

The Correlation of Motivation and Habit with Learning Outcomes in New Normal Era

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ABSTRACT

This article explores the relationship between learning motivation, learning habit, and the learning outcomes of grade 11th class vocational school students in the practice of lathe machining in the new normal era. This study uses a quantitative approach with research subjects in vocational schools in the field of mechanical engineering expertise. Data collection using questionnaires, tests, and documentation. Pearson Product Moment correlation analysis technique, t-test, and F test, using SPSS software. The results of this study are divided into two, namely: single regression and multiple regression will be explained as follows. 1) Single regression includes: a) learning motivation variable with learning outcomes (R) value of 0.465, value (r^2) of 0.217 meaning that there is a relationship with the medium category of learning motivation with learning outcomes, (b) learning habit with learning outcomes (R) value of 0.484, the value (r^2) is 0.235, meaning that there is a relationship with the medium category between learning motivation and learning outcomes. 2) Multiple regression between the variables of learning motivation and learning habit simultaneously provides a positive and significant relationship with learning outcomes. This is indicated by the value (R) of 0.550, and the value (r^2) is 0.302 which means that there is a relationship with a moderate category between learning motivation and learning habit on the learning outcomes of vocational school students in the practice of lathe machining grade 11th class in the new normal era. The limitations and implications of the research will be discussed in more detail in the discussion.

Keywords: *Learning Motivation, Learning Habit, Learning Outcomes*

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INTRODUCTION

The progress of a country can be seen by the level of progress in education. Education is seen as an aspect that plays an important role in the education of future generations. With education, we can all become skilled and responsible human beings who can respond to future progress and shape the character and civilization of a dignified nation. (Anwar, 2020), (Barrineau et al., 2022) education is the guidance given by the teacher to the development of students to reach maturity with the aim that these students can carry out their duties. (Alam et al., 2020) the role of education is to

improve work skills so that graduates can adapt to the changes brought about by globalization. However, the quality of education in Indonesia is still relatively low.

This is supported by (Zulkarnaen, 2019) who thinks that education in Indonesia today in terms of quality is very low, and not in accordance with what is expected. The quality of education can be seen in educational facilities and infrastructure. Facilities are tools that move and can be used directly, including paper, pens, erasers, books, computers, and so on, while infrastructure is a supporting tool covering buildings and rooms. (National & Pillars, 2020) the Indonesian Education Statistics Agency, there are more than 70% of rooms at each level of education with poor conditions. The lack of good facilities and infrastructure will greatly affect student learning. Learning is an activity between educators and students to achieve learning objectives (Wahid, 2018), (Wickstrøm et al., 2022). However, at this time, learning cannot be done directly because of the outbreak of the Corona Virus Disease-2019. (Wahyono, 2020) quoted in news.detik.com, Indonesia first confirmed that there was a very dangerous outbreak called COVID-19 on Monday, March 2, 2020. This epidemic caused many losses in all fields, including in terms of learning. In September 2021, the Yogyakarta Special Region Youth and Sports Education Office issued regulation number 1320 of 2021 concerning guidelines for preparing the Yogyakarta Special Region educational calendar for the 2021 academic year in Chapter VIII Article 17 Paragraph 2 states that education units can compile school calendars in sync with the provisions of the situation schools are still guided by the education calendar in this regulation.

This is evidenced by the Regional Secretary Special Region of Yogyakarta (R. Kadarmananta Baskara Aji, 2021) who stated that the Minister of Education had allowed schools to carry out face-to-face learning in areas with the level of Activity Restrictions Enforcement. Community Activities Restrictions Enforcement 1, 2, and 3. One of the main requirements is to always comply with health protocols and vaccinations for both educators and students. The government continues to strive so that the vaccination program can be completed immediately so that education can return to using the face-to-face method, which is called the new normal era. The new normal is a step that is considered effective in dealing with COVID-19 in all fields, one of which is education (Indrawan et al., 2021). (Aly et al., 2020) mention new normal era is an adaptation of new habit, which means doing activities by implementing health protocols, including wearing masks, implementing a clean and healthy lifestyle, and vaccinating. The new normal era is public activities and activities that are reopened by following and using health standards such as wearing masks, vaccinating, and implementing healthy and regular patterns. However, this new habit can not be implemented at all school levels.

