
**THE EFFECT OF STUDENT VALUES ON STUDENT LEARNING READINESS IN
FULL- DAY ELEMENTARY SCHOOL**

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ABSTRACT

Learning readiness has a powerful influence on student learning success. The higher the students' learning readiness, the better the student's learning success. Therefore, it is essential to identify the factors that influence student learning readiness. This study aimed to measure the student value influence on student learning readiness. The research design used in this study is quantitative research using a survey approach. Based on the saturated sampling technique, 60 students at Pandes Aisyiyah's full-day elementary school were chosen as data sources for this research. The method of analyzing data used simple linear regression. Prerequisite tests used were the normality test, multicollinearity test, heteroscedasticity test, linearity test, and hypothesis test. The research result showed the influence between student values and student learning readiness in Pandes Aisyiyah's full-day elementary school. According to the hypothesis test result, the count values directly affected the student learning readiness variable by about 6,9%, and 93,1% were affected by other factors outside the student value variable. The research finding described that student values could be a factor that uses to improve student learning readiness.

Key Words: Student Values, Learning Readiness, Fullday Elementary School.

1. INTRODUCTION

Every person always experiences life learning process. By learning, it is likely the individual to change the life to be better (Sakatsila et al., 2020). Domjan (2014) stated that the changes could be a mastery of a particular skill, changes the attitude, and has knowledge that is different from previous knowledge. The changes are desirable learning activity that is a core goal from the learning (Astuti et al., 2020). Someone must be ready to conduct education to achieve the learning goal because student learning readiness causes students' learning success. Learning readiness makes the students more prepared to respond while teaching-learning activities are running. Bloom (cited in Engin, 2017) said the readiness's educational and instructional activity process is fundamental because it is a part of the input in teaching-learning activities. Student learning readiness creates effective learning and actively involves the students to cooperate. Student learning outcomes also influence learning activities. In addition, education is one of the ways to form good values in Indonesia. As stated in the Law of Republic Indonesia Number 20 of 2003, education is a basic foundation in developing values in schools. This formula will form the young generations with values as their learning success support, like an individual who wants to

have a good character. Baloglu (2014) explained that having good character is what society wants to have. They believe that education is creating good values to nurture the culture and build good character.

Individual values of the students influence their response in receiving learning and build interaction with the teacher. For instance, Gardner et al. (1999) showed that personal readiness produces high individualistic value to express, leading to strong motivation. According to Drever (2009), readiness is required for teaching and learning due to students' tendency to follow the learning. However, mostly the students still do not have learning readiness to affect the learning process in the class that runs ineffectively. Williams (2012) stated that factors affecting learning readiness include the condition of physic, mentality, needs, and knowledge. From the abovementioned description, it can be concluded that students' readiness's initial conditions, either physically, in materials, or mentally, can respond to all of the class's learning process actions to lead to the achieved learning goal.

This study is to examine students' values toward student learning readiness in elementary school. This study is highly important to conduct since the previous study showed that values affect students' learning readiness. However, this research context is different from the previous research, whereby this study was conducted in Pandes Aisyiyah full-day elementary school, Klaten, Central Java. Pandes Aisyiyah elementary school is the school that has the highest number of students in Klaten, in which full-day school becomes the learning system. In order to nurture students' concentration while learning full day, the learning carries out with fun learning. Based on the problems found, the research focus is divided into two parts; (1) describing student learning readiness and (2) examining the influence between student values and student learning readiness.

2. LITERATURE REVIEW

Student Values

Everyone has specific values, which becomes life principles. Value is a good character or moral oriented behavioral form (Suyatno, 2019). Values have an essential role in educating the development of society (Print, 2000). The fact that girls and boys may display different grades in a home context is not without consequences (Aelenei et al., 2017). This case can create dynamics within the school culture environment. For example, McClowry (2013) stated that elementary school students tend to have high temperament due to high and low activities regarding their received assignments and negative feedback from their teacher. Otherwise, secondary school students receive positive feedback from their teachers (Guerin et al., 1994). Loose (2008) showed that students' high values are based on the actions that benefit them. Orr (2011) conveyed that student learning outcomes performed in the school are evaluated and divided into two-dimension levels: students' fondness and success. The first dimension relates to what makes students liked or not and look socially attractive. The second dimension refers to student competence, which refers to the learning process and traits such as intelligence, competence, and talent.

