

## THE ANALYSIS OF EFFECTIVENESS OF HABIT FORMING METHOD IMPLEMENTATION TO IMPROVE DISCIPLINE IN STUDENTS LEARNING ACTIVITIES

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui apakah metode habit-forming dapat meningkatkan disiplin belajar siswa pada pembelajaran tematik. Dalam memperoleh suatu hasil penelitian, peneliti menggunakan metode campuran yang menggabungkan metode kualitatif dan kuantitatif, yang dipadukan dalam suatu penelitian. Dalam penelitian ini metode kualitatif lebih dominan, dan metode pelengkapannya adalah metode kuantitatif. Dengan adanya metode habit-forming dapat mempengaruhi kedisiplinan belajar siswa. Masuk tepat waktu, mengerjakan tugas tepat waktu, dan belajar dirangsang untuk menanamkan pembiasaan dalam melafalkan hafalan yang telah dihafal agar selalu diingat, sehingga sangat efektif diterapkan pada siswa ketika di rumah selama belajar.

*Kata kunci:* habit forming, kedisiplinan belajar, siswa, belajar

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**Abstract:** This study aims to determine whether the habit-forming method can improve student learning discipline in thematic learning. In obtaining a research result, researchers use a mixed method that combines qualitative and quantitative methods, which are combined in a study. In this study, the qualitative method is more dominant, and the complementary method is the quantitative method. With the habit-forming method, it can influence students' learning discipline. Entering on time, doing assignments on time, and learning are stimulated to instill habituation in reciting rote memorization that has been memorized so that it is always remembered, so it is very effectively applied to students when at home during learning.

*Keywords:* habit forming, learning discipline, students, learning

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### Introduction

In the world of education, the development of mindset and knowledge will affect many things, especially technological advances in the current era. Learning is a process of communication between teachers and students who have different goals, namely conveying and receiving new information to achieve success in the teaching and learning process. In the meantime, the formulation of educational goals must be comprehensive in order to include all relevant elements (Harjali, 2017). In education, there are three elements that are collectively referred to as Bloom's taxonomy, which includes three domains, including the cognitive domain, which includes knowledge and understanding. Acceptance of reactions, emotions, and characteristics is within the affective realm. Knowledge, comprehension, and analysis all fall under the cognitive realm. The psychomotor realm then progresses through imitation, conjecture, and articulation, among other steps (Adil, 2018).

Education is one of the supporting factors that is very concerned about in a country. Development and civilization in a country are said to be advanced and of good quality if its human resources have creative knowledge and abilities and conscious efforts to improve themselves to become human beings who are useful and useful for the homeland and the nation. Education, according to a specialist, is a deliberate and planned

effort to establish a learning environment and learning process so that students actively develop their potential to have religious spiritual strength, personality self-control, noble moral intelligence, and the skills required by the people of the nation and state (Badiro, 2019). Through education too, an individual learns to develop his abilities both in the cognitive, affective, and psychomotor domains. The result of self-development is change and individual development for the better. In current teaching and learning activities, students become the centre of learning, developing their affective, cognitive, and psychomotor intelligence. To create quality resources, educators must also create learning processes using several effective and fun methods (Astuti, 2023).

The educational process carried out in the classroom generally has to be in a conducive classroom environment so that the goals of learning are conveyed to students. In creating such a situation, teacher skills are needed in managing the class and making commitments between the teacher and students so that the desired conditions can be achieved (Jaya, 2020). In this process, the teacher's ability is also needed to form good behaviour or character in students so that it is embedded in them and is able to distinguish all that is good and right. But at this time, the learning process uses an online system in their respective homes. So, it becomes a new challenge for educators to apply interesting learning methods online. To implement this learning, collaboration between educators and student parents is needed so that they can form three aspects of education, one of which is the affective domain (Morelent, 2015).

This emotional domain controls human behaviour through certain laws, rules, norms, and conventions in the area of social life, which have a significant impact on an individual's mental attitude toward their daily activities. In connection with the affective domain, namely the discipline of students in learning, it is very important for their development, not only as seen from academic results. Kurniawan explained that education for the formation of the nation's character for elementary school-age children through three education centres is something that cannot be separated because, in character building, it is necessary to have habits that are carried out repeatedly and consistently, starting from the family, school, and community environment (Kurnia, 2014). One of the successes in learning is not only seen in the results of students. Students who get good results in their learning certainly make an effort to bring discipline to their learning. However, in an era like this, this signal is a separate reason for children not attending when their learning and discipline in learning are low. When we meet children, who have poor learning discipline, sometimes people think that this is due to their family background (Reynaldo, 2022).

