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Study Habits of Undergraduate Students During Pandemic of Covid-19

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Abstract: The spread of the corona virus (COVID-19) forces face-to-face learning activities to turn into virtual meetings in various online applications. This new learning system requires students to adjust their learning habits and be different from what they receive in conventional face-to-face classes. This study designs to determine the study habits of students during the COVID-19 pandemic. Seventy three undergraduate students from the Department of English Education, Universitas Indraprasta PGRI on Academic Year 2019/2020 was involved in this study. To collect data used a questionnaire containing 30 items with 2 answer options; and analyzed descriptively by considering five indicators of study habits (Time Management, Classroom Attendance & Participation, General Study Strategies, Exam Preparation and Note-taking). The results indicated that female students had better learning habits than male students, especially in time management, were active in learning activities, the ability to find learning materials / references, and the ability to take notes in general. Meanwhile, male students are more prepared than female students. The implications of this study are also a big part of the discussion in this article.

Key Words: Covid-19; Online learning; Study habit; University

Abstrak: Penyebaran virus corona (COVID-19) memaksa kegiatan pembelajaran dengan tatap muka berubah menjadi pertemuan virtual dalam berbagai aplikasi online. Sistem pembelajaran baru ini menuntut siswa untuk mengubah kebiasaan belajarnya dan berbeda dari yang mereka dapatkan di kelas tatap muka konvensional. Penelitian ini bertujuan untuk mengetahui kebiasaan belajar mahasiswa selama pandemi COVID-19. Tujuh puluh tiga mahasiswa program sarjana Departemen Bahasa Inggris Universitas Indraprasta PGRI Tahun Akademik 2019/2020 dilibatkan dalam studi ini. Untuk mengumpulkan data digunakan sebuah kuesioner yang memuat 30 item dengan 2 pilihan jawaban; dan dianalisis secara deskriptif dengan mempertimbangkan lima indikator kebiasaan belajar (Manajemen Waktu, Kehadiran & Partisipasi Kelas, Strategi Studi Umum, Persiapan Ujian dan Pencatatan). Hasil penelitian menunjukkan bahwa siswa perempuan memiliki kebiasaan belajar yang lebih baik daripada laki-laki, khususnya pada indikator manajemen waktu, aktif dalam kegiatan belajar, kemampuan mencari bahan/referensi belajar, dan kemampuan mencatat secara umum. Sementara itu, siswa laki-laki lebih siap dibandingkan dengan perempuan. Implikasi studi ini juga menjadi bagian penting yang didiskusikan dalam artikel ini.

Kata Kunci: COVID-19; Pembelajaran daring; Kebiasaan belajar; Universitas

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INTRODUCTION

Currently, the world is shocked by the outbreak of a disease caused by a virus called Corona or known as Corona Virus Diseases-19 (Covid-19). The virus that allegedly started to spread on December 31, 2019, in the Chinese city of Wuhan, is currently spreading to almost all corners of the world so quickly, that the World Health Organization (WHO) on March 11, 2020, declared the outbreak a global epidemic. Hundreds of thousands of people have been infected with the virus worldwide, even tens of thousands have died. The difficulty of handling the outbreak has led world leaders to implement super strict policies to break the chain of the spread of Covid-19. Not only casualties, but Covid-19 also makes changes in all areas of human life, (Dong et al., 2020; Wong et al., 2020).

One of the fields that received the impact of this incident is the field of Education. The learning process must be carried out at home, and the learning process that was initially carried out with face-to-face changes to online learning (Mahitsa & Mahardini, 2020; Mishra et al., 2020). Online learning is learning that is carried out outside of school, is more flexible following the wishes of students. Online learning provides opportunities for students to interact with many people independently to achieve learning goals (Hwang et al., 2020). If online learning is carried out in a structured manner and is prepared with the right system and is supported by a learning component, this learning will have a very positive impact.

