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Learning Habits of Students in the PGMI Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung

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Abstract

This study aims to analyze the learning habits of students of the Elementary Madrasah Teacher Education (PGMI) Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung, including: (1) the level of students' learning habits in general, (2) the lowest learning habit indicators, and (3) the highest learning habit indicators. This study uses a descriptive quantitative approach with an analytical descriptive method. The study population was all PGMI students of the 2015/2016 intake, totaling 75 people, who were also used as samples using a total sampling technique, because the population was less than 100. Data were collected through observation, a learning habit scale questionnaire, and documentation studies. The research instrument was compiled based on six main indicators of learning habits, namely accuracy in completing academic assignments, regularity in study time, task implementation, effective learning, work efficiency, and learning technique skills. Data were analyzed using descriptive statistics through the calculation of the average (mean) with the help of the SPSS program, as well as logical analysis to support its qualitative interpretation. The results of the study show that the learning habits of PGMI students are generally in the sufficient category. The lowest indicator of study habits was work efficiency, while the highest indicator was study technique skills, which were categorized as good. These findings indicate that although students possess adequate study skills, improvements in the efficiency of managing study time and energy are still needed to optimize academic achievement.

Keywords

Students; Study Habits, PGMI Students, Study Efficiency, Study Technique Skills, Descriptive Analysis.

INTRODUCTION

Education plays a highly strategic role in national development because it is one of the primary factors determining a nation's progress. Various studies have shown a close relationship between the quality of education and a country's level of development, both from an economic and socio-cultural perspective (Rina et al., 2024). Ideal education is equitable, high-quality, and relevant to the needs of society and the times. In Indonesia, the government continues to prioritize the education sector, even during times of economic crisis, while maintaining the continuity and equitable access to education (Fitriyah et al., 2024).

According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 1 Paragraph (1):

> Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara.

In the context of the teaching and learning process, the interaction between educators and students is at the heart of educational implementation (Wijaya & Saputri, 2019). This interaction must be directed at developing the full potential of students, including physical, intellectual, social, emotional, and moral development. An effective and meaningful learning process is key to achieving educational goals. However, learning success is determined not only by the quality of teaching but also by students' study habits. Good study habits will help students manage their time, assignments, and study strategies more efficiently and consistently.

Study habits are a crucial factor influencing student academic achievement. According to Yusuf (in Maarif & Bakar, 2025), study habits are learning behaviors or activities carried out consistently and repeatedly, encompassing methods, strategies, and learning approaches. Good study habits are formed through continuous practice until they become part of an individual's personality (Scheffer & Heckhausen, 2025). In higher education, effective study habits are crucial for achieving academic results, including a high Grade Point Average (GPA) as a proxy for academic success (Turkmenbayev et al., 2025).

However, the reality on the ground shows a mismatch between ideals and reality. Many students face obstacles in developing effective study habits (Prayogi & Verawati, 2024). It's still common to find students lacking discipline in completing assignments, being less active in lectures, and experiencing difficulty managing their time between academic and non-academic activities.

Some students prioritize organizational or extracurricular activities over their primary obligations as students at university (Kang, 2023). This phenomenon creates academic anxiety, as such behavior has the potential to reduce the quality of students' learning outcomes and academic achievement.

Student study habits are a crucial factor in determining academic success, particularly for students in the Elementary School Teacher Education (PGMI) Program at UIN Sunan Gunung Djati Bandung, who are being prepared to become professional educators at the elementary level. In this context, the importance of study habits relates not only to students' ability to master course material but also to their readiness to internalize the pedagogical, religious, and social values that underpin the profile of PGMI graduates. Based on initial observations within the Faculty of Tarbiyah and Teacher Training, significant variations in student study patterns remain—ranging from irregular study time management, a tendency to study only before exams, and low levels of active participation in class discussions. This phenomenon suggests that some students have not yet developed effective and sustainable study habits as part of their professional competencies.