In this regard, many parents have complained about the discipline of their children's learning at home during the pandemic, both with their children while studying or from educators who gave students excessive assignments. This situation is a problem that we often encounter with students in the current era in every school institution. At this time, the applicable learning uses the new curriculum, namely the 2013 curriculum. The 2013 curriculum's implementation teaches students more about making observations, posing questions, and using logic to evaluate the material that is being given online by teachers. Lessons with integrated topics are taught to students to help them develop their creativity, social skills, and environmental and life knowledge (Kamaruddin, 2023). In accordance with the data above, it can be concluded that while many teachers and parents do not attach importance to the importance of continuous student learning discipline, or what is commonly referred to as habit." Teachers prefer to focus on giving assignments to students, and parents do not provide support for children. This has an impact on the development of learning discipline in children until finally there are some students who are usually diligent when studying, but when studying at home, students' learning decreases. This is also in accordance with information from parents regarding the decline in their child's learning discipline when collecting learning assignments at home that are not on time. Therefore, it takes habits that are carried out continuously so that students really develop discipline in learning during a pandemic (Parinussa, 2023)

In this regard, the role of teachers and parents is very much needed to create new habits in order to foster student learning discipline by using learning methods such as habit formation, which can form habits on a regular basis in order to foster learning discipline in students. To create interesting and fun learning activities, it takes the creativity of teachers and parents to present learning methods that are not boring. By using the habit-forming method, students are invited to be active and able to cultivate good learning discipline in themselves (Rachmadyanti, 2017). This can make it easier for each student to always be enthusiastic when doing the assignments given by the teacher, even though they are doing them at home. Thus, the discipline of learning in students becomes better than expected. Events that occur during learning will form habits, as stated by Harjali: "The situation in the classroom environment is a place for various interactions and experiences that can shape students' attitudes towards various things, such as attitudes towards school, attitudes towards peers, and attitudes towards students. subject being studied".

The ability of the instructor to grasp the learning material that will be provided and to effectively manage class dynamics is one of the supporting aspects for the success of a learning process. In order to create a nice environment and train students to constantly be disciplined in their studies, you can achieve this by creating rules and incentives for pupils. Thus, the teacher can easily create a conducive and enjoyable learning atmosphere and foster discipline and good behaviour (Saleh, 2023). In order for each learning theory mastered by the teacher to be applied to students, the teacher must choose the right teaching and learning strategy. Learning methods or strategies are said to be good if they produce something that is in accordance with the learning objectives (Sutrisno, 2016). Therefore, learning methods and strategies are very important in learning, and every educator must have designed a lesson and then determined the learning model. One of the learning methods that can involve all students is the habit-forming learning method. This method invites students to get used to the discipline of students.

## **Method**

The sampling technique in this study was non-probability sampling, namely snowball sampling, in which the group of respondents was selected randomly. In this study, researchers used mixed methods. This research is a research step using descriptive qualitative techniques, followed by an elaboration of the results of qualitative data using quantitative data that has been obtained by quantitative techniques. The first thing that researchers have to do is develop a questionnaire by proving the validity of its contents through field tests. Field trials are able to involve students directly. And the results of the field trials will be analysed using the statistical package for the social sciences (SPSS) until a proper questionnaire is obtained from the results that have been tested. Furthermore, qualitative data will be obtained through observations documenting the surrounding conditions. As well as interviewing respondents (teachers and students). Meanwhile, quantitative data will be obtained through filling out questionnaires that have been tested for eligibility by students. In data processing, the researcher carried out the following steps and methods: After the students filled out the questionnaires that had been distributed, the researcher was obliged to receive back the answers from the students' entries. If there are some questions that are not answered, the researcher must contact the student concerned to fill out the questionnaire again. The second step that must be considered is to transfer student answers to the table. Then, after it is declared, the data is valid. So, the next step is to analyse the data with descriptive techniques. This stage analyses data that is processed verbally so as to produce research that is easily understood by readers. The final stage is to draw conclusions from the results of the overall analysis. Based on the results of the data collected, namely qualitative data, which is then converted into quantitative data, descriptive analysis data is used. This analysis serves to find out how much the answers to the questionnaire influence student discipline. To find out the average value of student discipline using the habit-forming method in thematic lessons.

## **Findings and Discussion**

Based on the results of the distribution of the questionnaire, it was stated that (70%) students always make learning habits by using Google Meet during thematic learning, (15%) students often make learning habits by using Google Meet during thematic learning, (13% students sometimes do habituation learning by using Google Meet during thematic learning), and (2%) students rarely make learning habits using Google Meet during thematic learning. This states that the habituation of students to learning using Google Meet is quite effective, as can be seen from the percentage of students who always answer, namely 70%, compared to the percentage of students who answer sometimes and rarely, which is 15%. (87%) students always prepare equipment before thematic learning begins; (9%) students often prepare equipment before thematic learning begins; and (4%) students sometimes prepare equipment before thematic learning begins. This states that the habituation of students in preparing equipment before thematic learning begins is quite effective; it can be seen from the fact that the percentage of students who always answer is higher, namely 87%, compared to the percentage of students who answer sometimes at 4%.

