

CHAPTER I

INTRODUCTION

A. Background of Study

The learning culture plays an important role in improving student performance, especially in achieving good results in the learning process. This is as stated by Muslikh & Deviastri (2020), that a learning culture has a significant influence on a person's performance. The results of students' learning success can be assessed using measurements of their academic achievements, one of which is the cum laude predicate. However, not many students are able to achieve the predicate, especially for Universitas Nahdlatul Ulama Purwokerto students who mostly have work commitments. Therefore, understanding the ideal learning culture of students can be useful in improving the performance of other students.

Learning culture defined as the process of forming individual beliefs, behaviours and values that encourage the student to learn (Muslikh & Deviastri, 2020). Then, according to Johnston & Hawke in Vu et al. (2023), learning culture is defined as the presence of attitudes, values, and activities that promote the learning process for organisations, groups, and individuals. This means that a learning culture is a pattern or habit that reflects attitudes, values and practices that encourage individuals or groups to continue learning, developing of knowledge, skills and understanding. A learning culture creates an environment that supports and values learning as an integral part of everyday life, whether in the context of formal education or social interaction.

Learning culture has a very important role in student development, that is as a manifestation of readiness to learn and a guide to achieving goals. According to Kumar in Sulistyowati et al. (2021), learning readiness is a basic skill needed by students to take part in a learning activity that emphasises self-learning management and understanding personal experiences. It means that learning culture refers to patterns or habits that encourage continuous learning as an implementation of students' readiness to achieve a goal. A good learning culture can improve individual abilities and skills in academic and practical aspects. It

is essential to thrive in a changing world, where new skills and knowledge are needed to face new challenges. In the research included the indicators of learning culture, and the supporting factors. Then, a good learning culture is expected to make a significant contribution to the development of students' abilities and lead to achieve *cumlaude* predicate.

Cumlaude is an academic honor or distinction bestowed upon students who have completed their studies and met the objective criteria established by the university senate. In the sociology of education and academic law, this distinction is defined as a form of official recognition for outstanding academic achievement. The *cumlaude* predicate and Grade Point Average (GPA) are inseparable, according to Ministerial Regulation of Education and Culture of the Republic of Indonesia Number 3 of 2020, students are declared to have graduated with honor if they achieve a cumulative GPA of more than 3.50 on a scale of 4.00. Hodsay in Febriyanto & Husnul (2020), stated that academically high-achieving students are those who have a GPA greater than 3.50 and adheres to academic ethics. This means that GPA is one of the indicators of student success during their studies. Although not absolute, it can be assumed that students with a good GPA can be considered to have good academic abilities and have a positive impact on the lives. By understanding the learning culture of students who are indicated to be successful in the academics, it is hoped that other students with good results can also emerge.

According to Slameto in Hanum (2021), learning culture contains habits and ways of learning that must be adhered, even have a positive impact on the practitioners to achieve the goals of learning. Therefore, understanding the correct learning culture is expected to enable readers to acquire knowledge and apply it properly and accurately, as well as to avoid the negative impacts of incorrect learning cultures. By understanding the learning cultures of the six students, it is hoped that can serve as motivation for other students to achieve the same or better learning outcomes. The amount of information related to their learning culture, whether little or much, very valuable and can prevent the negative impacts of a poor learning culture.

Before this research, there have been several relevant studies related to the learning culture, such as Hasriningtyas in 2021 wrote a thesis “Students’ Socio-cultural Backgrounds and Motivation in Learning Language”. The research found that socio-cultural factors influence students' motivation in learning, namely: in the aspects of learning objectives, language environment, media usage, culture, learning levels, and teaching models. Then, Albina in 2017 wrote an article "Learning Culture and Social Attitude of Outstanding Students of State Vocational Junior High School 2 Northern Rantau, Labuhanbatu Regency, North Sumatera Province, Indonesia,". The research found that the level of intellectual intelligence synergises with non-intellectual elements, namely learning intelligence by creating learning opportunities, self-directed learning manifested in self-confidence, consistency in the form of learning stability, and creativity in managing time, which influences learning methods to achieve excellent achievements. Furthermore, Hanum in 2021 wrote a dissertation, "*Budaya Belajar Mahasiswa IAIN Langsa*". The research found that students have various methods, behaviours, and habits when it comes to studying. These habits are influenced by individual, including their personal time, mood, and learning style.

