Article

The Influence of Lifestyle on Student Learning Outcomes in Social Sciences Subjects at SMPN 5 Satu Atap Wonosari

Putri Rezky Amanda [1]*, Roy Hasiru [2], Fatmawaty Damiti [3], Meyko Panigoro [4], Maya Novrita Dama [5]

[1] Universitas Negeri Gorontalo 1; e-mail : amandaputrirezky03@gmail.com
[2] Universitas Negeri Gorontalo 2; e-mail : roy.hasiru@gmail.com
[3] Universitas Negeri Gorontalo 3; e-mail : fatmawatydamiti@ung.ac.id
[4] Universitas Negeri Gorontalo 4; e-mail : meyko.panigoro@ung.ac.id
[5] Universitas Negeri Gorontalo 5; e-mail : maya@ung.ac.id

* Corresponding Author : Putri Rezky Amanda

Abstract: This study aims to determine the effect of lifestyle on student learning outcomes in social studies at SMPN 5 Satu Atap Wonosari, Boalemo Regency, Gorontalo Province. The study employed a quantitative survey method. Primary data were collected through questionnaires distributed to 36 students of SMPN 5 Satu Atap Wonosari, Boalemo Regency, Gorontalo Province. The data were analyzed using a simple linear regression method. The findings indicated that lifestyle influenced 62% of the students' learning outcomes in social science subject at SMPN 5 Satu Atap Wonosari, Boalemo Regency, Gorontalo Province.

Keywords: Lifestyle, social sciences, student learning outcomes.

1. Introduction

Learning is a relatively permanent potential behavioral change as a result of reinforced observation or practice. Learning is the result of the interaction betwen stimuli and responses. A person is bound to learn when he is able to show changes in his behavior. The main goal of the learning process is to achieve good learning outcomes, such as improving cognitive knowledge, psychomotor abilities, and emotional attitudes. Learning outcomes are considered to be achieved if students are able to improve learning outcomes by showing the development and behavior expected in the learning objectives obtained from the teacher's assessment of student performance in tests or exams.

The phenomenon of learning outcomes at SMP Negeri 5 Satu Atap Wonosari is that there are still many students who do not pay attention to lessons in class, which is caused by the school environment. Students come to school based on their own desires, not based on learning demands, so that the learning outcomes are not optimal. After that, there was a decrease in student learning outcomes even though teachers had tried their best to carry out learning activities in the classroom, ranging from learning strategies to learning media. As a result, after approaching the students, it was found that they did not review the lessons that had ben taught at home. The reason was found to be related to technological advancements, specifically excessive use of mobile phones and causing more time required to study. During the teaching and learning process in the classroom, students' attitudes often ignore what the teacher says, are difficult to manage, and often go in and out of the classroom during that time.

From the data obtained, the number of students in each class consists of 15 students in class VII, 18 students in class VIII, and 18 students in class IX. The overall number of students is 51 students. Of the total number of students who obtained scores above KKM, namely 27 students and those who did not reach KKM were 24 students. Learning outcomes can be a guide in evaluating how good student learning outcomes are.

Today's students sek to blend in with their surroundings in a variety of ways because they want the environment to acknowledge their presence. Because of their desire to fit in and be like everyone else, students want to show that they can kep up with the latest trends, even though these trends are constantly evolving. This makes them dissatisfied with their current possessions and encourages them to buy goods and services without much thought. The lifestyle of a group of students can continue to be the basis for this type of behavior. Today's tenage students usually live a luxurious lifestyle. They are taught to distinguish betwen neds and wants in school from a young age, which allows them to prioritize neds over wants when making purchases.

This kind of lifestyle is common among students. Students who live a luxurious lifestyle tend to have higher standards for themselves and the surrounding environment. The increasing lifestyle of students is driven by the assumption that they are mature, independent, and able to handle various things on their own. Stationery, textbooks, transportation from home to school and vice versa, as well as other educational aids neded are necessities for students. If you pay close attention, you'll notice that students are now buying things to pass the time, not just to fulfill their desires. The decision to make a purchase is part of a ned and part of a lifestyle (Lodeng 2018).

2. Literature Review

This section must contain a state-of-the-art explanation. It can be explained in several ways. First, you can discuss several related papers, both about objects, methods, and their results. From there, you can explain and emphasize gaps or differences betwen your research and previous research. The second way is to combine theory with related literature and explain each theory in one sub-chapter.

