

Application of The Habituation Method in Improving Student Learning Discipline

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Received: May 2023

Accepted: June 2023

Published: July 2023

DOI: <https://doi.org/10.71392/ejip.v2i2.55>

Abstract: This study aims to describe the application of habituation methods in improving student learning discipline in the madrasah environment. The phenomenon of low learning discipline, such as lateness, non-compliance with assignments, and violations of school rules, indicates the need for an appropriate strategic approach in forming positive student learning behavior. The research method used is a qualitative descriptive approach, with data collection through participatory observation, structured interviews, and documentation. This study uses data analysis of the Miles and Huberman model, including data reduction, data presentation, and drawing conclusions, and data validation is carried out through triangulation and continuous observation. The results of the study indicate that the dominant form of application of the habituation method consists of five main elements: rules, punishments, rewards, consistency, and role models. These five elements are consistently applied by teachers and schools to form a disciplined learning routine. The implications of these findings indicate that the habituation method can form more orderly and consistent learning behavior, reduce violations of school rules, and increase student motivation and responsibility in the learning process. This study makes an important contribution to the development of classroom management strategies that are oriented towards character formation through a structured habit approach.

Keywords – *Habituation Method, Study Discipline*

Abstrak – Penelitian ini bertujuan untuk mendeskripsikan penerapan metode pembiasaan dalam meningkatkan disiplin belajar siswa di lingkungan madrasah. Fenomena rendahnya disiplin belajar, seperti keterlambatan, ketidakpatuhan terhadap tugas, dan pelanggaran aturan sekolah, menunjukkan perlunya pendekatan strategis yang tepat dalam membentuk perilaku belajar siswa yang positif. Metode penelitian yang digunakan adalah pendekatan deskriptif kualitatif, dengan pengumpulan data melalui observasi partisipatif, wawancara terstruktur, dan dokumentasi. Penelitian ini menggunakan analisis data model Miles dan Huberman, meliputi reduksi data, penyajian data, dan penarikan kesimpulan, serta validasi data dilakukan melalui triangulasi dan observasi berkelanjutan. Hasil penelitian menunjukkan bahwa bentuk penerapan metode pembiasaan yang dominan terdiri dari lima unsur utama: aturan, hukuman, pemberian penghargaan, konsistensi, dan keteladanan. Kelima unsur tersebut secara konsisten diterapkan oleh guru dan pihak

sekolah untuk membentuk rutinitas belajar yang disiplin. Implikasi dari temuan ini menunjukkan bahwa metode pembiasaan dapat membentuk perilaku belajar yang lebih tertib dan konsisten, mengurangi pelanggaran peraturan sekolah, serta meningkatkan motivasi dan tanggung jawab siswa dalam proses belajar. Penelitian ini memberikan kontribusi penting dalam pengembangan strategi manajemen kelas yang berorientasi pada pembentukan karakter melalui pendekatan kebiasaan yang terstruktur.

Kata Kunci— *Metode Habitulasi, Disiplin Belajar*

INTRODUCTION

Education is a conscious and planned effort to create a pleasant learning and learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society (Munif & Yusrohlana, 2021; Munif et al., 2024). But in reality, current education does not fully meet the expectations of society. This phenomenon is marked by the moral or moral condition of the younger generation which is destroyed (Norris, 2023; Qodriyah & Lailatul, 2025). Not only that, in educational institutions themselves it is not uncommon for various educational problems to occur where there are students who violate school rules, don't do their assignments, arrive late, cheat. In learning, discipline is needed because without awareness of carrying out the previously set rules, learning will not run effectively and optimally (Rozi et al., 2024).

From some of the research above related to the application of habituation methods in improving student learning discipline. Based on initial observations made by researchers at MTsN 1 Probolinggo and MTs Azzainiyah II Paiton wrote. the results of initial observations found several problems in learning activities, including that there were some students who did not comply with school regulations, especially in learning activities, such as the bell to go in they were still playing, there were those who did not do their assignments, were late for class, and cheated on their friends' work. If you see some of the phenomena above, a strategy or method is really needed in order to discipline student learning. The habituation method can be an alternative in improving children's behavior, especially discipline, this is because children are accustomed to repeating an activity continuously so that habituation or habits emerge which will later become a child's readiness to do something.