This is reinforced by using research output (Martín-Sómer et al., 2021) which revealed that due to the pandemic, student motivation has decreased due to the use of distance learning methods. Likewise, the findings of (Cahyani et al., 2020) which revealed that COVID-19 requires that every activity be carried out online, from the results of the analysis of mann whitneyU questionnaire data from 344 high school students, it can be seen that student learning motivation decreases during online learning, descriptive data shows that of 344 students 52.6% of them admitted that their enthusiasm for learning decreased during online learning, and 61.1% of students admitted that it was difficult to find the right time to study at home. However, in the transitional period or the new normal era, it is not known whether there is an increase or decrease in the learning motivation of students. (Yunus et al., 2020) mention learning habit are learning activities carried out by students on a regular basis with the aim of preparing themselves to take lessons. Learning habit are oriented toward

student-led personal learning or to lead to student behavior (Quilez-Robres et al., 2021). (Büyüksahin, 2022) argues that habit is an activity carried out by individuals in everyday life continuously. Learning habit are learning behaviors that are formed in students while using the learning process carried out because students investigate and observe based on the surrounding environment, not talents that have been possessed by students since birth. The COVID-19 outbreak has changed learning habit from being together and now at each other's homes. This is reinforced by the results of research based on (Harahap, 2020) which explains that the learning habit of students during the pandemic is in a low category with a figure of 15.2%, likewise, according to findings (Heryyanti et al., 2021) the contribution of learning habit is 8.6% and the remaining 91.4% is influenced by other variables. this shows that students are still not able to carry out good learning habit during the covid-19 pandemic. It is expected that students can adjust to the situation so that learning habit can be related to learning outcomes.

Learning outcomes are learning outcomes achieved by students after completing learning activities (Nugraha et al., 2020). The experience possessed by students is the result of learning (Müller & Wulf, 2022), (Ordofa & Asgedom, 2022). (Wu et al., 2021) students will get plus points from learning outcomes, including increasing maturity, and independence, acquiring soft skills, and building self-confidence. Learning outcomes are skills acquired by students during the learning process at school and increase self-confidence, maturity, independence, and educators will assess. During the pandemic, the learning outcomes of students decreased, this was reinforced by the results of research (Tandi & Limbong, 2021) face-to-face learning is better than online learning. Further based on findings (Nuban & Astuti, 2021) stated that face-to-face student learning outcomes were higher than online learning outcomes with an average value of 84%. online get 73% results. This shows that face-to-face learning is more effective than online. However, during the transition period or the new normal era, it is not known whether the learning outcomes of students will increase or decrease. Increasing or decreasing student learning outcomes will also be influenced by student motivation and student learning habit.

Based on the results of the pre-research conducted on January 26 to February 04, 2022 researchers conducted interviews with educators, educators were overwhelmed by the current situation of change, this was evidenced by one of the educators of class vocational school Piri 1 Yogyakarta, he stated that students learning motivation very much reduced, the learning habit of students also experienced a very drastic setback because the average Piri 1 Yogyakarta Vocational School children came from broken homes so that they had to become the backbone of the family and caused these students to be unproductive, so the value of students had to be boosted because of the lack of following lessons, knowledge and practice. On January 31, 2022, the researcher conducted an interview with one of the educators of class vocational school Muhammadiyah 3 Yogyakarta and he stated that it was very difficult to deal with the current situation because the motivation of students was very unstable and students learning habit decreased due to the limitations of lesson hours which were only 50% sometimes only 1 meeting. in a week, resulting in learning is not optimal. On February 4, 2022, the researcher conducted an interview with one of the educators of the Yogyakarta Islamic Vocational School, he stated that he was very troubled by this pandemic. In the presence of a pandemic like this, educators at the Yogyakarta Islamic Vocational School must be extra hard to foster the enthusiasm and learning habit of students. Based on the information and observations above regarding the relationship

between learning motivation and study habit with student learning outcomes in the practice subject of turning machining in class 11 vocational schools in the new normal era, it is hoped that with this research students can understand the importance of face-to-face learning, have the motivation and good study habit to get satisfactory learning results.

METHOD

This research is an ex-post facto research with a quantitative approach, ex-post facto is a method used to examine causal relationships that are not manipulated by researchers (Giuffre, 1997), (Wiranto & Slameto, 2021). This study aims to determine the relationship between learning motivation and learning habit with student learning outcomes in machining practice subjects in the new normal era.

The subjects involved in this study were students of class 11th at a vocational school majoring in machining engineering, especially in the lathe machining practice subject. The time for collecting research data was carried out from 15 February to 30 March 2022 in 5 vocational schools in the city of Yogyakarta. Data collection techniques in this study were questionnaires, tests, and documentation. Questionnaires to test the variables of learning motivation and learning habit, tests to test students knowledge and skills as well as documentation to prove that researchers conducted research on 5 vocational schools in the city of Yogyakarta.

