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The Influence of Mental Health, Study Habits and Achievement Motivation on Students' Success at MTsN 4 Surabaya

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Abstract

This study aims to investigate the effect of mental health and study habits on student achievement at State Tsanawiyah Madrasah 4 Surabaya City. The study population included all State Tsanawiyah Madrasah 4 Surabaya City students, totalling 704 students. The research sample was randomly drawn from students in Class VII, totalling 277 students. Data analysis was conducted using the statistical method of regression analysis to identify the extent of the influence of the three independent variables on the dependent variable. The results showed that students' mental health has a significant influence on learning achievement. Students with good mental health tend to be able to cope with pressure and stress, allowing them to focus and concentrate better during the learning process. Students' study habits were also shown to play an important role in shaping learning achievement. Regular and structured study habits help students to effectively manage time and study tasks, creating the basis for optimal achievement. In conclusion, mental health and study habits play a crucial role in shaping student achievement.

Introduction

Education problems in Indonesia that have not been fully resolved are
an obstacle to achieving the expected quality of education. Awareness of the
importance of education is still lacking in some levels of society, so many
students face the problem of dropping out of school. The high cost of
education also contributes to this problem. The impact of not resolving this
problem can be felt in the quality of education output, where graduates are
expected to be able to compete in an increasingly competitive world of work.
Students need to be actively involved in gaining knowledge through formal
education. Every learning activity carried out by students should be routine
and sustainable until it becomes a permanent and automatic learning habit.
Repetitive and continuous learning activities have a key role in forming
effective study habits. Students need to be involved in a learning process that
allows them to be active (Lembong et al., 2015). In this way, learning
becomes an obligation and becomes an activity that is inherent in students
(Andayani, 2004).

Learning activities are among the most basic activities. This means
that the success or failure of achieving educational goals depends a lot on
how the learning process is experienced by students. Learning is a relatively
permanent stage of change in all individual behavior as a result of experience
and interaction with the environment which involves cognitive processes.
Measuring learning outcomes is intended to determine how far students'
behavior has changed after the learning process. Measurements carried out by
teachers usually use tests as a measuring tool. The results of these
measurements are in the form of numbers or statements that reflect students'
level of mastery of subject matter, which is better known as learning
achievement. Learning achievement reflects students' efforts and abilities to
explore their full potential to achieve optimal results. In education, the term

learning achievement does not just refer to academic achievement alone, but also includes aspects of developing knowledge and forming the character of students (Ra'ufuatun, 2015). Compared to learning outcomes, which are more general in nature, learning achievements focus more on students' achievement of mastering the subject matter. Learning achievement indicates students' ability to explore, understand, and apply the knowledge they gain during the learning process (Winataputra, 2008). Learning achievement also includes students' ability to solve problems, think critically, and develop other skills that support their development as comprehensive individuals (Darmanto et al., 2014). Apart from that, of course good quality education also influences student learning achievement, as does the student's environment (Mardikaningsih & Darmawan, 2020).

Mental health has a significant influence on learning achievement and has become a crucial aspect for achieving one's academic success (Kalimatusyaro, 2021). According to Karina et al. (2012), psychology as a science that studies behavior and mental processes, has the main goal of growing and developing people's mental health. The scope of mental health involves the psychological and emotional conditions of individuals, playing an important role in cognitive abilities, motivation, and adaptation to the learning environment (Yanti et al., 2013). Students who have good mental health tend to be better able to deal with pressure and stress, allowing them to focus, concentrate, and absorb information more effectively (Hamalik, 2000). Optimal mental health also plays a role in maintaining a high level of motivation, which is very important for achieving educational goals (Darmawan, 2015). On the other hand, poor mental health conditions can hinder the learning process. Psychiatric disorders, anxiety, or depression can interfere with concentration, reduce memory, and reduce motivation to learn.

Therefore, supporting students' mental health in an educational environment is not only for their academic success, but also for their development as individuals.

The process of learning habits plays a central role in determining student behavior and actions in learning. Consistency in study habits has a significant impact on students' ability to master subject matter and achieve study success at school. Good study habits reflect behavioral patterns that have been ingrained in students, so they directly influence their final learning outcomes. A structured study schedule makes it easier for students to organize and manage study materials in a more organized manner (Sinambela et al., 2014). In this way, students' expectations regarding their learning outcomes can be achieved optimally. The concept of delay avoidance emphasizes students' ability to complete tasks by considering time use, punctuality, and learning discipline. Students who are able to manage their time well and are disciplined in studying tend to have better adaptability to academic demands. Meanwhile, work methods reflect student learning designs that have been planned according to learning skills and strategies (Bagheri et al., 2013). A structured learning plan helps students to face each academic task. By combining these concepts, learning habits are defined as everything that students do through learning activities. The importance of study habits lies in their ability to save students time and thought in each task. When a student is able to change his study habits for the better, the positive impact on the development of his learning achievement will be real (Wijaya & Saputri, 2019).