2.1. Definition of Lifestyle

According to (Sumarwan 2015) A person's behavior, including how he spends his time, money, and life, is referred to as his lifestyle. According to (Auliya 2017) Lifestyle choices can affect people positively or negatively. And this is directly related to technological advances and the times. Most tenage learners often abuse their lifestyle. They often follow the latest fashion trends as part of their lifestyle

2.2. Factors Affecting Lifestyle

In general, it can be divided into two, namely internal factors and external factors, as follows:
1) Internal Factors

Attitude is a state of mind that reflects the knowledge and thought process of consumers in responding to an object, organized based on experience. Attitudes directly impact behavior, habits, culture, and the social environment. Social observation in behavior can be influenced by experience and observation, where previous consumer behaviors and actions contribute to gaining experience. The perception of an object can also be shaped by the outcomes of these social encounters. A person's personality is a combination of different traits and behavioral patterns that form their unique way of acting. Brand image plays a crucial role, as the products consumed are closely linked to an individual's self-concept. A customer's perception of themselves significantly affects their interest in a product. Furthermore, motives, desires, and needs serve as the driving force behind an individual's actions. Customers seek security and status, and those driven by a greater demand for prestige tend to adopt a lifestyle inclined toward hedonism. Lastly, perception refers to the process in which customers select, organize, and analyze information to form a particular impression of that information.
2) External Factors

A reference group is a group that directly or indirectly influences consumer attitudes and behaviors. Consumers who are members and actively involved in a group experience direct influence, while groups in which consumers are not members exert an indirect influence. Family has the most significant and lasting impact on consumer attitudes and behaviors, as parenting styles shape children's habits, which in turn affect their lifestyle. Social status is also a key factor, with position (status) and role being the two main components of a class-based social structure in society. Social position refers to an individual's standing in society, along with the significance of their rights and responsibilities. One of the dynamic

aspects of social position is role fulfillment; if a person exercises their rights according to their position, they will take corresponding actions. Lastly, culture plays a fundamental role, encompassing knowledge, values, morality, laws, practices, and habits acquired by individuals as members of society.

2.3. Definition of Learning Outcomes

A learning outcome is the level of skills that students have when they are involved in teaching and learning activities in accordance with the set goals. A complete learning outcome can only be achieved if it mets the minimum completion requirements set by each subject teacher. So broad is the term "*learning achievement*", many rules refer to student achievement. This includes daily assessments, homework assignments, oral exams in class, end-of-semester exams, and more.

Holistic behavior change is a learning achievement that children want to achieve. According to (Sakum et al. 2023) The actions taken by students to achieve the highest score are known as learning outcomes. Students participate in the learning process through these efforts, which leads to positive behavioral changes in the form of attitudes, knowledge, and abilities. Learning outcomes are one of the tools neded by teachers to assess the potential of each student because each child has different academic abilities and potentials. (Meliyana et al. 2023)

2.4. Factors that affect Learning Outcomes

According to (Sudjana 2017) Two main components affect student learning outcomes: those that come from within the student, or internally, and those that come from outside the student, or externally.
a) Internal factors
Internal effects are effects that come from within students and have an impact on their learning outcomes. In addition to physical and physiological problems, these internal factors include intelligence, interest, attention, perseverance, attitude, and study habits.
b) External factors
Student learning outcomes are influenced by factors that come from outside the student's immediate environment, such as family, school, and society, as well as negative behavior patterns of parents in daily life.

3. Proposed Method

This study employs a survey method combined with a quantitative descriptive approach to analyze the relationship betwen lifestyle (independent variable X) and student learning outcomes (dependent variable Y). The survey method is suitable for collecting data on students' lifestyles and their academic achievements, enabling a comprehensive understanding of the correlation betwen these variables (Creswel, 2014). The population in this research consists of 51 students from SMPN 5 Satu Atap Wonosari, while the sample size was determined using a simple random sampling technique to ensure each member of the population had an equal chance of being selected, resulting in a sample of 36 students. The selection of 36 respondents aligns with the recommendations of Fraenkel and Wallen (2009), who suggest that a minimum sample size of 30 is adequate for descriptive studies to achieve valid and reliable results. This method allows for effective data analysis using descriptive and inferential statistics to determine the impact of lifestyle factors on learning outcomes.

4. Results and Discussion
4.1. Validity

Calculating the correlation betwen the data on each statement and the overall score using product moment correlation is the method used to assess the validity of the questionnaire. If the calculated r is higher than the r of the table, the questionnaire statement item is considered valid.

