



ASSESSING THE READINESS OF STUDENT LEARNING ACTIVITY AND LEARNING OUTCOME

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Abstract: The research is proposed by the underestimate of the students' activeness and the students' achievement. The purposes of the research was to evaluate the influence of the students' readiness to the students' activeness, the influence of the students' readiness to the students' achievement, and the influence of the students' activeness to the students' achievement in the first class of Junior High School 2 Cibingbin, Kuningan, West Java. Its influence uses the correlation descriptive method. The population is 127 students of the first class of Junior High School 2 Cibingbin, Kuningan, West Java and the sample is 96 students. The results of the study showed that the description of the students' readiness learning was at high category 69.35%. The description of the students' activeness was also at high category 85.47%. In addition, the description of the students' achievement was categorized as high grade (84.35%). There was a positive influence of students readiness to the student's activeness and achievement, and there was the positive influence of the student's activeness to the student's achievement.

Keywords: Students' Achievement, Students' Activeness, and Students' Readiness

INTRODUCTION

One indicator of the success of each student in determining the outcome of learning in school can be seen from the results it achieves. But to achieve this it is not an easy thing. Due to the success of learning is influenced by many factors, such as internal factors and external factors. Internal factors are factors that Arise from within the child itself, such as health, mental, intelligence, motivation and so on. While external factors are factors that come from outside of the child, such as family environment, community, friends, teachers, media, facilities, and infrastructure (Surya, 2004). It is learning in school there are many complex issues that Affect the student learning outcomes. One of the problems encountered in the learning in the school readiness of student learning. The readiness for student learning is the conditions that precede learning activity itself. Students are required to be ready to learn, to be Able to accept material that is given by the teacher. Be it, be physically and psychologically. With considering Reviews These conditions, the readiness to learn as a picture of the beginning of a learning activity that makes it ready to give a response/ answer that is in teaching students in achieving certain objectives. In addition to learning readiness, the condition of students' learning activeness is a contributing factor in determining student learning outcomes.

The low activity of learning can be seen as learning activities begins to reveal even more students' inactivity is not good. As an example of the student, activity includes: chatting with a seatmate, tasks of other subjects currently learning activity starts, students make a fuss in the current class lessons, the



students could not answer the questions given by the teacher, the students do not want to ask about the material he feels not conquered.

With reference to the conditions that support learning activities at school. Then Become a reference in the study related to Reviews These variables. For example Khotimah (2012) stated that the readiness to learn to have a significant effect on student learning outcomes. As with Alawiyah (2013) stated that the readiness to learn has nothing to do with students' interest in learning. While, Komalasari (2012) stated that the readiness to learn can enhance students' understanding.

In contrast to the results of research above, this study emphasizes a comprehensive, study on Reviews These three variables. So, we need a comprehensive, study of the attitudes, activity and student learning outcomes. The goals of this study were to determine the effect of readiness to learn directly to the students 'learning activeness, to evaluate the effect of readiness to learn directly to student learning, and to examine the effect of students' learning activeness directly to student learning, and to determine the effect of readiness to learn influential indirectly to student learning outcomes through students' learning activeness.

LITERATURE REVIEW

This section discusses several theories related to the research article. Literature review contains about readiness to learn, active and learning outcomes.

Readiness Learning

To achieve a job, a person needs to have the readiness to be everything that is needed in the implementation of these tasks, either physical readiness, mental preparedness and readiness in terms of cognitive. This is true also of students and teachers who act as the subject of education in the teaching process should always equip themselves with preparations for the learning activities.

According to Thorndike that the readiness is a prerequisite for the next study (Slameto, 2003). Students should master any teaching materials that have been delivered because it has been linked with a further material. If the student does not master the material has been submitted, then the student will have difficulty in participating in further learning activities. Vice versa, if the student mastered the material that has been presented, the students will easily understand the teaching materials optimally.

Further, Hamalik (2003) suggested that readiness is the state of the existing capacities of students in relation to a particular teaching purpose. Situations readily identifiable with the knowledge capacity of the students in understanding the teaching materials in accordance with the purpose of learning. Achievement of learning goals achieved when students participating in learning activities are well supported by his readiness to face the situation.