Learning readiness

According to Sadeghi (2017), learning is a process aimed at and usually determined from behavioral activities related to information search; students consciously receive the responsibility on goals and actions (Sadeghi & Khalili Geshnigani, 2016). According to Saeid (2017), one of the vital learning environment characteristics is readiness for independent learning. Supported by Carlton's (1999) statement, learning readiness has intuitive appeal to decide who is ready and are not to carry out the school and give who needs an additional opportunity before encountering a more demanding circumstance from a formal school. However, learning readiness success in practice requires at least three assumptions: first, defined minimum development to follow the school learning well. Second, ways that determine student learning success, and third, a viable alternative for students who are not ready to carry out school to help them be more successful.

Readiness is the whole individual condition that makes them more ready to deliver a response or answer in a certain way toward a specific situation (Slameto, 2010). A particular condition referred is physic and mental conditions so that physic and mental conditions that support individual readiness in the learning process can help achieve maximum readiness. Slameto (2010) added that two factors that influence student success in learning are external (coming from the outside individual) and internal (coming from the inside individual) factors.

The external factor is a factor that comes from the outside individual, such as family circumstance, school, and society. While internal factor is a factor that comes from an inside individual that is divided into three parts: exhaustion factors (physical exhaustion and spiritual exhaustion), physical factors (health, disability), and psychological factors (intelligence, attention, interests, talents, motives, maturity, skills and learning readiness). These factors affect student learning achievement. The students who are not ready to learn to achieve lower learning achievement, otherwise, they who are prepared to learn show higher achievement. Therefore, learning achievement level is determined by the student readiness in the learning process (Slameto, 1998). According to Jena (2016), readiness is an essential factor to study effectively and can affect student learning outcome. learning readiness is defined as the skill required by students to learn that is influenced by physical, social, and emotional development (Jena, 2016). Readiness directly affect the learning experience (Gunawardea & Duphorne, 2000).

Learning readiness as time management, independent management, also style and independent learning experience understanding (Smith, 2005). Learning readiness is studies from different literature, and it was obtained that learning readiness is likely to positively impact learning output like the interaction of student and learning perception (Demir Kaymak dan Horzum 2013). Readiness also influences satisfaction, experience, and self-confidence (Fogerson, 2005).

3. METHODS

The research design used for this study was qualitative research using a survey research design. Participants chosen for this study were the students of Pandes Aisyiyah's full-day

elementary school. The data was collected through questionnaires that consisted of two questionnaires: student values and student learning readiness. According to the saturated sampling technique, 60 students were chosen as data sources for this research. The two research tests used for this study were the classical assumption test and multiple regression test. Prerequisite tests used the normality test, multicollinearity test, heteroscedasticity test, linearity test, and hypothesis test. Besides, simple linear regression was conducted by looking at the sig. Values from student values and student learning achievement.

3. FINDINGS

Design and Procedures

A quantitative research approach was used to test the hypotheses for this study. The study population comprised of 60 students. The data collection technique used in this study was questionnaires. The data analysis technique was carried out by using simple and multiple linear regression analysis.

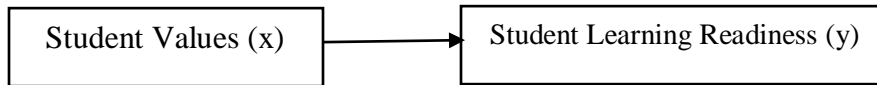


Figure 1. Research Design

Mesures

The different steps taken to test the hypothesis in this study included descriptive statistics test, classic assumption test with stages, normality test, multicollinearity test, heteroscedasticity test, linearity test, hypothesis test. The equation for the hypothesis test is: $Y = \alpha + \beta.X$ (Y = student learning readiness; X = student values). The regression analysis was performed to find out the reinforcement between the independent variable and the dependent variable. The statistic tests performed include the estimated accuracy model/determination coefficient (R²), simultaneous significance test (test F), and the individual parameter significance test.

Classical Assumption Test

This study's research sample included more than 50 respondents; the Kolmogorov Smirnov test examined data normality. This normality test is carried out to determine whether the questionnaire results are normally distributed or not.

Hypothesis:

$H_0 > 0,05$: data is normally distributed

$H_1 < 0,05$: data is not normally distributed

Sig. value $\alpha = 0,05$

The data was examined using software IBM SPSS 21. The data were transformed into a residual form, which the input obtained can be seen in Table 1 below.