Many problems occur when online learning is carried out, this problem is for most students prefer face- to-face learning. Online learning is not fun because the methods used in learning are monotonous and online learning causes students to experience stress (Maulana & Iswari, 2020; Patricia, 2020). This problem has led to the addiction of students to devices (Liu et al., 2020). In addition to problems stemming from students, another problem with online learning is that the use of technology also has its problems, many factors hinder the effectiveness of online learning, including the low mastery of technology. We have to admit that not all teachers are technologically literate, especially teachers of generation X (born in 1980 and below), whose use of technology was not yet massive. Furthermore, the limited facilities and infrastructure. Ownership of technology support devices is also a problem in itself. Not all teachers and students can own technological devices such as smartphones. Then, the internet network problem. Not all schools are connected to the internet and not all teachers are used to using it daily. The next problem is cost. To connect to the internet requires the cost of purchasing an internet quota, which causes teachers and students to issue a new budget for purchasing an internet quota. Meanwhile, not all teachers and students have the extra money to buy it. Unfortunately, all challenges above also are faced by our undergraduate students in University of Indraprasta.

This shifting of teaching and learning from live learning to closed homes in such an abrupt and hurried manner together with the prolonged closure and home confinement during the pandemic also give an impact on the students' study habits. Through online learning, new behaviors are formed. This is in accordance with behaviorism learning theory where learning creates behavior change (Farooq & Javid, 2012). In the end, students do not depend on the lecturers' explanations and they actively seek knowledge and develop insights through the digital media. During the implementation of online learning, students can save time at school or campus by following the learning process from home, especially for those who live in big cities with traffic congestion problems. students can also do other activities outside of class hours because learning that is usually done in the classroom can now be done from home. Unfortunately for some students, this becomes a problem. Staying at home means that they do more homework and help their parents at work, so they sometimes neglect their tasks. In this case, the family has an influence on the learning process of the students.

The usage of online learning additionally expects students to act naturally coordinated and self-roused. Self-coordinated learning is defined as an interaction wherein students assume liability in understanding their adapting needs, building up their learning objectives, and executing learning systems and assessments (Knowles, in Kebritchi et al., 2017). Students must be active to pose further questions to the lecturers and look for extra references with respect to the material being concentrated despite the fact that numerous sites give online course material. Other than that, students' time management expertise is viewed as significant for forming students' preparation to partake in online courses (Hill, 2002; Roper, 2007). There are heaps of issues concerning the amassing of assignments during online learning. This can happen in light of the fact that students can't deal with their time management to complete them. Subsequently, to stay away from performs multiple tasks, students should structure their time better.

A study conducted by Yeboah and Smith (2016) explained that satisfaction and the use of social media have no relationship with the participants' academic performance. However, there is an indication that flexibility and the convenience of time, self-confidence, a lack of support, independent learning skills, and language/linguistic differences can affect the way that students learn. In the case of the learning system in Indonesia, the community still considers social media to be a playground. This is influenced by the old assumptions that learning should involve books and that books are a source of knowledge. Meanwhile, education has experienced a shift in values and the methods of learning used from the point when e-books were first introduced. However, students are still comfortable using conventional media compared to electronic devices as learning support.

In addition, society in some of the rural and remote regions still cannot understand that learning can take place anywhere and at any time. They still cannot "let go" of the lecturer figure. For traditional societies, the lecturer becomes a perfect example when they appear in front of the class, explaining the lesson, and interacting with the students face to face. This condition is different from the other countries that present lecturers in a digital form. Even though Indonesia has developed an online-based academic course platform, this application has not yet attracted a large number of students. A study conducted by Stiller and Köster (2016) that the burden experienced by students when using online media as a learning tool includes multidimensional learning task models, differences in technological understanding, and a lack of knowledge of how to use online media. Since there is a learning policy at home, it makes the lecturers unable to provide direct material and control their students, so the learning process is left up to the parents and the lecturer will make an evaluation afterward. This is not appropriate in some communities in Indonesia, especially among the lower-middle class or upper class where the parents are very busy at work. They, therefore, do not pay attention to their children's learning hours. This won't happen if students already have good study habits and are prepared for this new learning system.

