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Students Grade Point Average and Learning Skill

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Abstract

The aims of the research are to analyze the students learning skill and to know the relationship of learning skill and grade point average. The kind of the research is quantitative in form of correlational research. Research population is 3986 students of Tarbiyah and teacher training faculty in State Islamic Institute of Bukittinggi, meanwhile 5% or 212 students is chosen as research sample.The sampling technique is accidental sampling. Research instrument is questionnaire consisted of 60 statements. Data is analyzed by using descriptive statistic and correlational statistic.Research found the average of students learning skill is categorized into good. Students learning skill analysis can be viewed through 9 indicators consisted of: learning skill, reading skill, questioning skill, taking note skill, learning concentration skill, finishing task skill, learning time management skill, memorizing skill and attending exam skill. Meanwhile, there is low relationship between learning skill and students' grade point average significantly with correlation coefficient 0,272. From the data above, the contribution of learning skill to students grade point average is 7,4%.

Abstrak

Penelitian ini bertujuan untuk menganalisis keterampilan belajar siswa dan mengetahui hubungan keterampilan belajar dengan IPK. Jenis penelitian ini adalah kuantitatif dalam bentuk penelitian korelasional. Populasi penelitian adalah 3986 mahasiswa fakultas Tarbiyah dan Keguruan di Institut Agama Islam Negeri Bukittinggi, sedangkan 5% atau 212 mahasiswa dipilih sebagai sampel penelitian. Teknik pengambilan sampel adalah accidental sampling. Instrumen penelitian berupa kuesioner yang terdiri dari 60 pernyataan. Data dianalisis dengan menggunakan statistik deskriptif dan statistik korelasional. Hasil penelitian menemukan rata-rata keterampilan belajar siswa termasuk dalam kategori baik. Analisis keterampilan belajar siswa dapat dilihat melalui 9 indikator yang terdiri dari: keterampilan belajar, keterampilan membaca, keterampilan bertanya, keterampilan mencatat, keterampilan konsentrasi belajar, keterampilan menyelesaikan tugas, keterampilan mengatur waktu belajar, keterampilan mengingat dan keterampilan mengikuti ujian. Sementara itu, terdapat hubungan yang rendah antara keterampilan belajar dengan IPK siswa secara signifikan dengan koefisien korelasi 0,272. Dari data di atas, kontribusi keterampilan belajar terhadap IPK siswa adalah 7,4%

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INTRODUCTION

Students grade point average is the result of students learning achievement after attending lecture. Students grade point average in the college consisted of Grade point average in every semester and cumulative grade point average. One of the indicators that highlight the university students' qualification is the academic performance mostly measured with the cumulative grade point average (CGPA)(Erdem, Şentürk, & Arslan, 2007). Grade point average in each semester is statedin the scale calculated by adding the multiplication between the score of lesson which is already taken andcredit hours of lesson then it isdivided with the number of credit hours in semester. The grade point average (GPA) has been around for more than two centuries. Many countries use it for various reasons and considerations and different purposes (Soh, 2011).

The existence of students grade point average in the college demands the students to do the instruction independently and actively. Students should be able to choose and imply the correct learning skill to reach the desire competence. Learning skill is someone abilities to manage their self competence in doing daily activities influenced by some factor resulting the changes to reach the aims. After study skills are accepted to be important in the process of learning, the adequacy of study skills gains importance (Pepe, 2012)

Each of students has different learning skill and how they maximize all of their potential. Effective and efficient learning can be reached if the using of correct learning strategies to reach as maximal as possible result. Learning skill which is owned by each of student can influence learning result through grade point average (Hassanbeigi et al., 2011). Learning skill relates to skill in executing learning activities which is must be mastered by students. Good learning skill is useful for students itself. Having learning skill make students possible to success in following instruction especially in mastering the learning material. Students learning skill is becoming the main factor in reaching good learning result (van Laar, van Deursen, van Dijk, & de Haan, 2020). Based on description above, researcher wants to describe the analysis of students learning skill and it relations to students' grade point average. activities influenced by some factor resulting the changes to reach the aims.