Research results regarding the application of the habituation method have been widely studied by researchers, then existing research and work, reviewed again with the same subject and are descriptions related to studies that function to clearly determine the contribution of researchers. The following are studies that have been conducted by previous researchers that have similarities with this study. Including: Mardiyah et al. (2022) research results state that the application of the habituation method is very appropriate to apply. because students began to be independent in learning both at school and

at home when Covid 19 hit. Furthermore, research conducted by Daulay & Rohman (2023), the results of the study show that the efforts of PAI teachers in forming religious character through the habituation method are very appropriate because they can form the religious character of students including the habit of smiling, greeting, and salim (3S). Subsequent research conducted by Fatimah et al. (2022) stated that the results of the study using the habituation method were very appropriate to be applied to research in forming a religious character where students began to get used to students being present on time, in congregation, and being solemn in worship.

Thus, in order for this research to be directed, the researchers focused on research "the application of the habituation method in increasing student learning discipline, so that departing from these problems the researcher was interested in examining how the form of application of the habituation method in increasing student learning discipline, and what were the inhibiting and supporting factors in the application of the habituation method in improving student learning discipline at MTsN 1 Probolinggo and MTs Azzainiyah II Karanganyar Paiton, Probolinggo? Based on the problems above, this study aims to describe how the form of application of the habituation method in increasing student learning discipline.

RESEARCH METHOD

This research uses a qualitative approach with descriptive methods. Research activities emphasize more on concepts and processes. Researchers involved directly to observe and understand how the application of the habituation method in improving student learning discipline. Then the researcher gives an interpretation of the incident or events that took place. The reason researchers use this method is that researchers want to understand in depth about the problem under study. In this study, the main data sources were all students and teachers at MTsN 1 Probolinggo and MTs Azzainiyah II Karanganyar Paiton, Probolinggo.

The researcher becomes the key or main instrument, as a key instrument, the researcher conducts research using additional instruments in the form of interview guidelines and observation guidelines. In order to obtain research data researchers used participant observation techniques, structured interviews, and documentation. This technique is used to reveal data about the application of the habituation method in increasing student learning discipline. The data that has been collected is analyzed using descriptive analysis techniques, meaning that the researcher tries to re-describe the data that has been collected. In the process the researcher also checks the validity of the data by (*Persistent Observation*), Examination of Triangulated Data.

FINDINGS AND DISCUSSION

The form of efforts that can be made in instilling student learning discipline consists of four elements, namely: regulations, punishments, rewards and consistency. As for the implementation of the application of the habituation method in increasing student learning discipline at MTsN 1 Probolinggo and MTs Azzainiyah II Karanganyar Paiton, Probolinggo. It is carried out with five efforts, namely:

Rules

In order to instill discipline in student learning, one of which is by making strict regulations, in accordance with school rules, so that students follow the learning process properly and get used to being present during class hours which are applied no later than 15 minutes before the start of learning time. and turn in assignments on time. Coming to school is not late, and when studying in class, the teacher must pay attention to following the lesson well, as said by Ms. Nurul Nur Khasanah, WKM Curriculum MTsN 1 Probolinggo.

"The rules that apply are such as students not being noisy in class, following the learning process well and submitting assignments on time. Coming to school should not be late, and when studying in class, the teacher must pay attention to following the lesson well."

School regulations or rules are signs for students to carry out life as public school. School rules will help students adjust to the school environment, have a solid personality and behave according to school rules. The same thing was said by Mr. Arofik, the head of the MTs Azzainiyah II school, Karanganyar, Paiton Probolinggo.