RESULT AND DISCUSSION

Figure 1 Research Documentation

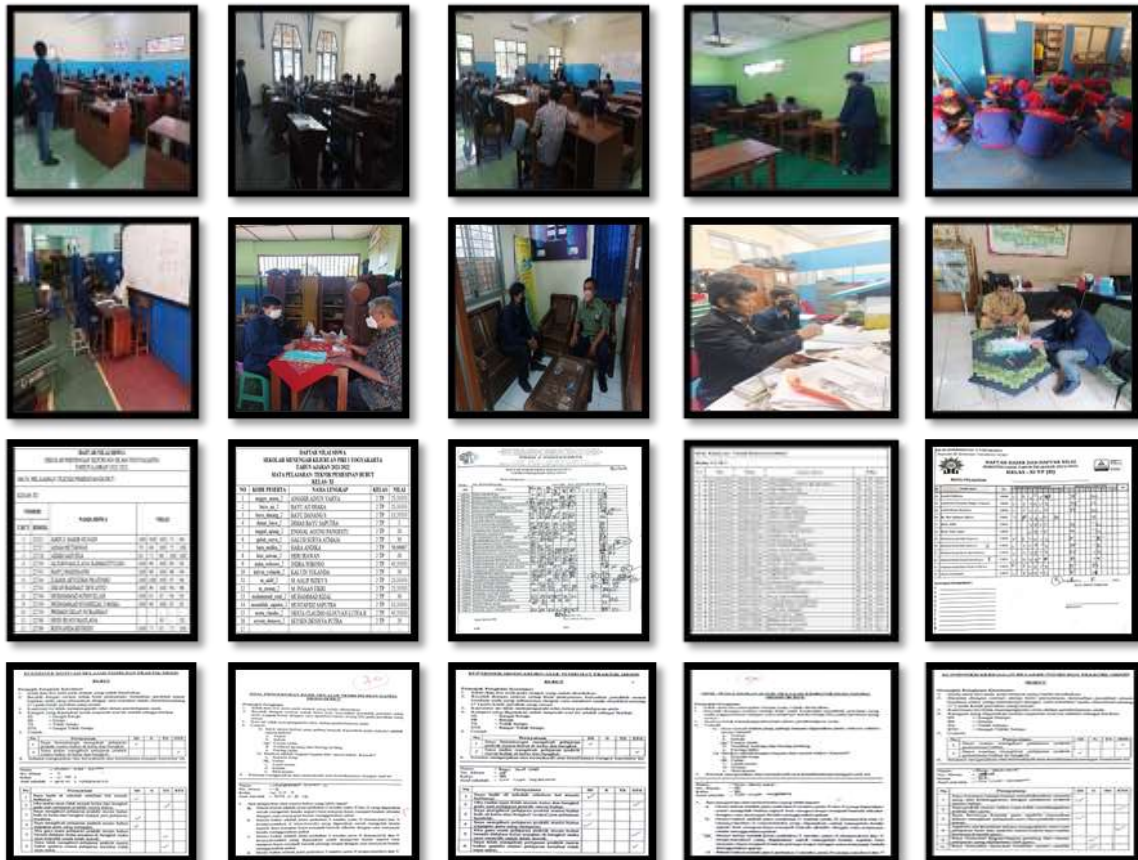


Figure 1 above is the result of research on five vocational schools in the city of Yogyakarta which have engineering expertise programs, including 1) Yogyakarta 2 State Vocational School, 2) Yogyakarta 3 State Vocational School, 3) Yogyakarta Islamic Vocational School, 4) Piri Vocational School 1 Yogyakarta, and 5) Vocational School Muhammadiyah 3 Yogyakarta. In the first horizontal section are the results of taking questionnaire data and multiple choice (cognitive) tests of students in 5 Yogyakarta city vocational schools, in the second horizontal section are images from interviews with teachers who teach lathe subjects in 5 Yogyakarta city vocational schools, in the third horizontal section is the value of students lathe practice from their respective teachers at 5 Yogyakarta city vocational schools, and the fourth horizontal section is the result of data collection and student cognitive tests at 5 Yogyakarta city vocational schools. In the questionnaire section, the researcher distributed questionnaires with two variables, namely the learning motivation variable and the learning habit variable or the independent variable (X), and obtained 2 invalid item items out of 30 question items on the learning motivation variable and the learning habit variable, 2 items were obtained the invalid item items out of the 20 item items that the researcher has described so that the invalid item items are dropped by the researcher, it can be concluded that in the independent variable (X) there are 28 item items for learning motivation and 18 item items for habit Study. Especially for vocational school students, there are theoretical (cognitive) tests and practical (psychomotor) tests. On the theory (cognitive) test, the researcher conducts tests with 10 item items to students and on practical (psychomotor) scores, the researcher takes the values that have been described by the teacher who efficacious lathe subject, so that the learning outcome variable or the dependent variable (Y) the researcher combines the value of the results of testing the theory that the researcher has described and the practical value of the teacher who is efficacious in the subject. There are 3 data analysis techniques carried out by researchers, including 1) descriptive analysis, 2) analysis requirements test, and 3) hypothesis testing, which will be explained as follows.