There are those who interpret *readiness* as the readiness or willingness of someone to do something. An expert called Cronbach give a sense of *readiness* as a



whole nature or force that makes people react in a certain way (Soemanto, 1998). The readiness of students seen of his willingness to do anything based on the basis of the willingness and the willingness of the students themselves without any coercion or command of others. This is in line with the views expressed by Djamarah (2002) readiness to learn the conditions themselves as prepared to perform an activity. The readiness of the students will make it easier to adjust under any circumstances. A difficult situation will be easier to understand for search and problem-solving solutions.

Such conditions include at least three aspects, namely: a). Physical, mental, and emotional, b). Needs, motives, and goals, and c). Skills, knowledge, and understanding of others that have been studied (Slameto, 2003). State of complete physical, mental and emotional aspect is very influential on the level of preparedness of students in participating in learning activities. Learning activities which are able to act actively. In line with the opinion of Suryabrata (1998) that readiness in preparation for action (*ready to act*). Thus, preparedness is a manifestation of maturity physically, mentally and emotionally to participate in active learning and is able to answer the questions given.

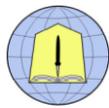
Meanwhile, on the notion of learning can be traced from some opinions. W.S. Winkel found in human learning is defined as a mental or psychic activity that takes place in an active interaction with the environment, which resulted in changes in knowledge, understanding, skills, attitudes, and values. The changes are relative, constant and trace (Winkel, 1991).

Learning is shown by a change in behavior as a result of experience (Cronbach, 1946). So, learn the best is to experience and to live it the students use the five senses. Meanwhile, according to Nasution (1995) readiness to learn is the conditions that preceded the learning activity itself. Without the readiness or willingness, the learning process will not occur. Further that the readiness factors, both physical and psychological, is a precondition of a learning activity (Darsono, 2000).

Based on these concepts, the readiness to learn is the beginning of a learning condition that makes it ready to give a response/answer that is in teaching students in achieving specific goals. Readiness to learn is a situation of students who are ready or willing to do activities with full consciousness to obtain results in the form of changes in knowledge, understanding, skills, habits, values, and attitudes by observing, imitating, exercise, investigate, and the entry of new experiences on students.

Activeness Learning

Activeness in question in this research is the students learning activeness in class. According to the great dictionary Indonesian, is a viable active (work, trying), while the activity is a state or a case where active students. Learning is a process of behavioral changes towards a better and relatively fixed, as well as shown in various forms such as changes in knowledge, understanding, attitudes, behavior, skills, habits, and change other aspects that exist in individuals who learn (Poerwadarminto, 2001). So the students learning activeness is a condition in



which the students actively in learning. Activeness of student learning can be seen from the involvement of students in the learning process as diverse as when listening to the teacher's explanations, discussions, report on the implementation of tasks and so on.

Activeness of student learning can be seen from the involvement of students in the learning process that diverse. Diedrich (2015) was classified the learning activities of students in eight groups, as follows: a). Visual activities such as reading, watching experiments, demonstrations, exhibitions, and watching others work or play, b). Oral activities as posted a fact, connecting such events, ask questions, give advice, express opinions, interviews, discussions, and interruptions. c). Listening activities such dictations, conversations, discussions, music, speeches, and so forth, d). Writing activities such as story writing essays, reports, tests, questionnaires, copying. e). Drawing activities such as drawing, making graphs, maps, diagram, patterns, and so on, f). Motor activities like to experiment, make the construction, the model playing, gardening, raise animals, and so on, g). Mental activities as contemplate , remember , solve problems , analyze , look at relationships, decision-making , and so, and h). *Emotional activities* interested, bored, excited, bold, calm, nervous, and so on (Diedrich, 2015).

Teaching is to guide student activities so students want to learn. For that liveliness is indispensable in teaching and learning activities. This is because the students as subjects who carry out learning activities so that it was students who should have been more active, not teachers.