Table 1. One Sample Kolmogorov Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	11.44890609
Most Extreme Differences	Absolute	.079
	Positive	.079
	Negative	-.049
Kolmogorov-Smirnov Z		.610
Asymp. Sig. (2-tailed)		.850

a. Test distribution is Normal.

b. Calculated from data.

According to Table 1, it can be seen that sig. value is 0,850. Compared to Sig. value $\alpha = 0,05$, the result shows that $0,850 > \alpha = 0,05$, then H_0 is accepted. According to the data analysis, it can be concluded that

1. Variable of student value is normally distributed, or it was taken from the normal population.
2. Variable of student learning readiness is normally distributed, or it was taken from the normal population.

Multicollinearity Test

By looking at the VIF score, it is obtained that:

1. If the VIF score is more than 10, then the conclusion is that the data tested has multicollinearity.
2. If VIF scores less than 10, then the conclusion is that the data tested do not have multicollinearity.

Hypothesis:

VIF score > 10 : data have multicollinearity

VIF score < 10 : data do not have multicollinearity

The data was examined using software IBM SPSS 21, which the input can be seen in Table 2 below.

Table 2. Coefficient Variable X

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	47.698	19.728		2.418	.019		
	Students Values	.447	.204	.276	2.189	.033	1.000	1.000

a. Dependent Variable: Student Learning Readiness

Based on Table 2 above, in column Tolerance and VIF, it has shown the results as follows: Variable of student values showed $1,000 < 10$; then multicollinearity is not shown. According to data analysis in Table 2, it can be concluded that the variable of student values do not have multicollinearity.

The Heteroscedasticity Test

Sparman Test

The data was examined using software IBM SPSS 21. Before examined, the data was transformed into absolute residual and then analyzed using Sparman Test. The input obtained can be seen in Table 3.

Table 3. Sparman Test Result

Correlations

			ABS_RES	Students Values
Spearman's rho	ABS_RES	Correlation Coefficient	1.000	.012
		Sig. (2-tailed)	.	.926
		N	60	60
	Students Values	Correlation Coefficient	.012	1.000
		Sig. (2-tailed)	.926	.
		N	60	60

According to Table 3, column sig. value shows that variable of student value is $0,926 > 0,05$, then H_0 is accepted. According to the data analysis above, it can be concluded that heteroscedasticity does not occur in the variable of student values.

Autocorrelation Test

Autocorrelation is one of the classical assumption test used to know whether, in the linear regression model, there is a correlation between the failure of period t and the failure of period

$t - 1$. It means that the current condition is affected by the previous condition; in other words, autocorrelation often occurs in the data time series. In which good data means data that do not include autocorrelation in it.

Autocorrelation divides into two kinds: positive autocorrelation and negative autocorrelation. Autocorrelation relates to *error*, so two types of autocorrelation also relate to *error*. Positive autocorrelation is autocorrelation that is error always followed by the same *error* sign. For instance, when the previous period is positive, then the next error will also be positive. Otherwise, negative autocorrelation causes a different *error* sign. For example, when the previous period showed a negative score, the next error would also be negative. The data was examined using software IBM SPSS 21, which the input obtained can be seen in Table 4.

Table 4. Summary Model

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.276 ^a	.076	.060	11.547	1.687

a. Predictors: (Constant), Students Values

b. Dependent Variable: Student Learning Readiness

According to Table 4, in column Durbin-Watson, it was found that the autocorrelation score is 1,678. Compared to the abovementioned hypothesis, the score of dU and dL is taken from table Durbin-Watson. It was obtained that $dU = 1,6162$ and $dL = 1,5485$, the test score is $dU < d < 4 - dU$ or $1,6162 < 1,687 < 2,3838$. From the data analysis, it can be concluded that there is no autocorrelation from the data. It means that student value as the independent variable does not have autocorrelation toward regression test.

Linearity Test

The data was examined using software IBM SPSS 21, input obtained can be seen in Table 5.

Table 5. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Student Learning Readiness * Student Values	Between Groups	(Combined)	3237.188	25	129.488	.808	.707
		Linearity	595.542	1	595.542	3.717	.062
		Deviation from Linearity	2641.646	24	110.069	.687	.829
	Within Groups		5446.812	34	160.200		
	Total		8684.000	59			

According to Table 5, it appears that the *deviation from linearity sig.* is 0,829. Compared to sig. Value $\alpha = 0,05$, the result shows that $0,829 > 0,05$, then there is a significant linear relationship between student value and student learning readiness.