After considering previous research, there have difference in the current research, the research method used a descriptive-qualitative approach, the instruments used interview and documentation, the research objective aimed to find out the learning culture of the students of cumlaude graduation and, the subject in this research is cumlaude graduate students. To address the identified gap, this study combines the theories of Gagné, Skinner, and Djaali to provide an in-depth analysis of the subjects. Additionally, the “*cumlaude*” variable signifies outstanding academic ability, dedication, and a strong work ethic, which makes the subject more valuable in life.

The subject of this research comprise 4 graduated students who were selected following a pre-research stage from the English Language Education Study Program Universitas Nahdlatul Ulama Purwokerto 2020 and 2021 batches. Subject selection was based on the results of distributing a structured questionnaire designed to identify and classify respondents according to the

specific criteria and classifications required for this study. These 4 subjects exhibit the most relevant and representative characteristics aligned with the variables under investigation, ensuring that the data obtained from them valid and reliable for addressing the research questions.

As a student who continues to learn, understanding a good learning culture very valuable as a guideline in the academic field. This research provides potential benefits: a learning culture can be a guide for students as they navigate their educational journey. The existing learning culture serve as a model for readers, giving them the freedom to adapt to related conditions. This learning culture shape individuals who are ready to face ever-changing challenges. A good culture that aligns with students' conditions support the improvement of the academic achievements, while conversely, a bad culture serve as a lesson to prevent negative outcomes. Therefore, based on that background, the researcher has raised the issue in the thesis titled: **"The Learning Culture of Cumlaude Graduates in English Language Education Study Program Universitas Nahdlatul Ulama Purwokerto."**

B. Research Question

Based on the description in the background of the problem, the identification of the problem, the limitations of the problem, the formulation of the problem in the research is "How is the learning culture of cumlaude graduates in English Language Education Study Program Universitas Nahdlatul Ulama Purwokerto?"

C. Purpose of the Research

The goal to be achieved from the research is to find out the learning culture of the students cumlaude graduates in the English Language Education Study Program Universitas Nahdlatul Ulama Purwokerto.

D. Significance of the Research

After the research was conducted, it expected to provide benefits both theoretically and practically. The scientific contribution aimed for in the research

was to enrich the understanding in the context of learning culture. The benefits of the research are divided into 2 parts namely theoretical and practical benefits.

1. Theoretical Benefits

- a. For researchers, the culture of learning can serve as one of the reference sources and become a preliminary study for subsequent researchers.
- b. Providing contributions to readers in the development and enhancement of knowledge regarding the learning culture of graduate students.
- c. Can provide an overview for the institution regarding the learning culture so that it can evaluate, and improve in areas that deficiencies.

2. Practical Benefits

- a. It can serve as a foundation for students in applying methods, behaviors, and habits.
- b. It can serve as a reference for lecturers, teachers to implement better learning practices in order to motivate a learning culture.

E. Scope of the Research

The scope of the research on learning culture focus on the factors that influence the students in a learning culture that achieves high academic performance, especially cumlaude predicate, and how the learning culture contributes to the achievement. There are some scope limitations, namely:

1. The research focus on the factors of influencing the learning culture of cumlaude graduate students such as academic motivation, discipline and time management, learning strategies, and learning skills.
2. The research focus on the influence of social and academic environment such as support from the lecturers, family, friends, and campus environment.
3. The research focus on the characteristics of cumlaude students such as academic and non-academic profiles, and involvement in active learning.
4. The research focus on the learning culture that supports cumlaude achievement such as lifelong learning, and continuous learning patterns.
5. The research focus on the analysis of the influence of personal and academic experiences such as experiences, and critical events in the learning process.