On the other hand, UIN Sunan Gunung Djati Bandung actually has various academic policies that support improving student learning habits, such as the implementation of a project-based learning system (PBL), the use of the Sunan Learning Management System (SLMS) e-learning platform, and the obligation for students to participate in microteaching and peer teaching activities as a form of pedagogical practice. However, interviews with several PGMI lecturers and students indicate that the implementation of these policies is not yet fully optimal. Many students still struggle to manage independent study time outside of class schedules, especially when faced with academic assignments and organizational activities. Academic documentation from the Faculty of Tarbiyah and Teacher Training in 2024 also noted that the average cumulative grade point average (GPA) of PGMI students still fluctuates, with a tendency to decline in the middle semester of study. This condition indicates that students' study habits have not been consistently formed, making it an academic issue that requires further study to find strategies for developing effective study habits for future madrasah teachers.

Previous studies have shown that study habits have a significant influence on academic success. Research by Aquines Gutiérrez et al. (2022), Ojetayo & Adeniyi (2024) and Lina & Meryem (2024) found that students with regular study habits had better academic achievement than those with irregular ones. Similar results were obtained by Munir et al. (2024), who confirmed that regular study time and discipline in completing assignments were strong predictors of increased GPAs for

education students. Furthermore, Nur'azizah et al. (2021), in their research at Yogyakarta State University, found that good study habits were positively correlated with students' critical thinking skills.

In the context of Islamic education, Sholeh et al. (2024) suggested that student study habits at Islamic Religious Higher Education Institutions are influenced by religiosity and intrinsic motivation. Harahap et al. (2023) research at UIN Walisongo Semarang also showed that students with structured study habits had higher levels of academic satisfaction. Meanwhile, Hakim et al. (2022) highlighted that effective study habits play a crucial role in improving the academic literacy of students at the Faculty of Tarbiyah and Teacher Training. Mutambuki et al. (2020) research even found that integrating study habits with active learning strategies can improve students' metacognitive abilities.

More recently, research by Hamid (2024) and Sato et al. (2023) showed that students who manage their study time efficiently have more stable academic performance, especially in the context of post-pandemic online learning. Meanwhile, Mauroof et al. (2025), Ben Hkoma et al. (2025), and Jimenez (2024) found many students struggle to maintain consistent study habits due to digital distractions and poor self-management. These research findings reinforce the assumption that study habits are not simply routine activities but also reflect students' discipline, cognitive strategies, and intrinsic motivation.

However, most previous research has focused solely on the relationship between study habits and academic achievement, without examining the variation in study habit indicators more specifically across these aspects. Furthermore, research conducted within Islamic Religious Higher Education institutions, particularly within the Elementary Madrasah Teacher Education (PGMI) Study Program, remains very limited. Several previous studies used correlational or experimental approaches, while descriptive research mapping the levels, lowest, and highest indicators of student study habits in the context of modern Islamic education is still rare. This situation creates a research gap in a comprehensive understanding of how study habit patterns are formed and influence the academic process within the PGMI environment.

In terms of research novelty, this study offers a quantitative descriptive analysis approach that focuses on empirically measuring students' study habits based on six key indicators: accuracy in completing academic assignments, regular study time, task execution, effective learning, work efficiency, and technical study skills. Furthermore, this study provides a comparative overview

between indicators, a topic that has not been widely explored in previous research. Another novelty lies in the context of the research, conducted at UIN Sunan Gunung Djati Bandung, an Islamic educational institution with unique student characteristics due to its blend of religious and modern academic approaches.

Thus, this study holds a significant position in enriching the study of the study habits of Islamic education students, particularly at UIN Sunan Gunung Djati Bandung. Theoretically, the results of this study are expected to contribute to the development of theories on the learning behavior of Islamic education students. Practically, the findings of this study can serve as a reference for lecturers, educational institutions, and students themselves in designing strategies to improve learning effectiveness and develop better study habits. Based on the description above, this research focuses on three main problems, namely: (1) what is the level of study habits of students in the PGMI Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung, (2) which study habit indicators are the lowest, and (3) which study habit indicators are the highest. The purpose of this research is to descriptively analyze the study habits of PGMI students, while providing an empirical picture of the factors that support and hinder effective study habits in the Islamic higher education environment.