The levels of activity of students in the interaction between students with teachers and among students with other students (Lindgren, 1968). Activeness of learning seen from the active communication during the learning activities. Not only teachers who dominate the learning activities, but occur debriefing between teachers and students and students with students. The learning activities are carried out with favorable that reflected the students learning activeness will facilitate the achievement of the objectives education. The involvement of the student in the learning events taking various forms of physical activity which can be observed (Mudjiono, 2009).

Activeness study is an effort to implement the students learning activities. Activeness can be demonstrated by the involvement of students in searching for or obtain an information from a source such as books, teachers, and other friends so that students are expected to be better able to recognize and develop the learning capacity and potentials fully, recognize and use the potential of learning resources that are around it.

Results Learn Some Vital Lessons

The learning result is a term that is familiar in the world of education. The term is commonly used as a designation of the assessment of the outcome of the learning process, where the assessment examines the level of student progress in mastering teaching materials that have been studied in accordance with its intended purpose.



Results of study consist of two words, and learning outcomes. Results of the study are used to show the optimal results of a study that means any activity cannot be separated from the notion of learning. The outcomes are the results achieved from the efforts that have been done and done or in the definition of shorter that the results are the results that have been achieved (done and done).

In line with the above definition, the results are the results that have been achieved from what is done / are already cultivated. According to Qahar in Djamarah (1994) that the result is what has to be created, the results of the work, pleasing results obtained by working tenacity. The outcome is the result of an activity that has been done, is created, which pleases obtained with the tenacity of work, either individually or in groups in a particular field of activity.

In the world of education, from an assessment of the results can usually be seen or expressed in the symbolic form of letters or numbers. Thus, the learning outcomes are the results achieved by the students of the learning activities in which to acquire the knowledge and skills that can be realized by a change in attitude and behavior and is generally expressed in symbolic form letters or numbers.

Learning results Obtained by a student are temporary sometimes in a learning phase, students who succeeded brilliantly in learning Often encountered any students who failed. Such as the low number of report cards, grade, did not pass the final exam and so on. Learning outcome is the success rate of students to learn the subject matter in a school are Expressed in terms of the score Obtained from the results of tests on a number of the material.

RESEARCH METHODS

Time and Location

This research was conducted at The Junior High School 2 Cibingbin, Kuningan, West Java, with a time of execution of the research is estimated to be approximately six months starting from August 2014 until March 2015.

Research Design

The research design used in this research is a descriptive correlation. According to the descriptive analysis method that is used to analyze data in a way describe or illustrate data that has been collected as-is (Sugiyono, 2007).

So a descriptive correlation is used to find out the description and analyze the level of influence between research variables, as well as the relationship of causality between the variables being the orientation of statistics in doing data analysis the results of the research.

Research Variables

In this study, there are three variables: the readiness to learn (X), active learning(Y₁) and student learning outcomes (Y₂). Which became the core of the problem is the relationship pattern independent variables and the dependent variable. Relationship pattern is variable in this study is a causal relationship. The most important part in a study is answering the accuracy of the hypothesis that the proper analysis.



Data Collection

Data collection techniques associated with the way to obtain the necessary data, in this study the data needed are acquired through three data source such as; The study of documentation, Through the study of documentation writers, earn a student learning outcome data into the empirical data in the determination of research issues; Question form or questionnaire, question form is used to obtain data about the readiness to learn and the liveliness of student learning, and Multiple choice tests used to find out the level of student learning outcome which tests are given as much as two times i.e. pretest-posttest (before) and (after).

Data analysis

To process the data obtained, then analyzed the data with descriptive analysis. It is to describe the readiness to learn, active learning and student learning outcomes in Junior High School 2 Cibingbin, Kuningan, West Java. As for testing the hypothesis using path analysis. Characteristics path analysis is a method of data analysis multivariate dependencies that are used to test the hypothesis of an asymmetrical relationship that is built on the basis of the study of a particular theory, in order to determine the effect of direct and indirect set of variables cause variable effects can be observed directly (Kusnendi, 2008).