61% of students always carry out thematic learning activities in a timely manner; 26% often carry out thematic learning activities in a timely manner; and 13% sometimes carry out thematic learning activities in a timely manner. This states that the habituation of students to carrying out thematic learning activities in a timely manner is quite effective, as can be seen from the fact that the percentage of students who answer is always higher, namely 87%, compared to the percentage of students who answer sometimes at 13%. (63%) students are always happy when appointed to repeat memorization; (11% students are often happy when appointed to repeat memorization); and (20%) students are sometimes happy when appointed to repeat memorization. This states that the habituation of students happy when appointed to repeat memorization is quite effective, as can be seen from the percentage of students who always answer, namely 74%, compared to

the percentage of students who answer sometimes, rarely, and never, 26%. that 76% of students are happy during thematic learning, 13% are quite happy during thematic learning, and 6% are not happy during thematic learning. This proves that in thematic learning, students like to memorize; it can be seen from the percentage results of 76% and 13% for children who are quite happy memorizing and creating good habits. So, by being given memorization, it will increase the child's discipline in memorizing. (39%) students are happy when memorizing, (28%) students are quite happy when memorizing, and (24%) students are not happy when memorizing. This proves that in thematic learning, students like to memorize; it can be seen from the percentage results of 39% and 28% for children who are quite happy memorizing and creating good habits. So, by being given memorization, it will increase the child's discipline in memorizing.

That (39%) students always repeat memorization, (26%) students sometimes repeat memorization, and (28%) students do not repeat memorization. This proves that in thematic learning, students like to repeat memorization, as can be seen from the percentage results of 39% and 26% for children who sometimes enjoy repeating rote. So repeating memorization will improve the child's memory. that (54%) students have no difficulty when memorizing, (28%) students have enough difficulty when memorizing, and (18%) students have difficulty memorizing. This proves that in thematic learning, students have no difficulty memorizing, as can be seen from the percentage results of 54% and 28% for children who have enough memorization. So with no difficulty memorizing, it will be easier for children to instil knowledge of the Koran. that (52% of students are very happy when they are paid attention to, 22%) students are sufficiently cared for, and (26% of students do not like it when the teacher pays attention to them). This proves that in thematic learning, students are happy when they are cared for, as can be seen from the percentage results of 52% and 22% for children who are sufficiently cared for. So, attention to learning is also needed to improve student discipline. (76%) students always make habitual learning by doing murojaah; (20%) students often make habitual learning with morojaah; and (4%) students never do murojaah habituation. This states that the habituation of students in doing murojaah is quite effective; it can be seen from the fact that the percentage of students who always answer is greater, namely 76%, compared to the percentage of students who answer sometimes and rarely, which is 24%.

76% of students are always happy when the teacher music is played in thematic learning; 20% of students often listen to; and 4% of students never like she was being played. This states that the habit of playing to students in learning is very effective; it can be seen from the fact that the percentage of students who always answer is greater, namely 76%, compared to the percentage of students who answer sometimes, rarely, and never, which is 4%. that (74%) students can always memorize easily, and (26%) students sometimes memorize easily. This states that the habituation of students when given assignments will be memorized quickly by students in learning very effectively, as can be seen from the fact that the percentage of students who answer is always larger, namely 74%, compared to the percentage of students who answer sometimes, which is 26%. (64%) students always get used to having permission when going to the bathroom during learning; (9%) students sometimes have permission when they want to go to the bathroom; and (28%) students do not have permission when going during learning. That the habit of students when learning is always permission when they want to go to the teacher in learning is very effective, as can be seen from the fact that the percentage of students who answer is always higher, namely 64%, compared to the percentage of students who answer sometimes, which is 37%.

82% of students always get used to memorizing directly and submitting it to the teacher; 15% get used to memorizing sometimes with delay; and 2% don't memorize directly. This states that the habituation of students when learning is always in the habit of directly memorizing and depositing. When learning is very effective, it can be seen from the fact that the percentage of students who answer is always higher, namely 82%, compared to the percentage of students who answer sometimes, which is 17%. Half (68%) of students stated that it was not a problem when given assignments; 28% stated that students were sometimes bored when given lots of assignments; and 9% stated that students had a lot of trouble when given lots of assignments. This proves that students are not afraid or brave in expressing their opinions; this can be seen from the percentage results, namely 68%, and 28% of students are very enthusiastic when given assignments. This learning is quite effective, making students dare to be responsible for the tasks that have been given. (72%) students said the truth if they had difficulties in memorizing; (20%) stated that students sometimes tried first when they encountered difficulties; and (9%) stated that if students encountered difficulties, they were silent and did not tell the truth. This proves that students are not afraid or brave in expressing their opinions; this can be seen from the percentage results, namely 72%, and 20% of students are very enthusiastic when given assignments.