METHOD

This study uses a quantitative approach with a descriptive-analytical design. The quantitative approach was chosen because this study aims to empirically measure and describe the level of student study habits and identify the lowest and highest study habit indicators based on numerical data. The descriptive-analytical design is used to describe the phenomenon as it is, while providing a logical interpretation of the results obtained (Al-Nuiami, 2024). The study was conducted at the Faculty of Tarbiyah and Teacher Training, Sunan Gunung Djati State Islamic University, Bandung in the 2015/2016 academic year, focusing on students of the Elementary Madrasah Teacher Education Study Program (PGMI).

Data collection techniques were conducted through three methods: questionnaires, observation, and documentation studies. The questionnaire was used to obtain quantitative data regarding students' study habits. The questionnaire was completed voluntarily after respondents received an explanation and agreed to participate in the study. Observations were conducted to strengthen the questionnaire data through direct observation of student activities during the lecture

process, such as discipline, involvement in learning activities, and completion of assignments. Meanwhile, documentation studies were used to obtain secondary data in the form of attendance lists, academic grades, and lecture activity notes relevant to the research variables.

In accordance with the variables to be studied, the primary data collection tool used for this research is a measurement tool for student study habits, namely a student study habits inventory or scale. Broadly speaking, the process of formulating this instrument involves the following steps: (1) finding an adequate construct, (2) developing the construct into more specific variables, (3) developing the variables into a framework, (4) developing the framework into statement formulations. The measuring tool for the student study habits variable is based on the study habits theory which consists of six indicators, namely: (1) Accuracy in completing academic tasks, including item numbers; 1,2,3,4, 5, 6, 7, 8, 9 (2) Regularity of study time, including item numbers; 10,11,12,13,14,15,16 (3) Implementation of tasks, including item numbers; 17,18,19,20,21,22,23,24,25 (4) Effective learning, including item numbers; 26,27,28,29,30,31,32,33 (5) Efficient work, including item numbers; 34,35,36,37,38,39,40,41 and (6) Skills in study techniques, including item numbers; 42, 43, 44, 45, 46, 47, 48, 49, 50.

The data to be studied is quantitative data derived from the results of measuring the study habits of students majoring in PGMI (Teaching Teacher Training) at the Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung. The data sources were obtained from primary sources, namely sources that provide firsthand data, and secondary sources, namely sources that cite other sources. The data sources referred to in this study include the research location, population, and research sample. The research location will be centered at the Faculty of Tarbiyah and Teacher Training, Sunan Gunung Djati State Islamic University, Bandung. This research location was chosen because the problem to be studied is located there. The population in this study is 75 students majoring in PGMI, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung, class of 2015/2016.

In this study, sampling was based on the principle proposed by Suharsimi Arikunto (2002), which states that if the population is less than 100, it is better to take all of them, thus making it a population study. Furthermore, if the number of subjects is large, 10-25% or more can be taken. Based on this opinion, the entire population was used as a sample of 83 university students. However, based on the data selection process, of the 83 respondents who were interviewed or whose data was extracted, only 75 could be processed. Therefore, the number of subjects in this study was

75. However, this number is still considered representative, meaning it can represent the population.

The data analysis used was quantitative analysis, using a statistical approach, and qualitative analysis, obtained through a logical (non-statistical) approach. The statistical data analysis procedure used was to find the average value of the observed and measured variables. The procedure is as follows:

1. Calculate the total score for each item and its average using the formula:

$$M_x = \frac{\sum fX}{N}$$

2. Calculate the average score for each indicator.
3. Calculate the average score for respondents' responses across all items in a variable, along with its interpretation. To interpret the high and low scores of respondents' responses for each indicator and variable, refer to the criteria formulated by Saefudin Azwar (Pokropek & Khorramdel, 2025) as follows:

$1 \geq \bar{X} > 2$ = very low
$2 \geq \bar{X} > 3$ = low
$3 \geq \bar{X} > 4$ = sufficient
$4 \geq \bar{X} > 5$ = high
$5 \geq \bar{X}$ = very high

FINDINGS AND DISCUSSION

Findings

Accuracy in Completing Academic Assignments

To determine the general trend regarding the level of "accuracy in completing academic assignments," we examined the weighted scores of respondents' answers for each answer alternative. The complete results are presented in the following table:

Table 1. Profile of PGMI Students at the Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung, Regarding Accuracy in Completing Academic Assignments Based on Answer Score Weights (n=75, Number of Items = 9) Indicator 1