RESULTS AND DISCUSSION

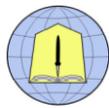
The readiness of student learning in Junior High School 2 Cibingbin, Kuningan, West Java

Readiness is an individual condition that allows he can learn. Pleased with this, there are various standards of readiness to learn for a special task. Someone students who are not ready to carry out a task in the study will have difficulty or even despair. Which includes this readiness is maturity and physical growth, intelligence, experience background, standardized learning outcomes, motivation, perception and other factors that allows one to learn. As for the research data about readiness to learn was presented in Table 1.

Table 1. Frequency and Percentage Of Student Learning Readiness

Category	Interval	Frequency	Percentage (%)
High	74 - 100	30	31.25
Medium	47 - 73	66	68.75
Low	20 - 46	-	-
Total		96	100

The research findings revealed that the student's learning readiness of the students can be categorized at a high level with the category is a percentage of 31.25%, but there are also students who have learning readiness in the medium category with a percentage of 68.25%. The accumulatively level of readiness of student learning with a percentage of 69.35% is included in the high criterion.



Viewed from the aspect of learning readiness which includes preparedness for students, showed that students learning readiness are in good enough category, which is defined in this study preparedness, including to study past records, complete the task/exercise, maintain physical health and fitness, read material which shall be studied, make inquiries; and prepare to learn materials (Slameto, 2003).

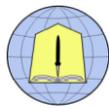
Several There are things that must be Considered in readiness to learn are one individual will be Able to learn with the best when duty-duty weight given to him to do with ability, interests, and background. Readiness to learn to be assessed, it means if someone wants to get a picture of the readiness of teachers of students to learn something, he should do the testing readiness. If an individual lacks the readiness for a task, then the task should be postponed until it can be developed readiness or teacher deliberately arranging the tasks according to the readiness of students. Readiness to learn to reflect the type and level of readiness, for example, students who have the same intelligence may be very different in the pattern of mental abilities. Materials, activities, and tasks should be varied According to the readiness factor of cognitive, affective and psychomotor of various individuals. Thus the learning readiness is an important factor determining the success of students in learning.

Picture of students learning activeness in Junior High School 2 Cibingbin, Kuningan, West Java

The learning process is essential to develop the activity and creativity of students through various interactions and learning experiences. Activeness of student learning is a basic element that is essential to the success of the learning process. Activeness is an activity that is both physically and mentally, that act and thinks as a series that cannot be separated. Successful learning to go through all sorts of activities, both physical and mental activity. Physical activity is an active enterprising student with limbs, making things, playing or working, he does not just sit and listen, see or just passive. Students who have psychic activity (psychiatric) is if the power of his soul to work as many or many functions in the context of learning. As for the readiness of student learning outcomes in this study was presented in Table 2. The research findings revealed that students learning activeness of the students can be categorized at a high level with the percentage of the category is 95.83 %, but there are also students who have learning activeness in the medium category with a percentage of 4.17 %. Accumulatively student level of activity with a percentage of 85.47 % is included in the high criterion.

Table 2. Percentage and Frequency of liveliness Student

Category	Interval	Frequency	Percentage (%)
High	74 - 100	92	95.83
Medium	47 - 73	4	4.17
Low	20 - 46	-	-
Total		96	100



The activity of students in learning activities is none other than to construct their own knowledge. They are actively building an understanding of the issues or anything they encounter in the learning process. Everyone who learned to be active themselves, without any activity learning process will not occur. Thorndike argues students learning activeness in learning with the law "law of exercise" it states that learning requires the exercises and Mc Keachie states with regard to the principle suggest that the activity of the human individual is an active learning always wanted to know. All knowledge must be obtained by observation alone, his own experience, his own investigations, to work alone with a self -created facilities, both spiritual and techniques (Sudjana, 1991).

It can be concluded that the activity of students in the study is all activities that are physical and non-physical students in the process of teaching and learning activities are implemented in order to create an atmosphere conducive classroom.

Overview of results for students at Junior High School 2 Cibingbin, Kuningan, West Java

A person success or failure in learning is the caused by two factors: internal factors, is factors influencing from within the students such as health, interest, talents, intelligence, motivation, and learning styles. External factors are factors that influence from outside the student such as a condition of the family, school, community, and environment. Thus spake the learning outcomes will increase is if the factors that influence it can have and execute well by students.

