

The Effect of Learning Patterns on Students' Academic Achievement of Class X At Pondok Pesantren Mizabul Ulum NW

¹Jumadil Paris, ²Masyudi, ³Haril Azhari

^{1,2}Student, English Education, Institut Pendidikan Nusantara Global, Indonesia

³Student, Primary Teacher Education, Institut Agama Islam Hamzanwadi, Indonesia

Co. Author Email: jmdlfrz@gmail

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pola belajar terhadap prestasi akademik siswa kelas X di Pondok Pesantren Mizabul Ulum NW. Pola belajar merupakan salah satu faktor penting yang memengaruhi keberhasilan siswa karena berkaitan dengan kebiasaan belajar, manajemen waktu, disiplin belajar, dan motivasi dalam proses pembelajaran. Dalam lingkungan pesantren, siswa menghadapi tuntutan pembelajaran yang unik karena adanya integrasi antara pendidikan agama dan pendidikan umum sehingga strategi belajar yang efektif sangat diperlukan. Penelitian ini menggunakan desain kuantitatif korelasional dengan melibatkan 14 siswa sebagai populasi penelitian. Data dikumpulkan melalui angket dan dokumentasi nilai akademik. Angket terdiri atas 20 item skala Likert yang berkaitan dengan persiapan belajar, pengelolaan waktu, kegiatan mengulang materi, konsentrasi, dan evaluasi diri. Data dianalisis menggunakan statistik deskriptif dan korelasi Pearson Product Moment dengan bantuan SPSS versi 25. Hasil penelitian menunjukkan adanya hubungan positif sedang antara pola belajar dan prestasi akademik dengan nilai korelasi $r = 0,62$ dan taraf signifikansi $p < 0,05$. Temuan ini menunjukkan bahwa siswa yang menerapkan pola belajar terstruktur secara konsisten cenderung memperoleh prestasi akademik yang lebih baik. Selain itu, lingkungan pesantren turut memberikan kontribusi positif dalam membentuk kedisiplinan dan tanggung jawab siswa dalam belajar. Penelitian ini menyimpulkan bahwa pola belajar yang efektif dan teratur memiliki pengaruh signifikan terhadap prestasi akademik siswa. Oleh karena itu, pendidik disarankan untuk membimbing siswa dalam membangun kebiasaan belajar yang berkelanjutan dan strategi belajar mandiri guna meningkatkan hasil pendidikan.

Abstract

This study aims to investigate the effect of learning patterns on students' academic achievement among Class X students at Pondok Pesantren Mizabul Ulum NW. Learning patterns are considered an important factor influencing students' success because they shape study habits, time management, learning discipline, and students' motivation in the learning process. In Islamic boarding schools, students face unique educational demands due to the integration of religious and general education subjects, making effective learning strategies highly necessary. This research used a quantitative correlational design involving 14 students as the research population. Data were collected through questionnaires and academic documentation. The questionnaire consisted of 20 Likert-scale items related to study preparation, time management, review activities, concentration, and self-evaluation. The collected data were analyzed using descriptive statistics and Pearson Product Moment correlation through SPSS version 25. The results revealed a moderate positive correlation between learning patterns and academic achievement with a correlation coefficient of $r = 0.62$ and significance level $p < 0.05$. The findings indicate that students who

consistently apply structured learning patterns tend to obtain higher academic performance. Furthermore, the pesantren environment contributes positively to shaping students' discipline and responsibility in learning activities. This study concludes that effective and self-regulated learning patterns significantly influence students' academic achievement. Therefore, educators are encouraged to guide students in developing sustainable study habits and independent learning strategies to improve educational outcomes.

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INTRODUCTION

Education plays an important role in developing students' intellectual abilities, character, and future competencies. One indicator of educational success is students' academic achievement, which reflects the outcomes of the learning process. Academic achievement is influenced by various internal and external factors, including motivation, learning environment, teaching methods, and learning patterns adopted by students. Among these factors, learning patterns are considered highly influential because they directly shape students' study habits and learning consistency.