Literally, study habits are a combination of two words, namely study and habits. When taking it separately, study means the application of the mind to the acquirement of knowledge. The main purposes of the study were: to acquire knowledge that will be useful in meeting new situations, interpreting ideas, making judgments creating new ideas, and perfecting skills (Crow & Crow, 2007). For Nagaraju (2004), the word of study can be assumed as the way someone to gain knowledge while Verma (2016) argued that a habit was something that is done on a scheduled, regular, planned basis and that was not relegated to a second-place or optional place in one's life. Nagaraju (2004) informed that the characteristics of habits are (1) habits are not innate and inherited, (2) they are performed every time in the same way, (3) habitual actions are performed with great ease and facility, (4) habit brings accuracy to the action, (5) Habitual acts are performed with least attention or no attention, and (6) nervous

system is the principal factor in the formation of habits. Therefore, study habits are the behaviors of an individual related to studies (Yazdani & Godbel, 2014). They are a well-planned and deliberate pattern of study that has attained a form of consistency on the part of the students toward understanding academic subjects and passing examinations (Kaur & Pathania, 2015). In addition, study habits can be defined as the sum total of all habits, determined purposes, and enforced practices that the individual has in order to learn (Radha & Muthukumar, 2015). Also, Monica (2015) defined study habits were the regular tendencies and practices that one depicts during the process of gaining information through learning.

Every student has different study habits. Some students in our English department as well can study in a crowded place, but some of them need a private place to study. For achieving good study habits, one must have a desire to learn with full working abilities and talents. Students should have more interests and self-disciplines in everything. Good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while the opposites constitute constraints to learning and achievement leading to a failure (Tope, 2011). Furthermore, Lee (2010) argued that good study habits are important for students, especially college or university students, whose needs including time management, note-taking, internet skills, eliminatory distractions, and assigning a high prioritizing study (Abban, 2012; Arora, 2016; Boch & Piolat, 2005; Deore, 2012; Nagaraju, 2004; Ogbodo, 2010). On the other hand, poor study habits are the habits which do not work and do not help students succeed in their studies (Bhat & Khandai, 2016). Poor study habit is one of the biggest and most persistent problems among the school and college students. There are some poor study habits such as poor attendance, poor note taking, poor time management, and procrastination, lack of concentration during learning (Capan, 2010; Muraina, Nyorere, Eman, & Muraina, 2014; Nagaraju, 2004; Ogbodo, 2010; Singh, 2015).

Online learning is a form of education where the student and the lecturers are not in the same place (Raghavan, 2009). Instructions may occur through formats such as online instruction, correspondence courses, or television or multimedia packaged formats. As learners on online learning, students are mostly challenged by sudden increases in responsibilities, physiological, emotional, psychological, and social issues. Schuemer (as cited in Ahiatrogah, Deku & Dramanu, 2008) observed that some online learning students are older, have jobs and families which influence their studies. They are equally faced with a lack of motivational factors of learning such as contact or competition with other students. Online learning learners, especially beginners, may have some difficulty determining what the demands of a university study actually are because they do not have the support of an immediate peer group, lecturers, or familiarity with the technology being used for the delivery of online learning materials. Morgan in Somuah et al. (2014) noted that those who are not confident about their learning abilities tend to concentrate on memorizing facts in order to complete assignments and write examinations. As a result, they end up with weak grades as a result of poor understanding of materials. Somuah et al. (2014) in their article stated that an online learner is therefore expected to spend a minimum of three hours and a maximum of five hours on each session in the coursebook or module. However, distance education students scarcely have much time for self-study because of pressure from their workplaces, interference from family members, financial constraints as well as other social issues that take a chunk of their time. Students of online learning also resort to ineffective study skills which not only lead to poor performance in examination but also they are unable to develop an understanding of the concepts, issues, and ideas which also leads to a high rate of student drop out. In preparation for examinations, students tend to read their text as if they were novels, apparently ignorant or negligent of the needed skills to study effectively (Nyarko-Sampson in

Somuah et al., 2014). Some distance learners, for example, study at the comfort of their homes with music and television on, yet according to Turnbull (as cited in Somuah et al., 2014) music is known to have a detrimental effect on recall.

The purpose of this study is to investigate by analysing the undergraduate students' study habits during COVID-19. Trung et al., (2020) have started the research about study habits of Vietnamese students in response to a call for interdisciplinary research on the potential effects of the corona virus pandemic. However, the related research in the context of university students in developing countries like Indonesia is still limited. Therefore, this study was an attempt to fill a gap in the undergraduate students' study habits during the outbreak of COVID-19.