To describe learning outcomes of students at Junior High School 2 Cibingbin with the following steps.

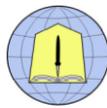
$$\begin{aligned}\bar{x} &= \frac{\text{test scores}}{\text{score criteria}} \\ &= \frac{3880}{96} \times 100\% = 84.35\%\end{aligned}$$

Based on the findings of the study found that in general, the students have good learning outcomes once that is 84.35%. This shows that results for students in the category very well, so it is necessary to the defense and development of various aspects, because of many factors that affect student learning outcomes.

The success or failure of students to follow the lessons at school is influenced by factors items, namely: (1) factor of the student as the ability of a common base, talents, interests, motivations, and attitudes and ability learning, (2) factors originating from outside the student such as physical environment, infrastructure, social environment, family environment, school environment and community environment (Sugihartono, 2007).

Influence the readiness to learn of the students learning activeness

Influence student learning readiness of the students learning activeness coefficient lines (ρ_{xy1}) of 0.749 and t-test value of 10.972 with the Sig. 0.000 (Table 3). That is acceptable whereas H_1 or H_0 is rejected, so the hypothesis "Readiness to learn positive effect on students learning activeness" statistically significant and declared acceptable. The amount of influence student learning readiness of the



students learning activeness in the amount of 0.562 or 56.2 %. That is by 56.2 % influenced by the students learning activeness of student learning readiness, the remaining 43.8 % is influenced by other factors not Examined by the author. This case suggests that the presence of student's readiness to learn that kind of concerned shall then students will be better prepared to receive lessons material that will be shown with the acquisition of learning good results.

Table 3. Recapitulation Results Data Analysis and Testing Hypotheses
Substructural First (Variable X to Y1)

Influence Inter Variable	R (Beta)	R Square	t-test	Sig.	Information
X → Y1	0.749	0.562	10.972	0.000	Significant

Thus the first substructure, other variables that are not observed affecting students' learning activeness of $(\rho_{\epsilon 1 \epsilon 12}) = 1$ to $0.749 = 0.251$. P_{xy1} value = 0.749 and $\rho_{\epsilon 1 \epsilon 12} = 0.251$ in order to obtain first substructural equation as follows:

$$Y_1 = F(0.749X) 0,251\epsilon_1$$

The values are then inserted into the first substructural diagram in order to obtain the following Figure 1.

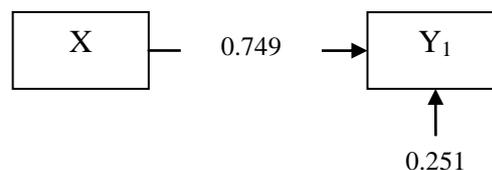


Figure 1. Sub-Structure Diagram Path First

The physical condition is one part that should be properly addressed by the students. Due to good physical condition is not easy sickly will help a person to accept the subject matter. Conditions weak organs will be able to degrade the quality of the realm of copyright (cognitive) so that the lessons learned would have little or no trace. Health students can be seen from the pattern of food consumed. Most students less attention to the nutritional quality of the food that it consumes so the nutrients needed by the body still lacking. Most of the students have a good physical condition, also the means that students rarely experience pain that does not interfere with the course.

A mental condition, good students will the make the students happy and relaxed in the course. The subject matter presented by the teacher will be easy to understand and gives the impression of him, so that after the lesson is completed can be lasting and memorable. A mental disorder that is usually experienced by students due to students not able to adapt to the surrounding environment, so that in following the lessons forced. Causes felt confined and subject matter presented by the teacher cannot enter into his thoughts (no imprint).



The emotional state of students is one of the things that are important in the learning process. With a good emotional state students will not feel disturbed in learning and ultimately student learning results obtained would be satisfactory. Emotional disorders that are usually experienced by students due to students not able to control himself in handling a problem, so that the student is soluble in his problem that cannot concentrations can disrupt the learning process.

Meeting the needs of students will affect student success. This relates to whether or not the student needs are met such as books and school supplies needed by students to support their learning activities that will affect the study results. Unmet needs of students are usually caused by economic factors.