The educational process focuses on the transfer of knowledge and involves various aspects that can shape the character and learning achievements of students. For this reason, it is important to understand the three key factors that can influence student learning achievement, namely

mental health and study habits. Based on the background explanation and supported by phenomena in the field, the aim of this research is to determine the influence of mental health and study habits on the learning achievement of State Tsanawiyah Madrasah 4 Surabaya City students.

Method

This research is quantitative in nature, with the main objective being to measure the extent of the influence of mental health and study habits on learning achievement. The population of this research is 704 State Tsanawiyah Madrasah 4 Surabaya City students. For this research, 277 students from Class VII will be taken. The research sample will be chosen randomly from this population. The number of samples taken must include sufficient variation to represent the diversity of students and learning situations.

The research instrument used was a questionnaire to collect data regarding students' perceptions of mental health and study habits on academic achievement. The questionnaire will include structured questions related to the research variables. The research variables consist of independent variables (mental health and study habits) and dependent variables (learning achievement). The following is an explanation of operational definitions and research indicators:

1. Student mental health (X1) is a condition where mental functions in students work optimally so that students can carry out productive activities in their domain (Hanurawan, 2012). Mental health indicators according to Lim et al. (2021) consists of acting normally that is applicable or appropriate; can regulate emotions; can apply one's own abilities; can carry out general social activities; know the risks of each action that will be taken; and can control desires in order to achieve

long-term goals, and is able to learn from experience and is usually happy.

2. Student study habits (X2) are the way students manage time, handle learning tasks, and everything related to the learning process with the following indicators: time spent studying every day; learning methods used, students' ability to arrange study schedules, and use of additional learning resources (Akmal et al., 2015).

3. The definition of learning achievement (Y) is the result of assessment activities expressed in numbers or symbols, all of which are about the progress of student learning outcomes during a certain period (Harahadp et al., 2021). According to Usun (2004), learning achievement can be measured based on several indicators including concern for learning; learning style; learning dimensions; and trust systems.

Data collection was carried out by distributing questionnaires to a selected sample of students. The data collected in this research will undergo analysis using statistical methods, especially regression analysis. The main aim of this analysis is to identify and understand the extent of the influence of mental health and high-achieving study habits on learning achievement. Regression analysis brings significant benefits in providing a more detailed and measurable picture of the relationship between variables that are the focus of research. Using this technique, we can understand the extent to which changes in one variable predict changes in another variable, allowing researchers to identify and measure a large number of factors that influence the observed phenomenon.

To ensure the validity and reliability of the regression analysis results. By combining regression analysis with a series of such tests, this research provides a more detailed picture of the relationships between variables and ensures the validity, reliability and reliability of the findings. This will

increase the credibility of the research and make it more scientifically acceptable.

Result And Discussion

Data collection carried out at State Tsanawiyah Madrasah 4 Surabaya City achieved a positive and significant level of participation, with 82 students responding well to the questionnaire. These figures reflect the strong level of engagement of students in the research, demonstrating their enthusiasm and cooperation in providing relevant responses to the questionnaire questions. This large enough number of respondents can increase the validity and representativeness of the data obtained, strengthening the validity of research findings. Good participation from students in the data collection process can also provide a more comprehensive picture of the phenomenon under study, supporting the completeness of the information obtained from the questionnaire results.

The validity test was carried out on two independent variables, namely mental health and study habits, as well as one dependent variable, namely student learning achievement. Test results using SPSS output show that not a single statement item was eliminated because the corrected total item correlation value was > 0.3. In reliability testing, the Cronbach's Alpha value must exceed 0.6. The results of reliability testing show that the mental health variable has a value of 0.971, the study habits variable reaches 0.797, and the student learning achievement variable has a value of 0.951. This means that all variables are considered reliable as measurement tools.

Table 1
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	718.899	2	359.449	465.118	.000[b]
	Residual	61.052	79	.773		
	Total	779.951	81			

The next step is the F test. From Table 1, the results of the F test show that the calculated F value reaches 465.118, with a significance level of 0.000. Because this probability value is less than 0.05, it can be concluded that the regression

equation shows strong significance. This analysis indicates that the variables of
mental health and study habits when combined have a significant influence on
student learning achievement at State Tsanawiyah Madrasah 4 Surabaya City.
Therefore, these results confirm that factors such as mental health and study habits
play an important role in simultaneously influencing student learning achievement at
State Tsanawiyah Madrasah 4 Surabaya City.