METHOD

The research design of this research was descriptive design with qualitative approach. This research was intended to investigate undergraduate students' study habits in the midst of COVID-10 outbreak. According to Ary (2010): Basic qualitative studies, also called basic interpretative studies by some, provide rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved. The central purpose of these studies is to understand the world or the experience of another. Thus, descriptive research was research design to answer the research questions. The research design was implemented because the researcher only describes the phenomenon while the research is conducted. Besides, the research determines and reports the result of research about undergraduate students' study habits in the midst of COVID-10 outbreak. The online survey was employed to reach the respondents since the outbreak did not permit physical contact of individuals. The researcher also presented the result of this research descriptively.

Participants

The study was carried out with 73 undergraduate students who were taking an online learning at the moment in the evening class. They are all enrolled at the English Education Department of Universitas Indraprasta PGRI Jakarta. The percentage of female students is 78.1% and 21.9% for male students. All participants are from academic year of 2019/2020 excluding the freshmen since they have been familiar with this new learning system and hopefully can give a clear description of their study habits during the pandemic of Covid-19.

Sampling Procedures

The sample was selected by using an acceptable sampling method, and minimally acceptable sample size is generally 30 (Fraenkel et al., 2012; Lodico et al., 2010). In this study, we used a purposive sampling method. Purposive sampling, also referred to as judgment sampling, is the process of selecting a sample that is believed to be representative of a given population sample (Gay, Mills, & Airasian, 2012). We intentionally selected individuals and sites due to access issues for the collection of the data. Finally, we involved 73 students in English Education Department at Universitas Indraprasta PGRI Jakarta.

Materials and Apparatus

In collecting data for this research, the questionnaire was viewed as the suitable and exact method for descriptive research. According to Narbuko & Achmadi (2010), the questionnaire method is a list that contains series of questions about an issue or area to be studied. To obtain

the information about study habits, we used the Study Habits Questionnaire from Naeemullah Bajwa et al. (2011)'s research. The questionnaire covered five indicators i.e. (Time management, Class attendance & participation, General study strategies, Exam preparation, and Note-taking). The questionnaire was distributed and collected in the form of Google Form with a close-ended question since the outbreak did not permit physical contact of individuals. Each statement has two responses YES or NO. for filling the questionnaire, the students were given one week to do it.

Procedures

Before the questionnaire was administered, the researcher firstly considered validity and reliability. We used ready-made instruments which have been developed by experts. Seliger and Shohamy (2001) mentioned that using a ready-made instrument was more advantageous than developing a new procedure for which information regarding reliability and validity is available. Before the questionnaire was administered, the researcher firstly considered validity and reliability. We used ready-made instruments which have been developed by experts. Seliger and Shohamy (2001) mentioned that using a ready-made instrument was more advantageous than developing a new procedure for which information regarding reliability and validity is available. We did not do a validity test because the study habits questionnaire was a ready-made questionnaire by Naeemullah Bajwa et al. (2011).

The reliability of the questionnaire in this research was examined by the split-half method. The Split-half method involves scoring two halves (usually odd items versus even items) of a test separately for each person and then calculating a correlation coefficient for the two sets of scores (Fraenkel et al., 2012). The result was .869 which is fairly high and indicates that the inventory is reliable. Furthermore, Johnson and Christensen (2012) stated that when we used to check the reliability of scores, the coefficient should be at least 0.70, preferably higher. After that, the researcher analyzed the obtained data qualitatively using a percentage to investigate the students' study habits and then the score would be put in 5 categories, Very High, High, Average, Low, and Very Low. Next similarities and differences between previous findings and the results of the current study were noted and examined. The last step is making the temporary conclusion after generalizing each connection among categorical of displaying data and explaining the fixed findings which have been verified. The researcher accordingly made use of the findings and topic discussions to be concluded and was interpreted narratively.