Learning patterns refer to students' habitual ways of organizing learning activities, managing study time, reviewing materials, and maintaining concentration during the learning process. Students with effective learning patterns generally show better academic performance because they are more disciplined, focused, and responsible in completing academic tasks. Conversely, students with poor learning habits often experience difficulties in understanding lessons and achieving optimal academic results.

In the context of Islamic boarding schools or pesantren, students experience unique learning conditions. Besides studying general academic subjects, students must also participate in religious learning activities and dormitory programs. These multiple responsibilities require students to possess good time management and effective learning strategies. Therefore, learning patterns become an important factor that determines whether students can adapt successfully to the educational demands within pesantren environments.

Pondok Pesantren Mizabul Ulum NW is one of the Islamic educational institutions that combines religious and formal education. Students are expected to maintain academic performance while simultaneously participating in various pesantren activities. However, differences in students' study habits and discipline often result in varying levels of academic achievement. Some students demonstrate high consistency in learning activities, while others struggle to maintain regular study routines.

Previous studies have indicated that learning patterns significantly contribute to academic success. Zimmerman (2002) explained that self-regulated learning enables students to organize and evaluate their learning processes independently. Similarly, Shih and Gamon (2002) found that effective learning strategies positively influence students' academic outcomes. Despite these findings, limited research has specifically examined learning patterns within pesantren settings, particularly among small student populations.

Based on these conditions, this study aims to investigate the effect of learning patterns on students' academic achievement among Class X students at Pondok Pesantren Mizabul Ulum NW. This research is expected to contribute to the development of effective learning

strategies in pesantren education and provide insights for teachers and school administrators in improving students' academic performance.

RESEARCH METHOD

This research employed a quantitative approach with a correlational research design. Quantitative research was chosen because it allows researchers to measure relationships between variables using statistical analysis. The correlational design was applied to determine the relationship between students' learning patterns and academic achievement.

The population of this study consisted of 14 Class X students at Pondok Pesantren Mizabul Ulum NW. Since the number of students was relatively small, all students were involved as research participants. The study was conducted during the 2025 academic year.

Data collection was carried out using two instruments, namely questionnaires and documentation. The questionnaire was designed to measure students' learning patterns. It consisted of 20 Likert-scale items divided into several indicators, including learning preparation, time management, concentration during study, material review activities, and self-evaluation practices. Each item provided five response options ranging from strongly agree to strongly disagree.

Academic achievement data were obtained through students' academic records provided by the school administration. The collected scores represented students' learning outcomes during the semester.

Before the instruments were distributed, validity and reliability testing were conducted. Instrument validity was assessed through expert judgment to ensure the appropriateness of questionnaire items. Reliability testing was conducted using Cronbach's Alpha coefficient to determine internal consistency. The results indicated that the instrument was reliable and suitable for data collection.

Data analysis employed descriptive statistics and inferential statistics. Descriptive statistics were used to present frequency distributions, percentages, means, and categories of students' learning patterns and academic achievement. Inferential analysis used Pearson Product Moment correlation to determine the strength and significance of the relationship between variables. SPSS version 25 was used to process the data with a significance level of $\alpha = 0.05$.

FINDINGS AND DISCUSSION

Research Findings

The results of the questionnaire indicate that most students demonstrated moderate to high consistency in their learning patterns. Students who regularly reviewed learning materials, managed study time effectively, and maintained learning discipline tended to obtain better academic scores.

Table 1. Frequency Distribution of Academic Achievement

No	Interval	Frequency	Percentage	Category
1	85–100	3	21.43%	Very Good
2	75–84	6	42.86%	Good
3	65–74	4	28.57%	Fair
4	55–64	1	7.14%	Poor
	Total	14	100%	

The table shows that the majority of students were categorized in the “Good” category, representing 42.86% of participants. Only one student fell into the “Poor” category. This indicates that most students achieved satisfactory academic performance.

The Pearson Product Moment analysis revealed a correlation coefficient of $r = 0.62$ with a significance value below 0.05. This result indicates a moderate positive relationship between learning patterns and academic achievement. In other words, students with more organized and disciplined learning patterns tended to achieve higher academic performance.