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METHODS

The research chosen in this paper is quantitative which aims to describe in numbers in a correlational form. While the population determined in this study were students of the Faculty of Tarbiyah and Teacher Training at IAIN Bukittinggi with a total of 3986. The sample was taken 5% of the population which amounted to 212 people. While the sampling technique is done through accidental sampling. The research instrument used a questionnaire which consisted of 60 statement items. The data is processed using descriptive statistics and correlational statistics

RESULT AND DISCUSSION

A. *Learning Skill Analysis*

The finding of research is gotten through questionnaire contained 9 indicators; skill to follow instruction, reading, questioning, taking note, concentration, management and finishing task,setting of memorizing time, and attending exam. Data is gotten through 212 respondents determining the following result:

Table1. Analysis of Students Learning Skill

Learning Skill Indicators	The Average Score	Note
Skill to follow instruction	**137**	Good enough
Reading skill	118	Good enough
Questioning skill	132	Good enough
Note taking skill	144	Good enough
Learning concentration skill	161	Good
Arranging and finishing task skill	180	Good
Skill to set learning time	151	Good
Memorizing Skill	152	Good
Attending exam skill	173	Good

From the table 1 above, it can explain that the lowest score is on reading skill indicator with the average score 118 and it is categorized into good enough. Meanwhile, the highest average score is on the skill to arrange and finish task indicators. This research indicates students reading skill is still low and it effects on questioning skill. Because low reading ability, information which is gotten from various sources is not able to absorb by the students so that they do not have material which is able to use to ask something through lecture in the class. Lecture will run well if the process run very well.(Sesmiarni & Ilmi, 2018)

Moreover low reading ability is caused bythe low of students desire to read the relevant literatures according to their needs.In addition, low enthusiasm to read is also becoming main factor to the low of student reading ability with enough category. Low reading ability is also influenced by student low ability to pay attention into main idea and main thought of the text. Many of the students read uncompleted text so that the information gotten from the reading text is not comprehensive and separated. Learning skill is important thing and becoming precondition in gaining reading ability in the college. (Sulisworo, Rahayu, & Akhsan, 2016)

Students ability to follow instruction is categorized into enough.It is influenced by students attitude in learning, positive attitude will contribute into best result, meanwhile negative attitude to learn will give unwell effect to the result. Moreover, self preparation in learning become determining factors of learning skill. More prepared students to learn, betterstudents' skills in contrast more unprepared students to learn, lower students learning skill. Most determining things is how to follow the instruction process. More correct way chosen, better skill and vice versa.

Along with the skill to follow instruction, reading skill, questioning skill, and skill to response the questions denotes the conceptual knowledge stated by student when lecture and the other students asking question or presenting opinion . The data about note taking skill is categorized into enough. It is caused the students is not able to take note effectively yet. Students are not correctly writing summary from every detail information which is already

listened or read so that, note taking technique is worse. In addition, students cannot take note precisely and accurately related to the important information which is must be known.

Taking note is memorizing technique which is able to boost memory and the ability to recall the information as much as possible. One of taking note objective is increasing memory and helping students to memorize what have saved in their memory. In note taking, there are some of issues that is necessary to notice; actively listening, pay attention actively, and converting it from auditory into visual. In learning skill, taking note is one of success supportive factor in mastering learning material by students. Taking note skill is students' activity in attempting to comprehend learning material by self understanding expressed through written form. In these skill, all of students learning activities will be run simultaneously.

Learning concentration skill indicator indicates good result. Learning concentration is centeringof thought to one issue by ignoring all of unrelated things. The ability for centering the thought to one thing or lesson which is basically exist on every person. However, it ability is different in each person. It is influenced by their environment condition and the experience. The centering of thought is habit which is able to train.