Data Analysis

To get the score of study habits data, we counted the score of each item consisting of YES (1) and NO (0) optional responses. Then, the score of each item was summed. Next, the researcher analyzed the obtained data qualitatively using a percentage to investigate the students' study habits. After all results of students' study habits had been obtained from the calculation, the score would be put in the category based on the interval score. The interval score of study habits can be seen in the Table 1:

Table 1. The interval score of study habits

| Interval Score of Study Habits | |
|--------------------------------|----------|
| Very good | 80 – 100 |
| Good | 60 – 79 |
| Average | 40 – 59 |
| Poor | 20 – 39 |
| Very Poor | 0 - 19 |

The result obtained from the calculation is presented in five tables representing five indicators of study habit and divided into two sections, male and female. This division is intended to see the difference in study habits between male and female students. By knowing their differences, it will be easier for teachers to find the solution to enhance their study habits.

RESULT

The result of this research is presented in five tables which represent five indicators of study habits. The two last tables are used to present the accumulation of the result's scores to show the final result of the undergraduate students' study habits.

Table2. Undergraduate Students' Habit in Time Management

| Variables | Gender | Score | | Average percentage | Category |
|--|--------|-------|----|--------------------|-----------|
| | | Yes | No | | |
| I have a study schedule with times set aside to study each subject. | Male | 12 | 4 | 75% | Good |
| | Female | 50 | 7 | 88% | Very good |
| I use my free time between classes for reading or reviewing. | Male | 13 | 3 | 81% | Very good |
| | Female | 40 | 17 | 70% | good |
| I balance my study time with recreation and leisure time. | Male | 13 | 3 | 81% | Very good |
| | Female | 46 | 11 | 81% | Very good |
| I have a calendar of the semester and it is marked with exam dates, project due dates and assignments. | Male | 7 | 9 | 44% | Average |
| | Female | 26 | 31 | 46% | Average |
| I keep a weekly schedule of my classes and activities | Male | 9 | 7 | 56% | Average |
| | Female | 29 | 28 | 51% | Average |
| I use daily "to do" lists. | Male | 5 | 11 | 31% | Bad |
| | Female | 25 | 32 | 44% | Average |
| I study on the weekends. | Male | 9 | 7 | 56% | Average |
| | Female | 35 | 22 | 61% | Good |

As shown in Table 2, male students had very good scores in using free time between classes (81%) and balancing their study time with recreation (81%). They also had good scores in having a study schedule (75%). Whereas in dealing with marking exam dates, project due dates, and assignments in a calendar of the semester (44%), keeping a weekly schedule (56%), and studying on the weekends (56%), male students had average scores. A bad score of male students was found in using daily to-do list (31%).

However, Female students also had the same very good scores in balancing their study time with recreation (81%) and better score in having a study schedule (88%). They had lower good scores in using the free time between classes (70%), and a higher good score in studying on the weekends (61%). They also had an average score in marking exam dates, project due dates, and assignments in a calendar of the semester (46%), and keeping a weekly schedule (51%). From this indicator, female students didn't have a bad score.

Table 3. Undergraduate Students' Study Habit in Class Attendance and Participation

| Variables | Gender | Score | | Average percentage | Category |
|---|--------|-------|----|--------------------|-----------|
| | | Yes | No | | |
| I attend class regularly. | Male | 15 | 1 | 94% | Very good |
| | Female | 57 | 0 | 100% | Very good |
| I get to class early or on time. | Male | 13 | 3 | 81% | Very good |
| | Female | 53 | 4 | 93% | Very good |
| I come to class prepared, having completed the reading. | Male | 8 | 8 | 50% | Average |
| | Female | 32 | 25 | 56% | Average |
| I always find a comfortable place for me when I'm listening to the lecture or watching lecture's video. | Male | 14 | 2 | 88% | Very good |
| | Female | 52 | 5 | 91% | Very good |

From Table 3, it showed that male students had very good scores in attending the class regularly (94%), getting to class early on time (81%), and finding a comfortable place to listen and watch the lecture (88%). While dealing with study preparation, male students had an average score (56%). Similar to male students, female students also had the same category for all variables in this class attendance and participation indicator. However, in terms of scores, female students had better scores than male students. Dealing with attending the class regularly, getting to class early on time, and finding a comfortable place to listen and watch the lecture, female students had 100%, 93%, and 91% for each variable. In case of study preparation, female students had 56%.