Descriptive Analysis

Descriptive analysis is intended to describe what is being investigated using population data without analyzing and drawing generally accepted conclusions. Description of the data in this study includes the mean, median, mode, and standard deviation. The description of the tabulated data according to each skill using SPSS Version 26 software, is described as follows.

Learning Motivation Variable

Data analysis on learning motivation variables consisted of 28 questions grouped into 4 categories, namely strongly agree, agree, disagree, and strongly disagree, with a total of 159 respondents. Data management used Statistical Package for the Social Sciences (SPSS) version 26. Out of 159 respondents, the smallest answer was 29, and the largest answer was 109. The mean value was 88.87, the median was 92, the mode was 99, and the standard deviation was 13,167. Enter into the very high category.

Learning Habit Variable

Analysis of learning habit variable data consisted of 18 questions grouped into 4 categories, namely strongly agree, agree, disagree, and strongly disagree, with a total of 159 respondents. Data management used the Statistical Package for the Social Sciences (SPSS) software version 26. Of the 159 respondents with the smallest answer 18, the largest answer was 72, the mean value was 58.84, the median was 60, the mode was 55, and the standard deviation was 8.771. It is included in the very high category.

Learning Outcomes Variable

The data collection of learning outcomes variables using the test method and the practice, the value found the value of 159 respondents with the most minor answer of 7, the largest response of 92, the average value of 67.53, the median of 73, the mode of 75, and a standard deviation of 16,757, into the very high category.

Analysis Requirements Test

The analysis requirements test is intended to determine whether the data collected meets the conditions for analysis, this test uses the selected statistical technique. Analysis requirements tests include normality tests, linearity tests, and multicollinearity tests using SPSS software version 26 and the results of the tests will be described as follows.

Table 1 Test Requirements Analysis

Test Requirements Analysis	Analysis Requirements Test Results		Conclusion
Normality Test	Asymp. Sig. (2-tailed) of 0.126 > 0.05		Normality
Linearity Test	The level of significance of learning motivation with learning outcomes gets a value of 0.138 > 0.05	The level of significance of learning habit with learning outcomes gets a value of 0.328 > 0.05	Linearity
Multicollinearity Test	Collinearity statistics learning motivation and learning habit Tolerance of 0.756 > 0.10		Multicollinearity Does Not Occur
		VIF of 1.322 < 10.0	

Hypothesis Testing

The hypothesis test in this study is a multiple regression analysis. The purpose of the multiple regression analysis is to examine the correlation between the independent variables and the dependent variable. Testing the hypothesis using SPSS software version 26, while the test results will be described as follows.

Table 2 Hypothesis Test Results

Hypothesis Test			Results		
Simple Linear Regression Test	Multiple Linear Regression Test	Pearson Correlations (R)	Coefficients t and F	Sig.	R Square(r^2)
Motivation with learning outcomes (H1)	-	0.465	t = 6.590	0.000	0.217
Habit with learning outcomes (H2)	-	0.484	t = 6.939	0.000	0.235
-	Motivation and habit with learning outcomes (H3)	0.550	F = 33.841	0.000	0.302

Table 2 is the result of hypothesis testing with the help of SPSS version 26 software which will be explained as follows

The Relationship between Learning Motivation and Learning Outcomes of Mechanical Engineering Practice for Vocational School Students in the City of Yogyakarta in the New Normal Era.

The first hypothesis or (H1) using simple linear regression testing between learning motivation (X_1) and learning outcomes (Y) gets a significance value of $0.000 < 0.05$ meaning that there is a relationship between learning motivation and learning outcomes students, while the Pearson Correlation (R) value is 0.465 with the direction of a positive relationship and the coefficient of determination (r^2) value is 0.217 in the weak category, meaning that the learning motivation variable can explain the learning outcome variable by 21.7% while the other 78.3% is explained by other factors.

The results of this analysis are also in line with the results of research conducted by (Muhammad, Bahrul, 2021) & Ghifary, M. T., Iswati, S., & Purwoko, B. (2022) states that there is a relationship between learning motivation and student learning outcomes, (Tørris et al., 2022), (Tao et al., 2023) stated that self-motivation is positively related to learning outcomes, (Meng & Hu, 2023) motivation from outside individuals also has a positive effect on learning outcomes both directly and indirectly, (Wei et al., 2023), (Torbergsen et al., 2023) which revealed students with autonomous motivation showed higher scores on learning outcomes, likewise according to the findings of (Bayounes et al., 2022) which states that motivation can achieve the desired learning outcomes by going through several strategies, these strategies can use the flipped classroom (MFC) model put forward by (Gitadewi et al., 2022) which states that using the flipped classroom model can increase student motivation and will lead to student learning outcomes, more in-depth to increase learning motivation can also use dynamic models, this is evidenced by the results of research from (Khozaei et al., 2022), further based on the findings of (Shao & Kang, 2022) which mentions the role of parents (teachers or biological parents) can indirectly foster motivation and lead to

children's learning outcomes, also strengthened by the opinion of (Nurwahid, 2021) states that there is a positive relationship between learning motivation and student learning outcomes, which means that the higher the learning motivation of students, the higher the learning outcomes of these students.