Skill to arrange and finish task skill is categorized into good. It means students are skillful in understanding their task. In addition students have preparation in finishing task which is burdened for them. Tasking in learning process can increase the meaning of instruction process. Moreover, learning skill in the college also asks the students to finish the task and actively participate in other academic activities (discussion, presentation, attending exam, test) (Lopes, Gerolamo, Musetti, & Amaral, 2021).

Learning skill indicator in learning time management indicates good category. Supporting by students activities in managing the learning schedule both at campus or at their own house (Hassanbeigi et al., 2011). Moreover, students are able to utilize the learning time as best and efficient as possible. Memorizing skill indicator is categorized into good. This aspects cam be viewed from memorizing method, students are able to use good and effective memorizing method. Then, students are able to know the memorizing time according to their need and situation.

In this research,the best learning skill among all of students learning skill indicator is attending exam indicators, preparing self to attend exam, understanding the technique to finishing test questions.

In brief, students learning skill analysis can be viewed through graph below:

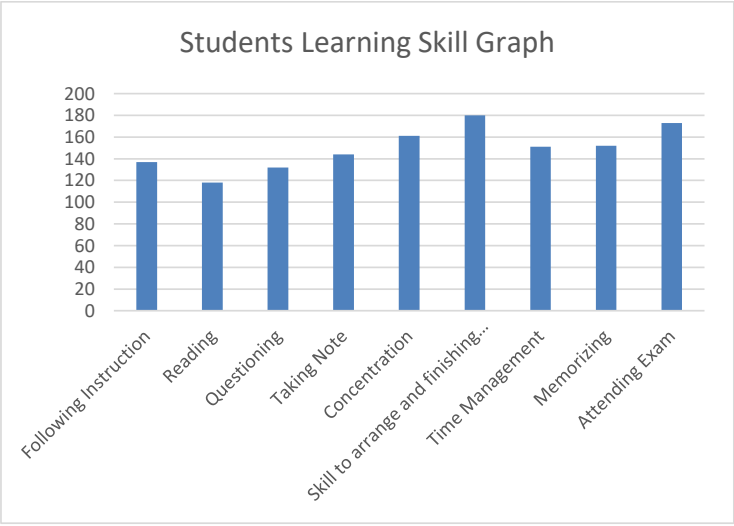


Chart 1. *Students Learning Skill*

Graphic above remarks the highest indicator of learning skill indicators is skill to arrange task. Learning skill is necessary to master by students because learning is one activity having objective. It can be influenced by some of situation below: students will study well if they are ready to learn. Then, learning will be enriched if learning material is used and applied. Next, students will study well if the knowledge is useful. Finally, success instruction will stimulate the students for continuous learning.

Then, the percentage graphic of students learning skill aspects will bepresented below:

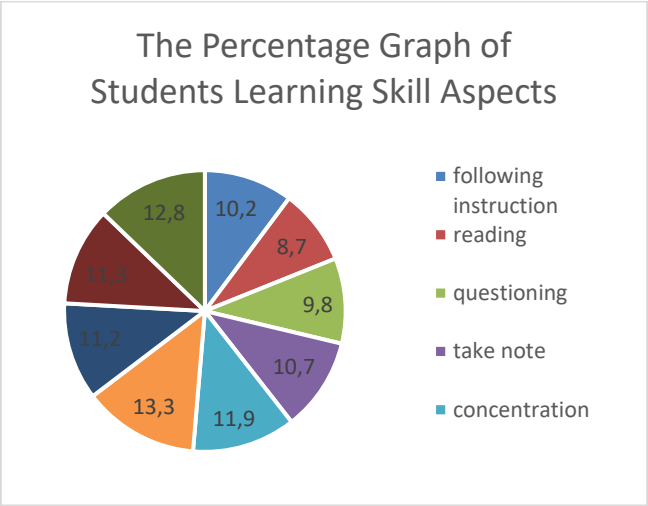


Chart 2. *Percentage Graph of Students Learning Skill*

Circle diagram indicates the aspect of task finishing skill has the highest percentage, followed by learning concentration aspectduring lecture, Memorizing aspect of lecture material, time management, learning material take note, concentration, and the lowest percentage is reading aspect.