Alternative Answers	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0	0	0
2	0	0	0	0
3	251	37,2	37,2	37,2
4	212	31,4	31,4	68,6
5	212	31,4	31,4	100,0

Total	675	100,0	100,0

Source: Research Results (2015)

Referring to the results in Table 1 above, the respondents' scores for each answer alternative are as follows: No respondents received a score of 1 or 2. 37.2% of respondents received a score of 3, while 31.4% each received a score of 4 and 5. The average score was 3.94. This average score is considered moderate, as it falls between 3 and mean > 4. Therefore, it can be concluded that the accuracy of assignment completion among PGMI students at the Faculty of Tarbiyah and Teacher Training at UIN SGD Bandung is considered adequate or moderate.

Regularity of Study Time

The general trend in the level of study habits for the "regularity of study time" indicator was determined by considering the weighted scores of respondents' answers for each answer alternative. The complete results are shown in the following table:

Table 2. Profile of PGMI Students at the Faculty of Islamic Education and Teacher Training, UIN SGD Bandung, Regarding Regular Study Time Based on Answer Score Weighting (n=75, Number of Items = 7) Indicator 2

Alternative Answers		Frequency	Percent	Valid Percent	Cumulative Percent
	1	0	0	0	0
	2	0	0	0	0
	3	168	24,9	32,0	32,0
	4	168	24,9	32,0	64,0
	5	189	28,0	36,0	100,0
	amount	525	77,8	100,0	
Missing	System	150	22,2		
Amount		675	100,0		

Source: Research Results (2015)

The results in table 2 above show that of the seven (7) items asked, the answers given by respondents were spread out as follows: 0% of respondents scored 1 and 2, 32% of respondents scored 3, 32% of respondents scored 4, and 36% of respondents scored 5. The average score obtained was 4.04. This average score is considered high, because it is in the position of 4 ⌾ Mean > 5. Therefore, it can be concluded that the "regularity of study time" of PGMI students of the Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung is classified as high.

Task Implementation

By considering the weighted scores for each respondent's answers, the general trend in study habits for the "task implementation" indicator can be seen in the following table:

Table 3. Profile of PGMI Students at the Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung, Regarding Task Implementation Based on Answer Score Weights (n=75, Number of Items = 9) Indicator 3

Alternative Answers	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0	0	0
2	0	0	0	0
3	237	35,1	35,1	35,1
4	207	30,7	30,7	65,8
5	231	34,2	34,2	100,0
Amount	675	100,0	100,0	

Source: Research Results (2015)

The results in the table above show that of the nine (9) items asked, the answers given by respondents were distributed as follows: 35.1% received a score of three (3), 30.7% of respondents received a score of four (4), and 34.2% of respondents received a score of five (5). The resulting average score was 3.99. This average score is classified as sufficient or moderate, because it is in the position of 3 ⊚ Mean > 4. Therefore, it can be concluded that the indicator of "success orientation" of PGMI students of the Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung is classified as sufficient or moderate.

Observing the results obtained, at least the results indicate that in the aspect of "task implementation", PGMI students of the Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung, mostly moved from a score of 3 to a score of 5. This means that the number of students who care about successful task implementation is quite dominant. This is evidenced by the percentage of students, which reached 64.9%, or approximately 48 students, who cared about completing assignments.

Effective Learning

Considering the weighted scores for each respondent's answers, the general trend in study habits for the "effective learning" indicator can be seen in the following table:

Table 4. Profile of PGMI Students, Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung, Regarding Effective Learning Based on Answer Score Weighting (n=75, Number of Items = 8) Indicator 4

Alternative Answers	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0	0	0
2	0	0	0	0
3	205	30,4	34,2	34,2

	4	201	29,8	33,5	67,7
	5	194	28,7	32,3	100,0
	Amount	600	88,9	100,0	
Missing	System	75	11,1		
Amount		675	100,0		

Source: Research Results (2015)

The results in Table 4 above show that of the eight (8) items asked, the answers given by respondents were distributed as follows: 34.2% of respondents scored three (3), 33.5% of respondents scored four (4), and 32.3% of respondents scored five (5). The resulting average score was 3.98. This average score is classified as moderate, because it is in the position of 3 ⌾ Mean > 4. Therefore, it can be concluded that the indicator of "effective learning" for PGMI students at the Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung is classified as moderate.