57% of students get into the habit of always asking when they don't understand a lesson; 30% stated that students sometimes ask their parents and then ask the teacher; and 13% stated students don't ask when they don't understand a lesson. This proves that students are not afraid or brave in expressing their opinions; this can be seen from the percentage results, namely 57%, and 30% of students are very enthusiastic when explaining and asking questions when they do not understand. This learning is quite effective, making students dare to ask questions if they do not understand the explanation. learners. (72%) students make it a habit to always take notes; (24% say students sometimes take notes); and (4%) say students don't make taking notes a habit. This proves that students are not afraid or brave in expressing their opinions; this can be seen from the percentage results, namely 72%, and 24% of students are very enthusiastic when students are explained. (67%) students are happy when memorizing using one of the memorization methods, namely with videos or music. (11%) stated that students sometimes memorize using music and sometimes not, and (22%) stated students were unable to memorize using videos or music. This proves that the majority of children are happy with the habit of memorizing using videos and music; this can be seen from the percentage results, namely 67%, and 11% of students are very enthusiastic when explained. Students always take notes on this learning, which is quite effective, making students dare to ask questions if they don't understand student explanations.

98% of students always make every lesson a habit of praying; 2 percent stated that they do not pray before studying. This proves that children are happy with the habit of reading prayers before learning; this can be seen from the percentage results, namely that 98% of students are very enthusiastic when the habit of reading prayers before learning is carried out when learning is quite effective, making students inculcate the habit of praying before learning. (37%) students always get used to every lesson by doing ablution; (13% stated that students sometimes perform ablution before learning, sometimes not); and (36% stated that students do not perform ablution before learning. This proves that children are happy with the habit of doing ablution; this can be seen from the percentage results, namely that 50% of students are very enthusiastic when the habit of doing ablution before learning is quite effective, making students inculcate the habit of ablution before learning thematic.

36% of students always make each lesson familiar by preparing signals so that learning runs smoothly; 30% stated that students sometimes look for signals before learning and sometimes do not; and 33% stated that students do nothing when the signal is problematic before learning. This proves that children are happy with the habit of reciting prayers before learning; this can be seen from the percentage results, namely that 66% of students are very enthusiastic when doing the habit of looking for signals before learning when learning is quite effective, making students inculcate the habit of ablution before learning thematic. According to the results of calculations on the results of a questionnaire that has been distributed to 46 students, there are 22 items related to student learning discipline through the Habits Forming Method in Thematic Learning included in the "very effective" category. This can be seen from the results of the study, which stated that the average value of the questionnaire was 82.1, which was in the very effective category.

Based on the results of an interview with the teacher as homeroom teacher for class III, she conveyed that the habit-forming method in each lesson is very much needed, especially during thematic learning, because it really helps students grow their discipline in learning. The teacher said that using this learning method can also improve student learning outcomes because it can invite students who, from the start, find it very difficult to memorize verses of the Qur'an to do so quickly because if they can collect their memorized assignments on time, there will be a reward. Feedback given to students is that there is additional value for students who still memorize and do assignments on time. Because giving challenges and prizes to students will increase their spirit and discipline, as conveyed during the interview. "Certainly, increased discipline in students is needed at this time to be able to strengthen children's readiness to continue in the next class." From the several students interviewed, all answered that they liked the thematic lessons using the habit-forming method, namely by getting children used to doing murojaah to make it easier to memorize. If there are children who are able to remember rote when the teacher will be given a reward, then the enthusiasm of students for remembering rote will stick even more, as expressed by the student. "Always do habituation; for example, always reading during prayer triggers more memorization." Examples of questions that are reflected in everyday life and experienced by students so that students are able to practice them in everyday life both at home and anywhere It can be concluded that student learning discipline using the habit-forming method in thematic lessons is very effective.

## Conclusion

There is a positive and significant influence on student discipline variables using the habit-forming method on thematic learning in class 3. The results of the analysis using SPSS obtained an average value of 3725 divided by the number of respondents, 46 students; the result was 82.1, which means there is a positive influence of student learning discipline on thematic learning in class III. With the habit-forming method, it has an effect on increasing student learning discipline, which can be seen from the average value of student learning discipline, namely (82.1), and changes in student discipline attitudes, which increase, students are more disciplined in doing assignments, student memorization increases, and students are easier to memorize when there are many repetitions or murojaah during learning, so it is included in the very effective category.

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