

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research conducted, learning culture can be defined as a dynamic personal ecosystem formed by the integration of students' learning strategies/methods, learning behaviours, and learning habits to achieve both academic and practical goals. From the perspective of their learning methods, *cum laude* students demonstrate an integration between information processing and experiential learning cycle. These findings indicate that the academic success of *cumlaude* students is not determined solely by study intensity, but by the ability to actively manage the entire learning cycle. They receive information from various sources, process it through elaborative strategies, reinforce memory through planned repetition, reflect on learning outcomes, build structured concepts, and consistently apply knowledge within both academic contexts and daily life. Therefore, the learning culture of *cumlaude* students is self-regulated, reflective, and experiential, thereby resulting in deep and sustainable learning.

The next, from the perspective of learning behaviour, *cum laude* students exhibit learning behaviours that are consistent, structured, and formed through a process of habituation. *Cumlaude* Student behaviours such as preparing oneself before lectures, attending consistently, paying attention to the lecturer's explanations, establishing a study routine, utilising various learning resources, and using the library develop through reinforcement. This means they are behaviours continuously reinforced by positive consequences in the form of enhanced understanding, academic success, and high achievements. This repetitive reinforcement causes these behaviours to become an integral part of the students' learning culture. Then, the findings also indicate that learning culture is influenced not only by the habituation process but also by the interaction between internal factors, such as readiness, interest, and attention, and external factors, such as the learning environment, learning resources, and academic facilities. Thus, the learning culture of *cumlaude* students is the result

of a synergy between the formation of behaviour through reinforcement and the support of both internal and external factors.

Furthermore, from a habit perspective, *cumlaude* students demonstrate that academic success is built through consistent and repeated study habits. Reading habits develop into strategic activities through the use of various reading techniques according to the requirements of the material. Time management habits are reflected in the implementation of regular study schedules and the use of techniques such as Pomodoro to maintain focus and productivity. Meanwhile, the ability to adapt to the learning environment is evident in the students' efforts to create study conditions that best suit their individual characteristics and preferences. These findings indicate that the learning culture of *cumlaude* students is characterised not only by high study intensity but also by the quality of study habits that have been formed sustainably. Effective reading habits, disciplined time management, and the ability to adapt the learning environment serve as the core foundation supporting their academic success. Consequently, the achievement of *cum laude* students is the result of an accumulation of positive study habits practiced consistently.

B. Suggestions

Based on the findings and the research process regarding the learning culture of these students, the following practical and strategic recommendations are offered to the research subjects as well as to future researchers wishing to explore similar topics:

1. For Readers

- a. Optimisation of mediational strategies is recommended that students do not rely solely on a single type of learning medium. Integrating conventional academic texts (books and journals) with digital media (videos and podcasts) as scaffolding can accelerate the comprehension of complex material.
- b. Strengthening social capital through collaboration given that group discussions are an effective way to deepen understanding, students are

encouraged to be more proactive in forming or joining informal learning communities to provide mutual cognitive assistance (peer-tutoring).

- c. Utilising practical experience for students, beginning to apply knowledge in real-world settings (such as private tutoring or field practice) is highly recommended to build self-efficacy and reinforce the internalisation of theories learned during lectures.

2. For Future Researchers

- a. Researchers should consider employing direct observation of learning behaviours to avoid relying solely on interviews (oral data).
- b. Researchers could examine the shift in learning culture from the period of active study to alumni status to provide a more dynamic overview of how individual habitus and cultural capital develop.
- c. Researchers need to involve subjects from various different programmes of study to enable an analysis of the extent to which the field (a specific academic discipline) influences an individual's learning habitus.
- d. Researchers could focus studies on the effectiveness of "micro-learning" or the impact of digital distractions (Youtube, TikTok and the others) on the depth of students' cognitive understanding.
- e. Researchers are recommended use more in-depth screening questionnaires from the outset to ensure that subjects truly represent the desired criteria, particularly regarding work experience or the post-graduation application of knowledge, thereby ensuring the acquisition of richer interview data.