The science that has been learned by the students before attending lessons in the school will be easier for students to capture lessons delivered by teachers. Science includes subject matter which we first learned at home will give us an idea of what we will learn in schools alongside Mr/Mrs teacher later. We have a picture of the subject matter we will learn in school will be able to receive lesson material that learning to be a good result. The problems faced by students about science is usually associated with the presence or absence of textbooks held by students.

Active students in the learning process can stimulate and develop talents, students can also practice to think critically, and solve problems in everyday life. In addition, teachers can also manipulate the learning system systematically, thus stimulating the activity of students in the learning process.

Activeness of learning is influenced by several factors. Factors that influence students learning activeness are: Provide motivation or attract the attention of students, so that they play an active role in learning activities, describe the instructional objectives (basic skills to students), remind the competence of learning to students, provide a stimulus (the problem, topic, and the concept will be studied), provide guidance to the students how to learn, Bring up the activity, the students participation in the learning activities, provide feedback, conducting bills to students in the form of tests so that the students ability can always be monitored and measured, and summing up any of the material presented at the end of learning.

Liveliness can be enhanced and improved in student involvement at the time of learning. Ways to improve student engagement Among the which capture more time for teaching and learning activities, Effectively increase of student participation in learning activities, as well as give a clear and precise instruction in accordance with the purpose of teaching the which will be Achieved. In addition to improving student how to order also described the increase of student engagement or activity of students in learning. How to increase the involvement or activity of students in the study is to identify and help children who are less Involved and Investigate the cause and what businesses can do to improve students' activity, adjust teaching to the needs of individual students. It is very important to improve the business and the desire of students to think actively in learning activities.



Learning readiness influence on student learning outcomes

Learning readiness influence on student learning outcomes Obtained by the path coefficient ($\rho_{xy 1}$) of 0.282 and a t-test value of 2.339 with Sig. 0.021 in order to know the value of Sig. 0.021 less than the proportional value of 0.05 (Table 4). It means (H_1) received while (H_0) is rejected, so the hypothesis "Readiness to learn positive effect on student learning outcomes" statistically acceptable and expressed readiness to learn significantly. The amount of influence on student learning outcomes in the 0.080 or 8 %. Meaning 8 % of student learning outcomes are influenced by the readiness of student learning, the remaining 92 % are influenced by other factors not Examined by the author.

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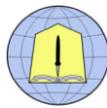
Table 4. Recapitulation Results Data Analysis and Testing Hypotheses Sub Structural Two (Variable X to Y2)

Influence Inter Variable	R (Beta)	R Square	t-test	Sig.	Information
X → Y2	0.282	0.080	2.339	0.021	Significant

The research result shows that there is a relationship of the data at the level of learning readiness coefficient of correlation between students with student learning outcomes. From the results shown that the better learning readiness study students, the better is also the result of learning. There are two factors that affect the success of students in the learning namely: external factors (originating from outside the student) and internal (self from shiva). External factors are factors that come from outside the individual such as environmental family, school and community, while internal factors that the three stages of parts, fatigue (tiredness physical and exhausted spiritually), factor physical (health, disability) and psychological factors (intelligence, attention, interests, talents, motives, maturity, skills and readiness to learn). Readiness is an important factor in learning determining success. This need readiness to be considered in the process of learning, because if students learn the existing readiness, the study results will be better.

Influence students 'learning activeness of the students learning outcomes

Learning activeness influence on student learning outcomes Obtained by the path coefficient ($\rho_{xy 1}$) of 0.399 and t -test value of 3.311 with Sig. 0.001 in



order to know the value of Sig. 0.001 less than the proportional value of 0.05 (Table 5) . It means (H_1) received while (H_0) is rejected, so the hypothesis "Activeness learn positive effect on student learning outcomes" received and Expressed statistically significant. Learning activeness amount of influence on student learning outcomes in the amount of 0.159 or 15.9%. That is 15.9 % of student learning outcomes are influenced by the activeness of student learning, the remaining 84.1 % is influenced by other factors not examined by the author.