Table 2
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.960[a]	.922	.920	.879

The next stage involves analysis using the coefficient of determination (R^2).
The R value obtained in this study reached 0.960. Furthermore, the R Square value
was recorded at 0.922. These results indicate that around 92.2% of the variation in
student learning achievement at State Tsanawiyah Madrasah 4 Surabaya City can be
explained by variables such as mental health and study habits. The remaining 7.8%
of the variation is influenced by other factors not included in the scope of this study.

Table 3
t test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.071	.565		.126	.900
X1	.455	.040	.587	11.256	.000
X2	1.212	.149	.425	8.145	.000

The results of this research form a regression model which can be explained
by the equation: $Y = 0.071 + 0.455X1 + 1.212X2$. From this model, it can be
concluded that if all variables, such as mental health (X1) and study habits (X2),
have a value of zero, then the predicted student achievement score will be around
0.071.

Apart from that, from Table 5 it can be seen that there is high significance
for the mental health variable with a value of 0.000. The State Tsanawiyah
Madrasah 4 Surabaya City study habits variable also shows high significance,
namely 0.000. Based on achieving such significance, it can be explained that mental

health and study habits have a significant role in realizing the learning achievement of State Tsanawiyah Madrasah 4 Surabaya City students. This is caused by the significance value being less than 0.05. If you look at each coefficient of the independent variable, it can be concluded that between mental health and study habits, study habits have a greater value, namely 1.212, compared to the coefficient value for mental health of 0.455. These results indicate that study habits are the variable that has the greatest influence on the formation of student learning achievement compared to mental health**.**

The findings show that mental health has a significant influence on the learning achievement of State Tsanawiyah Madrasah 4 Surabaya City students. This is in accordance with findings from Djannah (2020); Kalimatusyaro (2021); Juniati et al. (2022) which also shows that mental health plays an important role in influencing student learning achievement. Students with good mental health tend to be better able to deal with pressure and stress that arises during the learning process. This ability gives them an edge in maintaining focus and concentration, which in turn, is able to absorb and process information more effectively. On the other hand, students who experience mental health problems, such as mental disorders, anxiety, or depression, may experience difficulty in overcoming psychological barriers that hinder the learning process (Dumyati, 1998). Additionally, optimal mental health also contributes to high levels of motivation. This motivation is needed so that students can undertake their learning journey with enthusiasm and determination, and are able to overcome obstacles that arise during the process (Suryabrata, 2004). Thus, understanding the relationship between mental health and student achievement is important for developing educational strategies that focus on students' psychological well-being.

Study habits have a role in shaping the learning achievements of State Tsanawiyah Madrasah 4 Surabaya City students. This is in accordance with findings from Julius and Evans (2015); Wijaya and Saputri (2019); Reyes et al. (2023). According to this research, the process of learning habits has an influence and plays a central role in determining student behavior during the learning process. The

presence of positive study habits can be the main key to guiding students towards achieving optimal achievement. The existence of good study habits includes technical aspects such as effective study time or the use of appropriate learning methods and includes students' mental attitudes and motivation towards learning (Sutarjo et al., 2007). Positive study habits encourage students to be active and focused, help them overcome challenges, and build a sense of responsibility for their learning (Mashayekhi, 2014). Therefore, it is hoped that implementing good study habits at State Tsanawiyah Madrasah 4 Surabaya City can become a strong foundation for improving student learning achievement in a sustainable manner. Educators can focus on guiding students to build positive learning habits, both through cultivating self-discipline, efficient use of learning resources, and developing intrinsic motivation (Damsi, 2018).

Conclusion

Based on the findings that mental health and study habits have a significant influence on student learning achievement, it can be stated that mental health plays an important role in achieving optimal learning achievement. Students with good mental health tend to have resistance to pressure, focus and high motivation to learn. In addition, regular and structured study habits play an important role in shaping student success. Good study habits can lead to learning efficiency and positive academic outcomes.

For this reason, the suggestions that researchers can give are: 1) It is important to raise awareness about mental health among students, teachers and parents. Education and outreach programs regarding the importance of maintaining mental health can be implemented. 2) Schools can integrate learning about developing effective study habits in the curriculum. This includes assigning assignments on a regular schedule, time management, and good study strategies. 3) Schools should provide mental health support services, such as counseling, to help students deal with stress and anxiety which can affect academic achievement. 4) Teachers must monitor development and mental condition so that the motivation of each student can be developed optimally towards achieving optimal learning

achievement. 5) Parents have an important role to play in supporting their children's mental health and study habits. Schools can provide guidance to parents on how to help children develop positive learning routines. 6) An approach is needed that combines attention to aspects of mental health and study habits. By understanding the relationship between the two, schools can create an educational environment that supports student growth and learning achievement.

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