Discussion

The findings of this study confirm that learning patterns significantly influence students’ academic achievement. Students who consistently apply effective study habits tend to perform better academically because they can organize learning activities more efficiently. Effective learning patterns encourage students to become more independent, disciplined, and responsible in completing academic tasks.

The correlation coefficient of $r = 0.62$ indicates a moderate positive relationship between the two variables. This suggests that learning patterns contribute meaningfully to academic achievement, although other factors such as motivation, teacher support, family background, and learning facilities may also influence students’ performance.

These findings are consistent with Zimmerman’s theory of self-regulated learning, which emphasizes that students who actively regulate their learning process generally achieve better academic outcomes. Self-regulated learners are capable of planning learning activities, monitoring progress, and evaluating their own understanding. Such abilities help students maintain learning consistency and improve achievement.

In pesantren environments, discipline and structured routines are essential aspects of daily life. Students are required to follow schedules related to academic lessons, religious studies, prayers, and dormitory activities. This structured environment indirectly trains students to manage time and develop disciplined learning habits. Therefore, pesantren education may positively support the development of effective learning patterns.

The findings also support previous studies conducted by Ha (2021) and Shih and Gamon (2002), which concluded that effective learning strategies positively affect academic performance. Students who maintain consistent learning routines generally show better comprehension and stronger academic outcomes compared to students with irregular study habits.

Moreover, students with effective learning patterns tend to possess higher motivation and confidence during the learning process. They are more prepared to participate in classroom activities, complete assignments, and face examinations. Effective learning habits also reduce academic stress because students can organize study activities systematically.

However, several students still demonstrated lower academic performance despite being in a disciplined educational environment. This condition indicates that learning patterns are not the only determinant of achievement. Individual differences such as intellectual ability, emotional condition, parental support, and learning resources also contribute to students’ success.

Another important finding is that students who frequently review materials and evaluate their understanding achieve better results compared to students who only study before examinations. Continuous review activities help strengthen memory retention and improve understanding of subject materials.

The implementation of effective learning strategies should therefore become an important concern for educators and school administrators. Teachers need to guide students in

developing study schedules, improving concentration, and applying independent learning techniques. Schools may also organize academic mentoring programs or study skills workshops to help students improve learning effectiveness.

In addition, integrating digital learning resources may further support students' learning patterns. Technology-based learning tools can provide students with more flexible access to educational materials and encourage self-directed learning activities. Therefore, pesantren institutions should consider combining traditional discipline with modern educational technology to enhance students' academic achievement.

Overall, the study demonstrates that learning patterns play a crucial role in determining students' academic success. Structured and disciplined learning habits help students adapt to educational demands and achieve better learning outcomes. Consequently, strengthening students' learning patterns should become an important strategy in improving educational quality within pesantren institutions.

CONCLUSION

This research concludes that learning patterns significantly influence students' academic achievement among Class X students at Pondok Pesantren Mizabul Ulum NW. Students who consistently apply structured and disciplined learning habits tend to achieve higher academic performance compared to students with less organized learning patterns. The correlation analysis showed a moderate positive relationship between learning patterns and academic achievement with a correlation coefficient of $r = 0.62$.

The findings also indicate that the pesantren environment contributes positively to students' learning discipline through structured daily activities and educational routines. Effective learning patterns help students manage study time, improve concentration, and strengthen understanding of learning materials. Therefore, teachers and educational institutions should encourage students to develop sustainable and independent learning strategies to improve academic outcomes.

RECOMMENDATION

Future researchers are recommended to involve larger populations from various pesantren institutions to obtain broader research findings. Additional variables such as motivation, parental involvement, peer influence, and digital learning tools should also be explored to provide deeper understanding regarding factors affecting academic achievement.

Educational institutions are encouraged to organize study skills training programs, mentoring activities, and academic guidance to help students develop effective learning patterns. Teachers should continuously motivate students to maintain learning consistency and self-discipline in daily study activities.

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