Table 4. Undergraduate Students' Study Habits in General Study and Strategy

| Variables | Gender | Score | | Average percentage | Category |
|--|--------|-------|----|--------------------|-----------|
| | | Yes | No | | |
| I plan sufficient time to get assignments done. | Male | 16 | 0 | 100% | Very good |
| | Female | 56 | 1 | 98% | Very good |
| I turn in all assignments on time. | Male | 15 | 1 | 94% | Very good |
| | Female | 57 | 0 | 100% | Very good |
| I use index cards to write down important information and then review that information when I am "waiting" around. | Male | 9 | 7 | 56% | Average |
| | Female | 28 | 29 | 49% | Average |
| I work on more difficult task first. | Male | 3 | 13 | 19% | Poor |
| | Female | 33 | 24 | 58% | Average |
| I set specific goals for each subject. | Male | 12 | 4 | 75% | Good |
| | Female | 41 | 16 | 72% | Good |
| I have a regular study area that is free of distractions. | Male | 8 | 8 | 50% | Average |
| | Female | 28 | 29 | 49% | Average |
| I take breaks when I study. | Male | 15 | 1 | 94% | Very good |
| | Female | 48 | 9 | 84% | Very good |
| I am always looking for additional references about the material being studied from the internet | Male | 14 | 2 | 88% | Very good |
| | Female | 54 | 3 | 95% | Very good |
| I always ask the lecturer if there is material that I don't understand | Male | 13 | 3 | 81% | Very good |
| | Female | 49 | 8 | 86% | Very good |

Based on Table 4, it showed that male students had very good scores in planning time to do the assignment (100%), turning the assignment on time (94%), taking breaks when they are studying (94%), always looking for the additional reference from the internet (88%), and always ask the lecturer if they don't understand (81%). They also had a good score in setting specific goals for each subject for 75%. On the other hand, in dealing with using index cards to write down important information, and having a regular study area that is free from distraction, male students only had an average score of 56% and 50%. Unfortunately, in the case of working on more difficult tasks first, only 19% of students did it.

For female students also had very good scores in 5 variables, 98% of students planning time to do the assignment, 100% of students turning the assignment on time, 84% of students taking a break when they are studying, 95% of students always looking for the additional reference from the internet, and 86% of students always ask the lecturer if they don't understand. While dealing with using index cards to write down important information, working on more difficult task first, and having a regular study area that is free from distraction, there are only 49%, 58%, and 49% of students chose it. Therefore, the scores are categorized as average.

Table 5. Undergraduate Students' Study Habit in Exam Preparation

| Variables | Gender | Score | | Average percentage | Category |
|---|--------|-------|----|--------------------|-----------|
| | | Yes | No | | |
| I review older material first when studying for exams. | Male | 14 | 2 | 88% | Very good |
| | Female | 45 | 12 | 79% | Very good |
| When studying for exams, I review over several chapter. | Male | 15 | 1 | 94% | Very good |
| | Female | 50 | 7 | 88% | Very good |
| I study for exams at least five days in advance. | Male | 9 | 7 | 56% | Average |
| | Female | 20 | 37 | 35% | Poor |
| I make up exam questions and answer them as I study. | Male | 5 | 11 | 31% | Poor |
| | Female | 21 | 36 | 37% | Poor |
| I make up exam questions using the same format that the actual exam will use. | Male | 5 | 11 | 31% | Poor |
| | Female | 19 | 38 | 33% | Poor |
| I review for exams with a peer or a small study group. | Male | 10 | 6 | 63% | Good |
| | Female | 34 | 23 | 60% | Good |
| I review for exams by explaining concepts to others. | Male | 6 | 10 | 38% | Poor |
| | Female | 26 | 31 | 46% | Average |

As shown in Table 5, male students had very good scores in 2 variables which are 88% of students review older material before an exam, and 94% of students review several chapters before an exam. They also had a good score in reviewing exams with a peer which are 63% of students did. While dealing with studying for exams five days before, male students had an average score of 56%. Unfortunately, in 3 variables, male students had bad scores which are only 31% of students make up exam questions and answer them, 31% of students making up exam questions using the same format as the actual exam, and 38% of students reviewing for exams by explaining concepts to others.