Table 5. Recapitulation Results in Data Analysis and Testing Hypotheses
Sub Structural Three (Variable Y1 to Y2)

Influence Inter Variable	R (Beta)	R Square	t-test	Sig.	Information
Y1 → Y2	0.399	0.159	3.311	0.001	Significant

Thus all in Sub Structural, other variables not observed that affect student learning outcomes for $(\rho_{\epsilon_2\epsilon_2^2}) = 1 - 0.638 = 0.362$. P_{xy_2} value = 0.282 and $\rho_{y_1y_2} = 0.399$ and $\rho_{\epsilon_2\epsilon_2^2} = 0.362$ so first structural sub equation as follows:

$$Y_2 = F(0.282X, 0.399Y_1) 0.362\epsilon_2$$

The values are then inserted into the first structural sub diagram in order to obtain the Figure 2 and a complete structural model can be seen in the Figure 3.

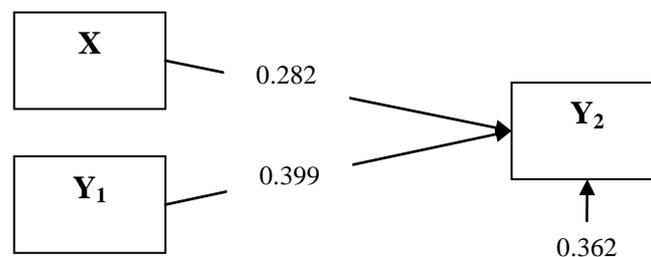


Figure 2. Second Line Diagram structural

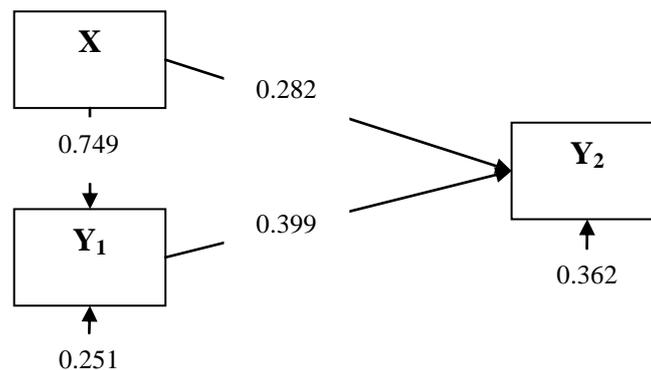


Figure 3. Line Diagram Entire structural

There are three factors that play Affect student learning outcomes items, namely cognitive abilities, successful motivation and quality of learning. Quality is quality teaching and learning activities undertaken concerning learning model applied. The learning process or processes of teaching is an activity curriculum of educational institutions in order may affect students Achieve educational goals that have been set. The purpose of education basically leads the students toward the changes-behavioral changes both intellectually, morally and socially. So it needs to be developed as a means of education provide stimulation Efforts to students who are still in a period of dynamic development.

CONCLUSION

Departing from the discussion in the previous chapter, the authors put forward some conclusions as follows; there is a direct positive effect on the learning readiness of students learning activeness in the first class in Junior High School 2 Cibingbin, Kuningan, West Java, there is a direct positive effect on the learning readiness of student learning outcomes seventh in the first class in Junior High School 2 Cibingbin, Kuningan, West Java, there is a direct positive influence on students learning activeness of the learning outcomes of students in the first class in Junior High School 2 Cibingbin, Kuningan, West Java. and there is a direct positive effect on students' learning readiness of students' learning outcomes through students' learning in the first class in Junior High School 2 Cibingbin, Kuningan, West Java.

To Overcome the constraints that are found at the time of research, the author puts forward some recommendations as follows: As consideration in developing abilities in the subjects of mathematics is more appropriate and in accordance with the needs of the students. This can be done as it gives guidance and briefing about the readiness of the student learning. To the teachers in particular fields of study mathematics, teacher expected during teaching and learning readiness learning and paying attention to the styles of learning of mathematics students, because readiness to learn and the learning style of success



participated reviews their support learning mathematics. With such results achieved learning math students would be better.

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