Based on the findings above, it can be concluded that the learning motivation of Grade 11th Vocational School students, especially the mechanical engineering expertise program in the new normal era of the city of Yogyakarta, is in a good category, it's just that to get maximum results, students must have motivation from within and from outside themselves and must have a special strategy to always be consistent so that motivation does not fade. If students have high motivation both internally and externally and have specific learning strategies, then student learning outcomes will be maximized.

The Relationship between Learning Habit and Learning Outcomes of Mechanical Engineering Practice for Vocational School Students in the City of Yogyakarta in the New Normal Era.

The second hypothesis or (H2) using simple linear regression testing between learning habit (X_2) and learning outcomes (Y) gets a significance value of $0.000 < 0.05$ meaning that there is a relationship between learning habit and student learning outcomes, while the Pearson Correlation value (R) of 0.484 with the direction of the relationship is positive and the coefficient of determination (r^2) is 0.235 in the weak category, meaning that the learning habit variable can explain the learning outcome variable by 23.5% while the other 76.5% is explained by other factors.

The results of this analysis are also in line with the results of research conducted by (Smeds et al., 2017), (Beattie et al., 2019), (Alkhamees MBBS, 2021), (Toy et al., 2021), (Bernard et al., 2022), (Alvera et al., 2022), (Hsieh, 2023) states that there is a significant relationship between learning habit and learning outcomes, findings from (Malinda & Sujarwo, 2022) learning habit with learning outcomes get t-count $> t$ -table ($0.611 > 0.220$) and sig. 0.05 and related to the high category, findings from (Pardanus, 2016) mentions that there is a positive and very strong relationship between learning habit and student learning outcomes with a coefficient of determination of 0.957, then according to the findings of (Murni & Helma, 2021) mentioned 30% learning habit affect student learning outcomes, Habit are usually associated with student involvement (Xu et al., 2022), student learning styles (Marantika, 2022), and students thinking habit (Kusumaningrum, 2021) in the school environment which will lead to maximum vocational school student learning outcomes, findings from (Putri et al., 2022) mentions learning habit related to learning outcomes with a t-count of 2.794, strengthened by the findings of (Mellisa, 2021) states that the relationship between learning habit and learning outcomes has a moderate correlation value with a correlation coefficient of 0.527, meaning that there is a relationship between learning habit and learning outcomes, meaning that the higher the learning habit of students, the higher the learning outcomes of these students.

Based on the findings above, it can be concluded that the learning habit of class 11th vocational school students, especially the mechanical engineering skills program in the new normal era of the city of Yogyakarta, is in a good category, it's just that to get maximum results, one must have learning habit (habit of thinking, habit of being involved in the schools, & learning styles) are good so that learning outcomes can be maximized. If students' learning habit are good, such as thinking habit, the habit of

being involved in the school environment, and learning styles, it will maximize student learning outcomes.

The Relationship between Learning Motivation and Learning Habit with the Learning Outcomes of Mechanical Engineering Practice for Vocational School Students in the City of Yogyakarta in the New Normal Era.

The third hypothesis or (H3) using multiple linear regression testing between learning motivation (X_1) and learning habit (X_2) simultaneously with student learning outcomes (Y) obtains a significance value of $0.000 < 0.05$ meaning that there is a joint relationship between learning motivation and learning habit with student learning outcomes, while the Pearson value Correlation of (R) 0.550 with the direction of the relationship is positive and the value of the coefficient of determination (r^2) is 0.323 in the weak category. So that it can be concluded that the learning habit variable (X_2) has a higher level of correlation to the practical learning outcomes of machining engineering vocational students in the city of Yogyakarta in the new normal era.