Whereas female students had very good scores for the variable of reviewing older material before the exam and reviewing several chapters before the exam since 79% and 88% of students did it. For the variable of reviewing exam with a peer, female students had good score since 60% of the respondent did it. On the other hand, for the variable of studying for

exams five days before, making up exam questions and answer them, making up exam questions using the same format as the actual exam, and reviewing for exams by explaining concepts to others, female students had average and bad scores since only 35%, 33% and 46% of the respondents did it.

Table 6. Undergraduate Students' Study Habit in Note Taking

| Variables | Gender | Score | | Average percentage | Category |
|--|--------|-------|----|--------------------|-----------|
| | | Yes | No | | |
| I take organized and legible notes during class. | Male | 8 | 8 | 50% | Average |
| | Female | 45 | 12 | 79% | Good |
| I review and revise my notes soon after class. | Male | 8 | 7 | 56% | Average |
| | Female | 44 | 13 | 77% | Good |
| I take notes as I read my assignments. | Male | 16 | 0 | 100% | Very good |
| | Female | 49 | 8 | 76% | Good |

Table 6 showed that male students had a very good score in taking notes as they read since 100% of them did it. However, in two other variables, male students only had average scores since only 50% and 56% of them did it. While female students had good scores in all variables since 79%, 77%, and 76% of the respondents did it.

Table 6. The Accumulation Result of Undergraduate Students' Study Habit's

| Indicators | Gender | Average percentage | Category |
|------------------------------------|--------|--------------------|-----------|
| Time Management | Male | 60.57% | Good |
| | Female | 63% | Very good |
| Class attendance and participation | Male | 78.25% | Good |
| | Female | 85% | Very good |
| General study strategy | Male | 73% | Good |
| | Female | 76.77% | Good |
| Exam preparation | Male | 56.28% | Average |
| | Female | 54% | Average |
| Note taking | Male | 68.66% | Average |
| | Female | 77.33% | Average |

As shown in Table 6, male students had a very good score in class attendance for 78.25% and good score in time management and general study strategy for 60.57% and 73%. Unfortunately, they had an average score in exam preparation and note-taking for 56.28% and 68.66%. On the contrary, female students had a very good score in time management for 63% and a good score in class attendance and general study strategy for 76.77%. Similar to male students, female students also had an average score in exam preparation and note-taking for 77.33%. Even though both female and male students had a similar category for their scores but in terms of data percentage, female students had almost a better number than male students.

Table 7. The Final Result of Undergraduate Students' Study Habit

| The Comparison of Undergraduate Students' Study Habits | |
|---|---------------|
| Male | Female |
| 67.352% | 71.22% |
| Good | Good |

It is concluded in Table 7 that both students had good study habits with a score of 67.352% for males and 71.22% for females. However, dealing with the average percentage, female students had a better score than male students. Therefore, in other words, undergraduate students' study habits of the English Department in Universitas Indraprasta PGRI are good for both female and male students.

DISCUSSION

It is evident from the first indicator (time management), both female and male students had a good score category. This result showed that either male or female students had a good ability in time management. Time management is very crucial in online learning (Hill, 2002; Roper, 2007) since it is a new system for the institution, lecturers, and students, especially for evening class' students. Since most of the respondents were working students, they were demanded to be able to divide their time for working and studying. Apparently, they already had a commitment to do it before they made a decision to do both because they understand the consequence if they failed to do it. This is in line with Schuemer (as cited in Ahiatrogah, Deku & Dramanu, 2008) who said that students with families and had jobs give an impact on their studies. Even though in general they had a good score in time management but some of the respondents still have a lack of intention in making notes of the important dates like, exam dates, project due dates, and also daily to-do list, especially for male students. Therefore, from here we can see that even though they are working in companies or factories, it is not guaranteed that they are competent to do them as well. In the midst of this pandemic where all students are prevented to go to campus, the information of academic schedule in one semester was announced through media social like Instagram and Facebook. However, sometimes there were still some cases where students did not know the exam's date or when they had to submit the assignment and ended up failing. Dealing with this matter Crow and Crow in Naeemullah Bajwa (2011) said that from the three effective habits of study, two of them are planning and a definite timetable.

