.795. From this output, a coefficient of determination (R Square) of 0.632 is obtained, which means that the influence of the independent variables (in this case, Attitude, Learning Motivation, Learning Strategy, Memory and Metacognition) on the dependent variable (in the study of learning outcomes) is 63 .2%.

Behavioral changes referred to as "learning outcomes" consist of three components: cognitive aspects, meaning changes in the mastery of knowledge and the development of skills or abilities necessary to use that knowledge; affective aspect, which

means changes in mental attitudes, feelings, and consciousness; and psychomotor aspects, meaning changes in motor actions. Learning behavior must be in accordance with educational goals during the learning process so that educational goals can be achieved effectively and efficiently and learning outcomes can be improved. Learning behavior is a strategy that students use to receive lessons, do assignments, read books, and manage time to complete activities.

Based on research results, the components that influence the learning process are Learning Strategy, Memory and Metacognition. Every student has goals to achieve when studying, one of which is to achieve optimal learning outcomes. To achieve this goal, students must behave positively during their learning activities. Learning behavior is very important to achieve student learning goals. The goal of student learning is to get the best learning results. Based on the research results above, it can be concluded that the learning outcomes obtained by students are proportional to their learning behavior.

CONCLUSION

Based on the results of research and data analysis that the author has carried out, it can be concluded that there is a significant contribution from Learning Strategy, Memory and Metacognition to the learning outcomes of class VI students in elementary schools in Banten Province where the results from the Coefficients table, obtained a significance value of 0.000 t_table amounting to 1.293, so it can be concluded that the Learning Strategy (X3), Memory (X4) and Metacognitive (X5) variables contribute simultaneously to the Learning Outcome variable (Y). The correlation or relationship value (R) is 0.795. From this output, a coefficient of determination (R Square) of 0.632 is obtained, which means that the influence of the independent variables Learning Strategy (X3), Memory (X4) and Metacognition (X5) on the dependent variable Learning Outcomes (Y) is 63. 2%. Meanwhile, the remaining 36.8% is influenced by other variables not studied.

Based on the findings of this research, the author would like to provide recommendations that can be considered by the parties involved. (1). Teachers should pay more attention to students' learning behavior, especially in terms of actions, words and behavior when working in the classroom and outside school; (2) Students should improve their learning behavior and learning outcomes by always arriving on time, doing assignments given by the teacher, and obeying school regulations; (3) Schools must consider other things that can help students achieve their learning outcomes, such as implementing disciplinary regulations inside and outside school; (4) The results of this research can be used as a reference for future researchers, especially for research on learning behavior and student learning achievements.

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