The results of this analysis are also in line with the results of research conducted by (Mahmudah et al., 2021) mentions that there is a positive relationship and a strong correlation between learning motivation and learning habit with student learning outcomes reaching 30.7%, is also in line with the findings of (Ramadhanty & Usman, 2019) which states that there is a simultaneous relationship between the variables of learning habit and learning motivation on student learning outcomes, (Khotimah et al., 2021) mentioning the variables of learning motivation and learning habit with learning habit having a value contribution of 36.2%, (Amaliah et al., 2022) found that student motivation was in the high category with a score of 54.24%, learning habit were in the moderate category with a score of 67.79% and learning outcomes were in the sufficient category with a score of 54.24%, (Yulita & Pajri, 2020) argues that there is a significant contribution between motivation and learning habit either simultaneously or alone on student learning outcomes, (Usman & Bilqis, 2022) revealed that there is a positive influence between learning motivation on learning outcomes, (Rejeb et al., 2022), (Torbergson et al., 2023) mentions that there is a relationship between habit and motivation (intrinsic & extrinsic), (Du et al., 2022) habit can be considered equivalent to the phenomenon of automaticity in a learning, (D'Souza & Broeseker, 2022) students whose learning habit improve usually study at their peak times, and really want to learn the content, and private guidance can also increase motivation and over time will get used to certain activities and will result in good learning habit becoming regular and will lead to maximum learning results (Benckwitz et al., 2022), findings from (Iqbal et al., 2022) self-motivation has a direct, significant, and positive relationship with learning habit, also supported by the findings (Khumaidah & Misbah, 2020) which states that there is a simultaneous and positive relationship between the variables of learning motivation and learning habit, there is a learning result of students with a regression coefficient value of 0.853, meaning that there is a correlation between learning motivation and learning habit with learning outcomes, the higher the learning motivation and learning habit of students. Based on the findings above, it can be concluded that the learning motivation and learning habit of class 11th vocational school students, especially the mechanical engineering skills program in the new normal era of Yogyakarta city, are in a good category, it's just that to get maximum results, one must have motivation (intrinsic, extrinsic, & specific strategies) and good learning habit (thinking habit, the habit of being involved in the school

environment, & learning style). If student learning motivation is high and students have good learning habit, student learning outcomes will be maximized.

The results showed that learning motivation and study habit with vocational student learning outcomes, especially in class 11th machining practices, decreased in the new normal era. During the pandemic, the world of education was faced with a new situation. Of course, teachers and students are required to adapt to the learning culture that is applied and several rules that must be obeyed in a pandemic situation. During a pandemic, teachers and students are required to take part in online learning and some face-to-face learning is carried out on a scheduled basis, and several health regulations must be implemented. Learning that was initially face-to-face and then transferred online is certainly a challenge for teachers and students. In addition, the government also imposed lockdowns, large-scale social restrictions, and imposed restrictions on community activities that apply throughout Indonesia to reduce the rate of transmission of the virus which is detrimental to all sectors including the education sector which is feeling the effects, the results of questionnaires, learning achievement tests, hypothesis testing, and in-depth interviews with teachers and students, causes or factors that greatly influence learning motivation, study habit, and learning outcomes of SMK students in Yogyakarta City in the new normal era, factors will be explained as follows.

Economic Factor

When the Covid-19 was detected in Indonesia, the government began imposing a lockdown at the end of March 2020. This rule applies to all sectors with restrictions on carrying out activities freely in open spaces. Office employees must work online, traders are restricted from opening their kiosks, tourism is closed, other educational institutions are conducted online, and so on. This greatly affects the parents of students in earning a living. Decreased income and increased needs due to scarcity of basic daily needs and a requirement to buy health-related needs such as masks and vitamins to prevent transmission of the virus. This is very difficult to experience, especially for students whose parents work, not government employees. Some of the student's parents had to stop working because of company policies. Parents of students whose source of income is generated from trading also experienced a decline due to the limited number of visitors or buyers. With decreasing family income, students indirectly must help their parents. Initially, students only studied and helped with domestic affairs, but during the pandemic, some of them had new assignments to help families with financial limitations.

The difficulties experienced are not only for students but also for parents who require them to provide facilities to support online learning. In conducting online schools, students are required to use cellphones or laptops and supporting tools such as data packages or Wi-Fi. Even though the government has also aided in the form of internet data packages, this assistance has not been able to meet internet needs during online learning, based on research results from (Akinwumiju et al., 2022), (Molleví Bortoló et al., 2023) economic factors also affect individuals during a pandemic. This was experienced by one of the Yogyakarta 3 state vocational school students during an interview on February 24, 2022 "During online school, my constraints were on quotas and cellphones, the quota from the government was not enough because I had to open the internet to look for material that was appropriate to the task and had to open it YouTube many times because I am don't see lathes and milling machines directly. If the internet data runs out and parents can't buy it sometimes, I skip it. Mobile phones also take turns with younger siblings, because younger siblings' cellphones don't

support the Zoom application. So, if school hours clash, one of us is not permitted to enter". This was also felt by a student at the Yogyakarta Islamic Vocational School during an interview, on March 04, 2022 "When I attend an online school, I often miss classes because I must help my parents. Because our parents' sales in the city were quiet, we had to return to the Kulon Progo district to do farming. Sometimes I can't attend class because I must take care of my younger sibling or go to the fields. So, it's hard to focus on studying".