B. Analysis of Students Grade Point Average

This research gets image the average of students grade point average is 3,53 which is categorized into good. Learning achievement is the result of change owned by students after attending lecture. Learning achievement alsoshows the success proof which is already reached by someone.As result, it can be concluded that the maximum result gotten by someone after doing learning efforts. Students will success if they have maximal efforts to study (Bulent, Hakan, & Aydin, 2015).

Student learning result during study at college is called grade point average (GPA). Moreover learning achievement is one of student learning success indicator at the college (Bulent et al., 2015). It is caused by high or low of grade point average gotten by students will influence the number of credit hours which can be taken at the next semester (Erdem et al., 2007). Higher grade point average, more opportunity to take maximal number of credit hours (Md Rahim & Meon, 2013). As result, it is able to make students graduation time from college coming faster. Students learning achievement determines the degree of students mastery to the lecture content which is already passed (Tekkol & Demirel, 2018). Lecture which is passed through well process will gain the result with good effect. One of process passed is having good learning skill according to the students need.

C. Analysis the Relationship of Learning Skill and Grade Point Average

The data of skill research result and students grade point average is done data normality test and the result of test indicates the data has normal distribution. Then, test is done through

correlational analysis to get the correlation coefficient between two variables. Base on statistical calculation is gotten the correlation coefficient 0,272 on significance level 0,05. It means there is low relationship between learning skill and students grade point average. Based on the result of correlation coefficient calculation, the contribution of skill to learning achievement is 7,4%. It means the learning skill contribute 7,4% to students grade point average, meanwhile 92,6% is influenced by the other factors.

More than a half students success or not success is placed on the efforts and their own activities, behind the willingness factor, interest, perseverance, successwillpower, and the highest dream supporting every efforts and activities. Students will be success if they have as maximal as possible effortsby efficient learning way so that it will enhance learning achievement. Learning achievement is also defended on the learning way used (Wale & Bishaw, 2020). The factors which is able to influence the learning achievement is learning material, environment, instrumental factor, an students conditions.

Moreover, the other factors influencing can be seen on internal and external factor, internal such as physical, psychological factor and exhausted factor. Physical factor such fas healthy, disabilities and other physical condition. For instance psychological factor such as intelligence, attention, interest, talent, motivation, maturity and readiness of learning (Vadia & Ciptaningrum, 2020) . Meanwhile the other factors is physical exhausted and spiritual exhausted. The ability to centering the mind to one of learning material explained by lecturer basically is exist on every students however big or small ability on every students is different (Sharma, 2020). Learning skill needs to be developed because learning characteristics used by lecturer are not facilitating the students to develop the achievement (Hutabarat, Caswita, & Suharsono, 2019).

External factor is social and non social environment (Yeoman & Zamorski, 2008). Students social environment can be seen from parents and family, campus environment and society environment where they are lived (Novrianti, 2021). Parents character, family management practice, lecturer treat and students friends, society treatin their environment are able to give positive effect or negative effect to the students achievement (Straková & Cimermanová, 2018). It is also influenced by students learning conditions, not conducive environment, and experience (Lim & Morris, 2009). Meanwhile, non social environment like lecture building, students boarding house, learning tools, weather condition, and learning time is also viewed as boosted for students achievement.

Conclusion

Based on the previous description, it can be concluded that learning skills are active activities carried out by students in their learning activities. These activities can be in the form of reading, asking questions, concentrating, preparing tasks and other supporting activities. The better the student's learning skills, the better the student's learning outcomes which can be seen in the acquisition of the student achievement index. The results showed that there was a correlation between learning skills and student achievement.

Learning skills are very important in the process of adding knowledge. For this reason, all elements must be built consistently so that the expected learning outcomes can be achieved optimally. The better the learning skills possessed by students, the better their academic achievements will be. Skills play a very important role to achieve the best performance.

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