Efficient Work

By considering the weighted scores for each respondent's answers, the general trend in study habits for the "efficient work" indicator can be seen in the following table:

Table 5. Profile of PGMI Students at the Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung, Regarding Efficient Work Based on Weighted Answer Scores (n=75, Number of Items = 8) Indicator 5

Alternative Answers		Frequency	Percent	Valid Percent	Cumulative Percent
	1	0	0	0	0
	2	0	0	0	0
	3	225	33,3	37,5	37,5
	4	196	29,0	32,7	70,2
	5	179	26,5	29,8	100,0
	Total	600	88,9	100,0	
Missing	System	75	11,1		
Amount		675	100,0		

Source: Research Results (2015)

The results in Table 5 above show that of the eight (8) items asked, the answers given by respondents were distributed as follows: 37.5% of respondents scored three (3), 32.7% of respondents scored four (4), and 29.8% of respondents scored five (5). The resulting average score was 3.98. This average score is classified as sufficient or moderate because it is in the position of 3 ⌾ mean > 4. Therefore, it can be concluded that the indicator of "efficient work" of PGMI students at the Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung is classified as sufficient or moderate.

Learning Technique Skills

By considering the weighted scores of each respondent's answers, the general trend in the level of study habits for the "learning technique skills" indicator can be seen in the following table:

Table 6. Profile of PGMI Students at the Faculty of Islamic Education and Teaching, UIN SGD Bandung, in Learning Technique Skills Based on Answer Score Weights (n=75, Number of Items = 9) Indicator 6

Alternative Answers	Frequency	Percent	Valid Percent	Cumulative Percent
1	0	0	0	0
2	0	0	0	0
3	208	30,8	30,8	30,8
4	204	30,2	30,2	61,0
5	263	39,0	39,0	100,0
Amount	675	100,0	100,0	

Source:Research Results (2015)

Based on the results in Table 6 above, it shows that of the eight (8) items asked, the answers given by respondents were distributed as follows: 30.8% of respondents scored three (3), 30.2% of respondents scored four (4), and 39% of respondents scored five (5). The resulting average score was 4.08. This average score is considered high or good because it is in the position of 4 ◎ mean > 5. Therefore, it can be concluded that the indicator of "proficiency in learning techniques" of PGMI students at the Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung is classified as high.

Next, what is the actual level of study habits of PGMI students at the Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung? To find out this, it can be found through the combined average of all indicators, namely (3.94 × 675) + (4.04 × 525) + (3.99 × 675) + (3.98 × 600) + (3.92 ×600) + (4.08 ×675) = 14967.75 /3750 = 3.99. This value is in the interval 3 ◎ Mean > 4. Therefore, it can be concluded in general that the level of study habits of PGMI students of the Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung is classified as sufficient or moderate.

Discussion

In general, the research results indicate that the study habits of PGMI students at the Faculty of Tarbiyah and Teacher Training at UIN SGD Bandung are considered adequate or moderate. This means they are categorized as having effective and fairly good study habits. Based on this fact, it will certainly motivate students to achieve optimal learning outcomes, which in turn will certainly support the achievement of their desired goals. The results of this study also indicate that students have developed certain study patterns, but when referring to the results achieved, their consistency

and effectiveness are considered suboptimal. This aligns with Aljaffer et al. (2024) and Bećirović et al. (2025) opinion, which asserts that study habits are a crucial internal factor influencing learning outcomes. If study habits are still in the moderate category, students are likely to face difficulties in understanding lecture material in depth, resulting in learning outcomes that tend to be at an intermediate level (Kay et al., 2019; Li et al., 2025).

Furthermore, Stephen (2024) explains that good study habits are characterized by time discipline, regular note-taking, reading, reviewing, and the use of appropriate study strategies. When students are only in the moderate category, this may be due to inconsistent implementation of some study habit indicators (Anthenien et al., 2018; Chuvieco et al., 2018). For example, students may diligently attend lectures but are less likely to review material or organize their own study schedules.

