

Strategies to Improve Student Learning Habits For Middle School Student in Sukoharjo, Indonesia

Awik HIDAYATI¹, Ismail²

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ABSTRACT

Study habit is a form of action that is done repeatedly and regularly so that formed an attempt to gain knowledge and in the student's change from not knowing to know. New habits are formed only when people know what to do (knowledge), how to do (skills), and desire to do (motivation). Therefore, in the process of developing Student Habits need a strategy to develop the Habits of Student Learning. The research method used in this article is literature study. This research includes the type of literature study research by finding reference theory with cases or problems found. Based on the literature study, the results of strategies to improve students' learning habits are preliminary phase, content phase, and evaluation phase. At the preliminary phase students are prepared to obtain services by getting instructions from the counselor about the service activities to be held. At the content phase, guidance and counseling teacher explains what it is to learn, why should improve study habits, and how to improve study habits.

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INTRODUCTION

The education process in various levels of education can't be separated from the learning process. In education, learning is very important, because it involves the process of learning. According to Sugihartono (2007) learning is essentially an activity performed consciously by someone who produces behavioral changes to himself, both in the form of new knowledge and skills, in the form of positive attitudes and values. The problem of learning needs attention. According to Ossai (2011), study habits are a predictor of behavior during the exam. The importance of learning habits is also put forward by Crede and Kuncel (2008), in their research they conclude that study habits can increase measurements in predicting academic ability.

Study habits are not formed without going through the process, but study habits are formed through continuous processes and exercises. According to Stephen Covey (1997), new habits are formed only when people know what to do (knowledge), how to do (skills), and desire to do (motivation). Aunurahman (2011) adds that for something to be a habit in our lives, we must have these three things. By having the knowledge, skills and desire expected of students can improve the quality of their learning which then can affect their learning outcomes. Mohammed, et al (2018) adds that the students are able to retain information effectively and microteaching aids their long term memory.

Learning habits is a form of action that is done repeatedly and regularly so that formed an attempt to gain knowledge and in the student's change from not knowing to know. According to Schunk (2014), the learning method consists of 1) training (repeating information, highlighting, and summarizing), 2) elaboration (imagination, memorizing memorization, keywords, asking and taking notes), 3) composing (memorization, grouping, outlining, and mapping), 4) monitoring understanding (self-inquiring, reading back, checking consistency, and paraphrasing), and 4) affective (relieving anxiety, holding positive beliefs, creating a positive environment, and managing time). According to Slameto (2010: 82), learning habits will affect the quality of learning itself, the habits in question are as follows: 1) Creation of schedule and implementation, 2) Reading and taking notes, 3) Repeating the lesson materials, 4) Concentration, 5) Doing task.

¹ Corresponding e-mail: awik.hidayati30@gmail.com, orcid.org/0000-0002-1313-5188
Universitas Veteran Bangun Nusantara¹, Universitas Veteran Bangun Nusantara²

METHOD

The research method used in this article is literature study. This research includes the type of literature study research by finding reference theory with cases or problems found (Borg and Gall, 2014). Reference theory obtained by way of research literature study serve as the basic foundation and the main tool for the practice of research in the field. After the researchers conducted preliminary research, researchers conducted literature study by studying literature readings relevant to the research variable is the literature associated with study habits. To support the assumption of product development used journal and the results of previous research conducted by other researchers.

FINDINGS

Based on the literature study that has been done, it is known that to develop the study habits of students required three main points of knowledge, motivation and skills. To develop when it is then researchers propose a strategy related to the development of learning habits. According to Schunk (2014), the strategy is as follows:

Preliminary phase

At this stage students are prepared to get the service by getting instructions from the counselor about the service activities to be held (Slameto 2010). At this stage students are expected to understand and intent and purpose will be held at that time. After that the counselor prepares the tools that will support the counselor in organizing learning service learning activities such as Laptop, LCD, and whiteboard.

Content phase

In the content phase, counselor as the information service provider opens the file on the laptop containing the file about the information service learning (Schunk, 2014). Then the counselor gives a global picture of learning as an introduction. Furthermore, the counselor provides the core material of multimedia-assisted learning information service. The counselor explains what learning habits are, why we need to improve our study habits and how to improve our study habits. After getting the explanation then the participants are given media information services, so that at any time can access the media services. At this stage the counselor's expectation is that students gain an understanding of the learning habits as well as how they are developed after receiving multimedia information service learning materials to improve students' learning habits

The material in the media given to learners contains three main points in the development of student learning habits are:

Knowledge

What is Habit?