Health Factors

The Covid-19 outbreak has become a scourge for all people. Until there are many rules that we must obey such as health protocols. The government is also trying to implement various regulations to reduce the number of cases of the trend of spread of Covid-19. This virus spreads through the air in seconds to be infected by humans. The virus attacks the sufferer's immune system in a short time. If an individual is infected with the virus, it will be characterized by respiratory problems, coughing, and others. Many people with this virus struggle by carrying out independent isolation, hospitals, and buildings that have been provided by the government to handle people who have been diagnosed with the virus. Not a few of the sufferers died and some of them were able to survive until they were declared cured. This case also affects students in carrying out learning activities. Some of the students have also been infected with this virus, which requires them to carry out healing treatments to recover. In carrying out health care, these students are required to focus on their treatment, so they leave learning activities. During absences, they have left the material presented and the practices to be followed. This affects students' understanding of machining subjects and even other subject matter. This is also in line with the results of research from (Nahar et al., 2022) which stated that during a pandemic, students' physical health was disrupted. Student mental health (Bhakat & Das, 2023).

As experienced by one of the students from Yogyakarta 2 state vocational school who was forced to leave class because he had contracted the virus and received health care, Interview, 25 February 2022 "During the Delta variant, I had to isolate at the hospital, because I was positive for the Covid virus-19. At that time my parents allowed me to go to school if I could not attend lessons while I was sick. After I was declared cured, I started taking online classes but left a lot of material behind, I became confused and didn't understand what I had to pursue, which made me feel bored and tired. So, my grades decreased, and I was required to take medication". This was also felt by other students at the Piri 1 Vocational School in Yogyakarta, during an interview, on 16 March 2022) "I was positive for Covid-19 and the doctor said he had to get a lot of rest and self-isolation at home. I isolated myself in my room only when I went out to the bathroom and sunbathed, I felt like I was weak and had no appetite, and had a cold and cough. So, I get permission from the homeroom teacher if I am sick and don't attend class. A lot of subject matter is left behind when entering online classes, so they don't understand anything. Then I do the assignments and ask a lot of friends, or I just fill in what I understand".

Social Factors

During the implementation of limited outdoor activities in the New Normal era, schools also limit students from carrying out face-to-face learning activities and applying blended learning. As in state vocational school 02 Yogyakarta, vocational school 03 Yogyakarta, vocational school Piri 1 Yogyakarta, Islamic vocational school Yogyakarta and vocational school 03 Muhammadiyah Yogyakarta which carry out face-to-face learning activities 5 days a week, but students take turns following face-to-

face learning with a capacity of 50% one day, from 07.00 am to 12.00 noon and there are also schools where learning starts from 07.00 am to 4.00 pm. The implementation of face-to-face learning influences learning motivation, study habit, and student learning outcomes. In the beginning, before the pandemic, teaching and learning activities were carried out in full face-to-face in the delivery of material and practice. So that teachers and students are involved in direct interaction. However, during the New Normal, learning and teaching activities have their policies that follow instructions from the government. This affects the interaction between teachers and students. Some students have difficulty understanding material delivered online for various reasons such as unstable internet connection, awkward asking, time constraints, boredom, and so on. When face-to-face learning activities take place even 5 days a week the number of students who fill the classrooms is also limited, such as imposing morning and afternoon shifts or alternating days with a total of 50% of the number of students per class while maintaining distance and adhering to health protocols. Limited interaction results in students feeling less enthusiastic about participating in teaching and learning activities which has an impact on decreasing learning motivation, study habit, and learning outcomes. This also agrees with the presentation from (Mardini & Mah'd, 2022) which states that the Covid-19 pandemic has greatly affected the lives of students, and can cause social problems (Sarfraz et al., 2023).

This was also expressed by the teacher in charge of the lathe subject at the Islamic vocational school Yogyakarta during an interview, on 2 February 2022 "Students when learning online face-to-face have a different enthusiasm, when online students usually turn off the camera, when it has been explained and the question-and-answer session they don't respond, and sometimes are constrained by the network. It's different when learning in person, even though you don't ask a lot of questions during the question-and-answer session but not as passive as when online. Sometimes students are embarrassed to ask the teacher and prefer to ask their peers, but I, as the teacher, who sees their conversations, directly give explanations that according to students they do not understand. This is also in line with the statement presented by the teacher of milling machining subjects at the Muhammadiyah 3 Yogyakarta Vocational School during an interview, on 31 January 2022 "When I present material during online learning, students can feel bored, I as a teacher also looks for solutions so that learning be interesting. I also offer students choices about what they want to learn, so they feel comfortable. Not a few are also less active, but in online conditions like this, I cannot directly warn. It's different when it comes to practical material, they ask questions directly and it's not awkward. Even though some of them are lagging because of a lack of understanding of the theory that will be put into practice".