Furthermore, Zhou & Wang (2022) found that consistent study habits and the use of metacognitive strategies are closely related to high academic achievement. Therefore, if students are in the moderate category, it is understandable that they have not fully implemented metacognitive strategies such as planning, monitoring, and evaluating their learning process. Furthermore, it is important for various stakeholders to note that study habits are not static and are always changing, with the role of others and the environment being crucial. Therefore, the development of study habits requires serious guidance (Salido et al., 2025; Van Gelder et al., 2024). Therefore, to foster and improve effective study habits, the following should be done: (1) The Head of Department, using a psychological approach through guidance and counseling services, strives to foster in students: motivation to learn, interest in learning, self-confidence, curiosity, enjoyment of their chosen field, personal discipline and seriousness in learning, and a balanced personality. (2) The supervising lecturer provides information to the students he is supervising regarding: attending lectures, reading books, using the library, how to study, how to make summaries, studying in groups and (3) Parents of students, in accordance with their function, provide direction and guidance to their sons and daughters so that in seeking knowledge they are accompanied by: perseverance, hard work, honesty.

Study habits are one of the factors that contribute to learning outcomes. Systematic efforts in learning are carried out by making learning a habit, both in and outside of the classroom. These study habits are ultimately able to bring about changes in students, such as knowledge, skills, and attitudes. Supported by participating in activities such as language tutoring in English and Arabic,

guidance on reading and writing the Quran, and training, these also play a role in improving students' intellectual, spiritual, and emotional well-being. These findings align with research conducted by Sarwar et al. (2025) and Tong et al. (2022). The results show that study habits have a significant influence and are a primary factor in guiding student behavior during learning. Positive study habits serve as the key to student success in achieving optimal performance. These habits encompass not only technical aspects, such as efficient study time management and the application of appropriate learning strategies, but also dimensions of mental attitude and student learning motivation (Putri & Martriwati, 2025). Students who are accustomed to diligently participating in class will be able to absorb and understand information better. Highly disciplined students who complete assignments from lecturers on time will improve their mastery of knowledge and skills. Students who regularly set aside dedicated time for independent study at home or in the library will undoubtedly expand their knowledge and insight.

Students who have a well-planned study schedule will certainly be able to complete assignments assigned by lecturers more easily and quickly, thus contributing to their success (Naqvi et al., 2023; Valero, 2022). Good study methods, as explained by Shin et al. (2017), generally describe: (1) efficient (capable) learning, demonstrated by a strong commitment to meeting the allocated time, being able to manage finances, diligently carrying out study assignments, diligently attending lessons, arriving to school on time, having adequate lighting in the study room and a bright environment, compiling complete and neat lesson notes, and having sufficient and good textbooks available at the school (library); (2) being able to take various notes, namely always taking notes on lessons and being orderly in taking notes; (3) able to read, namely being able to understand the contents of the reading from the subject, being able to read quickly (for certain students 1 page 1 minute), subjects that are read for a long time are stored in the memory, knowing which ones need to be memorized and which ones don't, the length and amount of reading, and reading in their entirety, not parts; (4) ready to learn, namely studying before/after taking the subject, mastering/understanding the contents of the reading from the subject matter, studying gradually or in stages so as not to get bored and repeating the reading to strengthen memory; (5) learning skills, namely reading quickly and understanding what is read, taking notes on the subject matter, being able to do calculations according to the school level, understanding and being able to express thoughts both in writing and orally; (6) understanding the differences in learning at each school level; (7) support from parents who understand the differences in learning at each school level where

their child studies; (8) status of more/less self-esteem.

CONCLUSION

The results of this study indicate that the study habits of students in the Elementary Madrasah Teacher Education (PGMI) Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung, are in the adequate category. The lowest indicator of study habits is work efficiency, while the highest indicator is study technique skills, which is in the good category. These findings indicate that students generally possess adequate study skills, but still need to improve their ability to manage their time and energy to optimize their academic progress. These results confirm that study habits are a crucial factor in academic achievement not innate abilities, but behaviors that can be developed through practice and consistency. Therefore, fostering effective study habits needs to be facilitated through targeted academic guidance and counseling services. Future research is recommended to expand the scope of respondents across various study programs within the Faculty of Tarbiyah and Teacher Training, as well as examine the role of the family environment and guidance and counseling institutions in supporting the development of student study habits.

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