Table 1. Validity test results of the Lifestyle variable (X)

Variable	ID Statement	R Count	R Table	Ket
Activity	A1	0,748	0,553	Valid
	A2	0,775	0,553	Valid
	A3	0,714	0,553	Valid
	A4	0,590	0,553	Valid
	A5	0,720	0,553	Valid
	A6	0,636	0,553	Valid
	A7	0,634	0,553	Valid
	A8	0,787	0,553	Valid
	A9	0,659	0,553	Valid
	A10	0,703	0,553	Valid
Interest	M1	0,632	0,553	Valid
	M2	0,772	0,553	Valid
	M3	0,698	0,553	Valid
	M4	0,561	0,553	Valid
	M5	0,692	0,553	Valid
	M6	0,572	0,553	Valid
	M7	0,639	0,553	Valid
	M8	0,758	0,553	Valid
	M9	0,695	0,553	Valid
	M10	0,626	0,553	Valid
Opinion	P1	0,596	0,553	Valid
	P2	0,592	0,553	Valid
	P3	0,659	0,553	Valid
	P4	0,699	0,553	Valid
	P5	0,677	0,553	Valid
	P6	0,561	0,553	Valid
	P7	0,744	0,553	Valid
	P8	0,865	0,553	Valid
	P9	0,695	0,553	Valid
	P10	0,779	0,553	Valid

All statements in this research questionnaire are considered valid based on the results of the validity test in table 4.2 above, because all estimated r values for each statement are greater than the r values of the table (0.553). Thus, research can be conducted using any statement item.

4.2. Reliability test

The purpose of this reliability test is to assess the consistency and dependence of the measurement results, if the value of Cronbach's Alpha is greater than 0.6, then the questionnaire is considered reliable; If it is less than 0.6, then the questionnaire is considered unreliable.

Table 2. Reliability test results

Cronbach's Alpha	N of Items
.945	30

Based on the results of the reliability test on the table, it can be stated that this questionnaire is reliable because the Cronbach's Alpha value of 30 statement items is 0.945, higher than the supposed value of 0.6.

4.3. Reliability test

The purpose of this normality test is to find out whether the dependent and independent variables in the regression model have a normal distribution or not. The Kolmogorov Smirnov test and the Non Probability Plot method were used in this study to test the

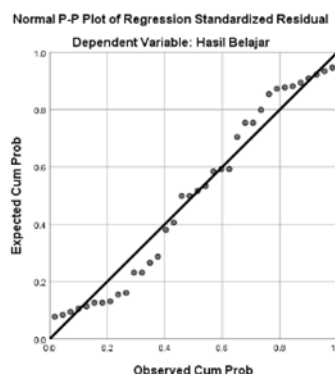normality to improve the reliability of the findings. The normality test is shown in the following figure:

Figure 1. The Kolmogorov Smirnov test and the Non Probability Plot

Table 3. Data Normality Test Results

		Unstandardized Residual
N		36
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	1.47585035
Most Extreme Differences	Absolute	.121
	Positive	.121
	Negative	-.108
Test Statistic		.121
Asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the above test, the Kolmogorov-Smirnov Z 0.121 with an asymp value. Sig. (2-tailed) or a probability of 0.200 which is above 0.05 as required is required. So far, it can be concluded that the data in this study is a normal distribution.

4.4. Results of Linear Regression Analysis

Table 4. Results of Linear Regression Analysis

Coefficientsa					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
1 (Constant)	59.323	4.665		12.715	.000
Lifestyle	.190	.040	.563	4.772	.000

a) Dependent Variable :

Based on the results of the analysis above, simple linear regression model as follows.

$$\hat{Y} = 59.323 + 0.190 \ X.$$

Based on the regression equation, the interpretation is as follows: The constant value of 59.323 indicates that if there is an influence of student lifestyle, the average value of the student learning outcomes variable is 59.323 units. Meanwhile, the regression coefficient value of Variable X (Student Lifestyle) is 0.190, which means that any variation in student lifestyle by 1 unit will affect student learning outcomes by 0.190 units.

4.5. Partial Test (T)

Table 5. Results of Partial Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	59.323	4.665		12.715	.000
Lifestyle	.190	.040	.563	4.772	.000

a. Dependent Variable : Student Learning Outcomes

Based on the table above, it can be ascertained that the t-table value used to get a conclusion about whether to accept or reject Ho, must first determine the t-table to be used. The value of this t-table depends on the value of df (degree of freedom) as the significant level used by 5% of the magnitude and the value of df of $n - k - 1 = 36 - 1 - 1 = 34$ is the t-table value of 2.03224. The results of the analysis using the help of the SPSS 26 program are analyzed from the results of the t-count value of $4.772 >$ the t-table 2.03224 and the significance value of $0.000 < 0.05$, Therefore, it can be concluded that the hypothesis in this study is accepted, namely the variable Student Lifestyle (X) has a positive and significant impact on the student learning outcomes (Y) of SMP Negeri 5 One Stop Wonosari.

Table 6. Results of Coefisien Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.248a	.062	.034	6.797

a.Predictors: (Constant), *Lifestyle*

c.Dependent Variable: *Student Learning Outcomes*

Based on the results of the analysis of the coefisien determination in the table above, it shows that the adjusted coefisien determination or the R Square number is 0.62 or 62%. This value shows that the average is 62%. The variability of Student Lifestyle (Y) can be analyzed by the Student Lifestyle (X), the rest is analyzed by other variables that were not studied in this study, which is 0.34 or 34%.