Psychological Factors

Previously the author had explained the factors underlying the decrease in learning motivation, study habit and learning outcomes during the New Normal era. There is one very important factor in supporting learning motivation, cultivating good study habit, and getting satisfactory learning outcomes for students, namely psychological factors. Psychological factors play an important role in the New Normal era and before the pandemic. Vocational school students are generally 15-20 years old, at which age they are still vulnerable in searching for identity and need guidance from those closest to them. Besides that, this age still really needs encouragement from the people around and the environment, especially parents. The role of parents is very important to support the psychological condition of children in living life, especially in gaining knowledge for the future. The pandemic situation, which is very difficult, is in

the spotlight to understand each other's condition of children and parents. Of the three factors that underlie the link between the causes of decreased learning motivation, study habit and student learning outcomes, namely economic, health and social factors are inseparable from the involvement of the family. It is very clear because during a pandemic there were rules that limited activities in open spaces and kept a distance and interacted a lot with family at home.

Based on the findings above, it can be concluded that learning motivation and study habit with the learning outcomes of vocational school students in the city of Yogyakarta in the new normal era are included in the weak category, the cause of weak motivation, habit, and student learning outcomes is due to four factors, namely 1) economic factors, 2) health factors, 3) social factors and 4) psychological factors, and researchers also suggest that students' motivation and learning habit must always be maintained, both by teachers, parents, families, relatives, and individual students so that learning outcomes are maximized and the government should also facilitate schools because vocational school students must be facilitated tools that are relevant to the current situation, so that these vocational students can realize policies from the government, and the government should also provide special training for vocational teachers so they can provide the best for their students.

Students need encouragement and the role of parents to understand the conditions of online learning. Some of their parents demanded that their children take on new assignments because of problems in a pandemic situation. Students who do online learning sometimes have difficulty giving parents an understanding that online learning is done at home and takes up a lot of time. During online learning, some students feel disturbed by the situation at home and in the home environment. This is also explained by Sports (Fogarty, 2020) which explains that this new thing can affect the learning atmosphere which will make students have to try to adapt to the existing situation, and can affect student psychology (Wang et al., 2023). This was also conveyed by one of the Muhammadiyah 03 vocational school students during an interview, on January 31, 2022 "During the pandemic, we went to school online, even though recently we started studying face to face for a day or two days a week, but when school is online is a bit difficult and not easy to understand as well as lots of distractions at home, sometimes parents know when I have finished attending classes via Zoom, and they think it is over, even though they still have to do assignments and so on, want to tell parents but reluctant". A similar feeling was also felt by one of the students at Yogyakarta state vocational school 02 during an interview on March 15, 2022, "if school is online sometimes my parents forget that even though I am at home I also go to school, sometimes it is thought it is a holiday so small debates often occur between me and my parents. But if I say I'm doing my job, my parents also understand, like forbidding my younger sibling to disturb me and so on".

However, the results of this study are still temporary due to the limitations of the researchers, including 1) the learning outcome variable is the result of machining practical learning, not all practical learning is researched, 2) learning is still carried out in a limited manner with 50% offline and 50% online both theory and practice, 3) data collection during a pandemic and when students carry out Field Work Practices, 4) data collection by students is done offline and online, so it is not certain whether students carry out these statements seriously, and 5) the limitations of the author's ability to researching so that researchers can only provide information related to some information related to variables that can affect student learning outcomes.

CONCLUSION

Based on the analysis of the data that has been carried out in the study entitled learning motivation and study habit with learning outcomes in the machining practice subjects of Class 11th Vocational Schools in the new normal era at Yogyakarta, the following research results are obtained: 1) there is a positive relationship between learning motivation and student learning outcomes in the eyes machining practice lessons, especially lathe machining in class 11th students of the new normal era at Vocational Schools in Yogyakarta as indicated by (significance $0.000 < 0.05$ and r^2 value of 0.217), with a moderate correlation. 2) there is a relationship between study habit and student learning outcomes in machining practice subjects, especially lathe machining in class 11th students at Yogyakarta Vocational School in the new normal era as indicated by (significant $0.000 < 0.05$ and r^2 value 0.235), with a moderate level of correlation. 3) there is a relationship between learning motivation and study habit together with student learning outcomes in machining subjects, especially lathe machining in class 11th Yogyakarta Vocational Schools in the new normal era as indicated by (significant $0.000 < 0.05$ and an r^2 value of 0.302), with a moderate degree of correlation. As for what causes motivation and habit with student learning outcomes to fall into the medium category due to 4 factors, namely economic factors, health factors, social factors, and psychological factors. Therefore, it can be said that high learning motivation and good study habit will have a positive impact on student learning outcomes.

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AUTHOR CONTRIBUTION STATEMENT

All authors have contributed and participated in conducting this research, Muhammad Indra is the first author who has the title of this research, Sudji Munadi is a supervisor in this research, and Tika Widari is a friend who helped in this research. All authors have approved the final version of this manuscript.

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