Regression Line Equation

Table 6. Regression Equation Result

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.013	20.375		2.406	.019
	Student Values	.435	.211	.262	2.067	.043

a. Dependent Variable: Student Learning Readiness

Based on the regression test in Table 6, it was obtained that the regression equation can be written as follow:

$$Y = 49,013 + 0,430 X$$

Description:

Y = student learning readiness

α = Constanta

X_i = student value

Simple linear regression equation coefficients above can be defined as follows:

Constanta (α) is 49,013 that has meaning if an independent variable consisting of student value is considered constant, then student learning readiness is also constant about 49,013.

The regression coefficient of student value is 0,430 that has the meaning that every ratio increase of student value is 1 unit will decrease student learning readiness is 0,430 unit, if student value decreases about 1 unit, then student learning readiness also decreases about 0,430.

Hypothesis Test

To find out the results, whether there is an effect of student value and student learning readiness, it was estimated with simple regression analysis. In this case, the data is analyzed from the partial result to determine the research hypothesis. Table 7 below is the test result that was estimated by software IBM SPSS 21.

Table 7. Hypothesis Test Result

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.698	19.728		2.418	.019
	Students Values	.447	.204	.276	2.189	.033

a. Dependent Variable: Student Learning Readiness

Based on Table 7. It was found that sig. value is 0,03 that means $0,03 < 0,05$, the H_1 is accepted. Therefore, there is a significant influence between student scores toward student learning readiness.

Determination Coefficient Test

Based on the measurement estimated using software IBM SPSS 21, the result showed that the independent variable’s determination result could be seen in Table 8.

Table 8. Determination Coefficient Test Result

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
1	.262 ^a	.069	.053	11.809	.069

a. Predictors: (Constant), Student Values

1. *R or Multiple R*

R shows the correlation between the independent and dependent variables. It can be said that the simple correlation between the variable of student value toward student learning readiness of 0,262.

2. *R Square*

The determination coefficient shows the direct influence of the variable student scores on student readiness expressed as a percentage. Count score is 0,084, which means that the variable of student value directly influences the student learning readiness variable, about 6,9%. While out 100%-6,9%, 93,1% is influenced by other factors outside the student value variable.

3. *Adjusted R Square*

Adjusted R Square is the determination coefficient that has been corrected by sample total and size to decrease bias element while adding a variable. *Adjusted R Square* of 0,0 means the variance of student learning readiness variable can be explained by student value variable of 5,3% or student value variable influences student learning readiness variable of 5,3%.

4. *Error of the Estimate*

Std. Error of the Estimate shows the deviation between the regression equation with the real dependent value of 11,809 dependent variable unit (if the student learning readiness variable is in units, the deviation magnitude is 11.809 units). The smaller *Std. Error of the Estimate* value, the better regression equation as a prediction tool.

4. DISCUSSION AND CONCLUSION

Based on data analysis, the calculation result is 0,084, which means that the student value variable directly influences the student learning readiness variable of 6,9%. Out of 100%-6,9%, 93,1% is affected by other factors outside the student value variable. The result showed that student values influence student learning readiness.

This research result showed that the research conclusion was consistent with the previous research results, which showed that learning activities have little effect on individuals if the achievement does not match the student values. The accomplishment of one to another is different due to different values (Heckhausen, 1977; Pudelko & Boon, 2014). It means that student value is turning out to influence student learning in the class and student achievement. Liem and Nie (2008) said value is motivation and affects students to achieve the learning goals.

Pudelko and Boon's (2014) research explained that values as (1) belief, (2) related to desirable final situation or behavior, (3) beyond specific situation, (4) guidance of selecting or the evaluation of behavior, people, and phenomenon, and (5) the importance of other values to form value priority system. It shows that values are a guiding principle in readiness, implementation, and learning goals influenced by student motivation. Readiness and goals are positively correlated by the values that emphasized self-discipline, respect, and obedience to norms and society (Schwartz, 2012). This result also supports Carlton's (1999) explanation that learning readiness has the intuitive appeal of determining who is ready and is not prepared for school.

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