5. Discussion

This study aims to determine the influence of student lifestyle on student learning outcomes in social studies subjects at SMP Negeri 5 Satu Atap Wonosari, Boalemo Regency, Gorontalo Province. This is based on the results of a simple linear regression analysis on the T test, the t-value calculated > t the table is $4.772 > 2.03224$ with a significance value of $0.000 < 0.05$. The analysis of data testing using SPSS 26 showed that there was an influence of student lifestyle on student learning outcomes in social studies subjects at SMP Negeri 5 Satu Atap Wonosari, Boalemo Regency, Gorontalo Province.

Based on the results of data analysis, it was found that the lifestyle of students had a significant influence on student learning outcomes at SMPN 5 Satu Atap Wonosari. The results of the analysis showed that indicators of activity, interest and opinion had a significant contribution to student learning outcomes.

The activity indicator shows that students with high levels of activity tend to have lower learning outcomes. This can be explained by the fact that highly active students focus more on extracurricular activities than studying. Meanwhile, the interest indicator shows that students with a high interest in the subject matter tend to achieve better learning outcomes. This is because students with a strong interest are more motivated to learn and understand the material. On the other hand, students who have a high interest in trends and fashion tend to have lower learning outcomes. This can be explained by their greater focus on appearance and lifestyle rather than studying. Additionally, a high interest in trends and fashion can make

students more consumptive and less motivated to learn. Furthermore, the opinion indicator, based on students' responses in the questionnaire, shows that students' views on lifestyle related to clothing and trends influence their learning outcomes. Students who believe that trendy clothing is a symbol of status and popularity tend to have lower learning outcomes.

According to (Sudjana 2017) Learning outcomes are skills that students possess after undergoing education. Learning outcomes are divided into thre categories, namely knowledge and understanding, attitudes and ideals, and skills and habits. Each learning achievement can be filled with materials and curriculum that have ben set.

Based on this point of view, teaching and learning activities are a series of actions that will ultimately determine learning outcomes. Interest is usually shown with a statement that reflects a preference for something, but it can also be shown by engaging in an interesting activity. Because students are more interested in doing what they want, the opinion or opinion indicator obtains the highest score of the thre indicators in this variable, based on the results of a descriptive analysis of lifestyle variables in the good category. The results of the researcher's research are in accordance with the explanation of the influence of lifestyle on student learning outcomes that have ben given above.

The adjusted determination coefficient, or R Square number, is 0.62, according to the results of the determination coefficient analysis in the table of 62%. This figure shows that the figure is as high as 62%. The Student Lifestyle variable (X) has an effect on Student Learning Outcomes (Y), with additional variables not included in this study contributing to the remaining portion. In this case, it is clear that lifestyle influences learning outcomes for a number of reasons, including students' inability to pay attention when the learning process is taught in class, their tendency to skip school, and their choice to stay in the cafeteria rather than attend class to study.

The results of this study show that student lifestyle has a significant influence on student learning outcomes. In particular, learning outcomes tend to decrease for students who have a high lifestyle, while learning outcomes tend to increase for students who do not emphasize a high lifestyle. These findings are supported by previous research conducted by (Sariani et al. 2023) that lifestyle has an impact on student learning outcomes in Economics class XI IPS SMA Negeri 1 Popayato.

6. Conclusions

Lifestyle has a positive and significant influence on learning outcomes in social studies subjects at SMP Negeri 5 Satu Atap Wonosari, Boalemo Regency, Gorontalo Province, according to the results of the research in the previous chapter. This shows that student learning outcomes will increase more when the student does not prioritize lifestyle too much, on the contrary, if the student prioritizes lifestyle more, the learning outcome will decrease.

The results of the study using simple linear regression obtained a t-count value of 4.772 > t-table 2.03224 and a significance value of 0.000 < 0.05. The research hypothesis that the Lifestyle variable (X) has a positive and significant effect on student learning outcomes in social studies subjects at SMPN 5 Satu Atap Wonosari, Boalemo Regency, Gorontalo Province (Y) was accepted. Thus, it can be concluded that a student's lifestyle has an important role in determining student learning outcomes, therefore, it is important for students to have a balanced and positive lifestyle to achieve optimal learning outcomes.

Based on the findings of this research, the following suggestions are proposed: It is important for students to maintain a balanced and positive lifestyle to achieve optimal learning outcomes. To better manage their purchases, students should establish a priority scale that helps them differentiate between needs and wants. Additionally, students should adapt to their own abilities rather than trying to imitate the lifestyle of others. Schools should also emphasize that learning is a process of acquiring knowledge, not a place to showcase individual style at the expense of education.

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