Dealing with class attendance and participation indicator, both male and female students had very good and good scores. The result showed that both respondents were very active in attending online class lectures since they were very curious about what were they going to learn and what technique that lecturers used in teaching them. Some lectures used interesting media like video or games to teach and this made students' motivation in learning increase. The strict regulation from lecturers and institutions about the attendance was also another factor that motivated students to always come to class on time. Nevertheless, some of students still had lack of intention to read the material first before the class started. This could be happened because students are not used to reading and expect solely from their lecturers' explanation. As a result, they ended up not knowing what they are going to learn and fail to respond to the lecturers' questions.

In the third indicator about general study strategy, both male and female students had a good score. From this result, it found out that during the implementation of online learning, students had tried to get used to it and found some new strategies to learn. This can be seen from the way they plan to finish the assignment on time, looking for additional references

from the internet to asking lecturers about the material given. These strategies are very important in online learning since this new system of learning, required students to have learning independence skills. Students have to seek their own knowledge while lecturers only give them guidance about what they are going to learn. However, students also balance their study time by taking breaks when they feel tired. During this outbreak, keeping ourselves healthy is the number one priority to prevent us from the disease. Unfortunately, students still had a lack of intention to use index cards to write down some important information. There is a possibility that students were not familiar with this index card and use other techniques instead. From the result, it was also discovered that only half of respondents had a regular study area that is free from distraction. This could be understood because most of the respondents live in rural areas around Jakarta which is very crowded and noisy. Sometimes they had to study in their workplace where the distraction is difficult to be avoided. The good thing is even though they had inconvenient places to learn but they still try to set specific goals for each subject and try not to fail it. In line with this, Rooney and Lipume in Naeemullah Bajwa (2011) said that persistent study habits reduce test anxiety, enhance students' ability, improve their performance and develop confidence in them.

From the result of indicator no. 4 concerning exam preparation, both male and female students had average scores. In other words, many students still had lack preparation to face the exam. Most respondents use reviewing as a strategy to prepare for their exams. In online learning, they can reread lectures' notes on WhatsApp group or watch again lecturers' video through Youtube. In reviewing the material, they are more comfortable doing it with their friends by online so that they can exchange knowledge with each other and learn from each other. However, students had a lack of interest in using other strategies like making up exam questions. These probably because students are not familiar with the strategy and are seen have difficult things to do. Students also don't want to prepare for their exam five days before because they still want to enjoy their free time before the exam week starts. As a result, they end up with fatigue since they have to review it in one night.

In the last indicator about note-taking, female students found this very common compared to males. Most female respondents chose to take notes during the class or while reading and revise them after class. Most of them find this habit is helpful since some of the materials they get are in a form of audiovisual like lectures' video or tutorial video. The notes help them to highlight some important information regarding the material without they have to watch it over and over again. Students can also summarize long text material like, in a form of a PDF handout or PPT, and write in in their notes. On the other hand, it seemed that male students are not interested in note-taking. Most of them said that they don't like writing activities and prefer to read instead. Interestingly, all of the respondents said that they take notes while they are reading the assignments. The reason for this is because they expect they will have the same questions of the test as from the assignments.

CONCLUSION

This study found that female students had better study habits than male. In the first indicator, it found out that female students were more competent to manage their study time. Similar to the first indicator, the second indicator also showed that female students were more active to participate in online learning classes compared to males. In general study strategy indicator, female students preferred to seek additional references and ask questions to lecturers. Female students also found that note-taking is more common as one of the study

strategies. However, in dealing with exam preparation, male students were better prepared compared to female.

In the light of the analyzed data and on the basis of findings, there are some recommendations proposed. First, Students of the online learning system should be guided properly by their lecturers to manage their times for study. Small skills regarding preparing exams should also be taught to the students by their lecturers before exams to help the students for exams Preparation. Next, students should be motivated for adopting good study habits, for example by giving an incentive for students on completion of attendance so that the students may take interest in their classes. It is also suggested to deliver a general lecture on notes taking and other study habits before starting classes properly especially for the students of online learning. And finally, Students should be appreciated in their classes for using good techniques of study so that they may be an example for other students.

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