According to Drever (2008:188) explains that the habit is an automatic reaction to a special situation that is usually obtained as a result of repetition and learning. While Mapiare (2006: 153) defines habits as the behavior of the formation of the continuous repetition of a similar series of similar responses. From what has been described can be concluded that what is meant by habit is an action which is done repeatedly so that action become reaction response which automatically and is spontaneity.

According to Covey (2014), new habits are formed only when people know what to do, how to do, and why done. Habit as a meeting point of what to do (knowledge), how to do (skills), and why done (desire).

Dollard and Miller (Supraktiknya, 1993) state that what is meant by habit is a link or association between the stimulus and a response. It means that in forming a habit there is an association between stimulus and response. The results of this association are then repeated so that it becomes a common thing to do which then becomes a habit.

Motivation

Why are learning habits important?

In the learning process need to be create a good habit. Because in creating habits have gone through the process of training associations with learning readiness. This is as proposed by Bimo Walgito (2004: 171) that in learning the need for practice, the more trained it can be predicted the results will be better. The exercise according to Sugihartono (2006: 92), exercise is a behavior that is repeated / trained. Learning habits tend to dominate student behavior whenever they engage in learning. The reason is because the habit contains a strong motivation. In general, everyone acts according to habit even though he knows that there are other ways that may be more profitable. It is caused by habit as an easy way and requires no great concentration and attention

The importance of the habit that is in the habit of ongoing exercise, the habit does not require great concentration and attention because the action is a spontaneous action, with good habits then someone will also get used to something that can make him easier to do something (Covey, 2014). For example, if someone is accustomed to studying in all places, then he can learn in all places even though the place is less comfortable and requires a great concentration for others who are not accustomed to studying in all places.

Skills

Plan to study

Plan a daily learning schedule

Scheduling is an attempt to organize and divide learning time. According to Slameto (2010) several ways that can be used in the preparation of the schedule that is (1) taking into account the time each day for the purposes of sleeping, studying, eating, sports bath and others; (2) investigate and determine the time available every day; (3) planning the use of learning by defining the types of subjects with the sequences to be learned; (4) investigate which times can be used to learn with the best results. After that time is known, then used to study that is considered difficult. While lessons are easy to learn at other learning hours; and (5) save time, every student should not hesitate to start work, including study.

Setting up a learning place

According Djamarah (2002) between students and the environment occurs significant influence on student's learning habits, therefore need to be prepared a good place to learn so that students can learn well. According Slameto (2010) In order not to interrupt the learning process, in carrying out learning also needs to be prepared all the needs in learning. Besides that in learning also need tranquility because learning requires concentration.

Implement learning

Learning methods that should be owned and developed by students include the following:

Follow the lesson

Activities that need to be developed during the lesson include the first, recording the subject matter, (2) always follow the lesson every day, (3) take part actively during the lesson.

Repeating the subject matter

Repeating lessons in learning is very influential in the mastery of the material being studied. Because by repeating the lesson, the lesson can be mastered easily. How to repeat or reiterate the subject matter is by taking the outline of the theory and then explain with the style of the language itself. Techniques that can be done include the technique of repetition of verbatim information, mnemonic, and imaginary (Schunk, 2012).

Make use of study time

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Once the schedule is prepared students should carry out the learning activities in accordance with the schedule made. According to Slameto (2010: 83), in order to succeed in learning, schedules that have been made must be implemented regularly, disciplined and efficient.

Concentration

In the learning activities required concentration. Concentration is the concentration of the mind on something by putting aside all other unrelated things (Slameto, 2010). In learning concentration can be defined concentration of the mind of a particular subject. There are several things that can affect the concentration, including the environmental conditions, circumstances and circumstances of the person.

Evaluate the learning process and outcomes Do the task

According to McGeoch in Bimo Walgito (2003), learning is a change in performance as a result of practice. This means that in learning will change, and the change is the result of the exercise. Therefore, in every learning activity there must be evaluation activities. The purpose of this evaluation is to measure the mastery of the material. For students the evaluation activities can be done by doing the task. Viewed from the place there are two types of tasks in the process are:

Doing homework

Work on home tasks can be done by doing homework (homework) or doing exercise questions from the handbook.

Doing the work at school

Work on the task at school can be done by working on daily test questions, semester exams or other exams.

Preparing for the exam

Mulyatiningsih (2004), states that in the face of the test need preparation as well as prepare the stationery, come to the exam site early, prepare the material to be tested and others.

Discipline learning

According Slameto (2010), after all the preparation of learning done one thing to note is the discipline in implementing it, so that students can succeed in learning. This discipline can be seen from the regularity of students in learning. This regularity will eventually lead to learning habits.

Evaluation phase

At this stage the counselor has the opportunity to provide question and answer session related to the service that has been held that is multimedia information-based learning information services to improve student learning habits. In the evaluation phase, the counselor acts as a facilitator who bridges the multimedia-assisted learning information service with students' understanding of the material that has been given.

RESULT, DISCUSSION, AND SUGGESTIONS

Learning is a process of a person in learning a thing so that the change arises from not being able to be capable in the person because individuals gain knowledge of the process. For students to learn can be interpreted as a process to gain knowledge, so that in the student's change from not knowing to know.

In learning there is a change from not knowing to know. To get the change is necessary to a process that changes the individual or student. This process is called learning process. Learning process is a learning activity undertaken by students. According to Bimo Walgito (2004), learning to need the exercise, the more trained it can be predicted the results will be better. Meanwhile, according to Sugihartono (2006) exercise is a

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behavior that is repeated / trained. The results of the repetition then membetntu new behavior which is then called the study habits.

Learning habits tend to dominate student behavior whenever they engage in learning. The reason is because the habit contains a strong motivation. to get a good result learning methods and strategies not only done once, but done regularly and continuously which will eventually become a habit of learning.

Learning habit is a form of action in the form of learning planning, implementing learning, evaluation of results and learning process and discipline of learning is done repeatedly and regularly so that formed an attempt to gain knowledge and in students change from not knowing to know . From the explanation it can be concluded that yangng became the key formation of learning habits is a business done repeatedly and regularly.

According to Stephen Covey, new habits are formed only when people know what to do, how to do, and why done (2014). Then it is explained that what to do is knowledge, how to do is skill, and why it is done is desire. Desire is the motivation of someone doing something. From the explanation it can be concluded that the factors that affect the habit is knowledge, skills, and desires.

The main material used to improve students' learning habits consists of three main materials: 1) What is the study habit, ie information about the definition of learning habits. The purpose of this material is to educate students about learning habits; 2) Why do we need to improve learning habits ?, that is about why we need to improve and develop learning habits. This material covers the importance of developing learning habits. The purpose of giving this material is to encourage students' motivation to develop their study habits; 3) How to improve learning habits ?.

The delivery procedure developed consists of three phases: preliminary phase, content phase, and evaluation phase. At the preliminary stage students are prepared for service by counselors providing instructions on the service activities to be held. At this stage students are expected to understand and intent and purpose of the activities to be held at that time.

The next phase is the content phase. In the content phases, counselor as the information service provider opens the file on the laptop containing the file about the information service learning. Then the counselor gives a global picture of learning as an introduction. Furthermore, the counselor provides the core material of multimedia-assisted learning information service. At this stage the counselor's expectation is that students gain an understanding of the learning habits as well as how they are developed after receiving multimedia information service learning materials to improve study habits of student.

The last stage is the evaluation phase. At this phase the counselor has the opportunity to provide question and answer session related to the service that has been held that is multimedia information-based learning information services to improve study habits of student. In the evaluation phase, the counselor acts as a facilitator who bridges the multimedia-assisted learning information service with students' understanding of the material that has been given.

Study Habits is very important to be developed, it is related to pattern and result of student learning. With good study habits is expected to improve student learning outcomes. To develop learning habits students need a strategy for the goal can be achieved with the maximum. Based on literature studies that have been implemented, it is found that in order to develop students' learning habits, there are three main components that must be developed, namely knowledge of learning ha bits (what), motivation related to learning habits (habits), and skills to develop learning habits (how). The product limitations of this developed model are as this method can not be implemented in all schools due to limited human resources, because there are still teachers Guidance and counseling who have not mastered the computer, has not available its facilities, and various other problems.

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