"In order to instill discipline in student learning, one way is by making strict regulations in accordance with school rules, so that students follow the learning process well and submit assignments on time. Coming to school is not late, and when studying in class, the teacher must pay attention to following the lesson well."

Thus it can be understood that the rules are the basis that must be obeyed by students. It serves as a benchmark or standard. Discipline, on the other hand, is a set of guidelines that must be followed in a certain circumstance or way of life. As a result, to maintain order in the classroom, rules and regulations are something students are expected to obey. The findings obtained regarding the application of the habituation method in improving student learning discipline in accordance with Abdunnasir & Amirudin, (2022) who said that the application of the habituation method in increasing student learning discipline was carried out as follows: According to Berlianti et al. (2020) the indicators of student learning discipline are, managing time at home, diligent and regular study, good attention while studying in class, self-discipline while studying in class.

Punishment

Punishment is an educational effort to improve and direct students in the right direction, not the practice of punishment and torture that eliminates students' creativity in learning (Peguero et al., 2021; Obadire & Sinthumule, 2021). Punishment in education is carried out after first giving directions and explanations for something that should not be violated (Faizin & Sari, 2023). This means that students have previously received warnings and information related to certain prohibitions that have sanctions. Giving punishment is able to make learning discipline for students. Thus punishment is an action that is able to have a deterrent effect on students who violate it, as expressed by the MTsN 1 Probolinggo teacher.

"Punishments that are applied in the classroom are important only to encourage students to be able to study with more discipline. Usually the teacher gives punishments such as taking out the trash, cleaning the gutters. If students are not disciplined in learning, the teacher will provide encouragement and motivation to learn so that students are enthusiastic in carrying out their duties as students."

This punishment is intended to prevent violations from occurring so that they are carried out before the violation is committed. The definition of punishment according to Faramita et al. (2022) is suffering given or caused intentionally by someone (teacher, parent, and so on) after a crime or mistake has occurred. Punishment is the ultimate action against violations that students have repeatedly committed after being notified, reprimanded and warned. Because basically punishment is given according to two principles, namely: (1) Punishment is carried out, because there is a violation, there is a mistake made. This punishment is made to create a deterrent effect on the student concerned. (2) With the aim that no violations occur, sanctions are applied. As a result, discipline lessons are incorporated into the punishments given to students at school rather than just punishing them (Heilmann et al., 2021; Heekes et al., 2022).

Giving Gifts/Awards

His work deserves praise. According to (Alkandi et al., 2023) said that reward is a gift or something that is given by someone to another person who behaves according to what is desired. For example, following school rules and regulations that have been determined, giving rewards is something that can arouse and motivate students so that their learning discipline increases, as said by the MTsN 1 Probolinggo teacher.

"Giving awards / appreciation as motivation for students in increasing their enthusiasm for learning. Usually teachers give A plus to students when answering questions or are given prizes for doing assignments correctly. He gives. Usually given a pencil book prize if you get a big score."

It can be understood that Reward is an educational tool in the form of an award that is used by the teacher to provide motivation to students and of

course their struggles and efforts feel appreciated. So that students are more motivated to learn and try to maintain or improve their performance in class.

In line with what the MTs Azzainiyah II teacher said *"In order to improve student learning discipline, namely with rewards and punishments. of course by giving awards / appreciation as a motivation for students to increase their enthusiasm for learning. Usually teachers give special things, added value, to students when answering questions or are given prizes for doing assignments correctly. He gives. Usually given a pencil book prize if you get a big score."*

But in outline it consists of: (1) Praise is intended to show value and appreciate the actions and efforts of students, so as to create a sense of pride, ability or confidence (Liu, 2021). Compliments can be in the form of words such as: good, good, very good and so on. (2) The gifts referred to as gifts here are rewards in the form of goods, or also known as material rewards. (3) Award tokens are not valued in terms of their value and use, as is the case with gifts. Instead, tokens of appreciation are assessed in terms of their 'impression' or 'memory' value (Wang, 2021).

Consistency

Consistency is something that is done continuously and does not change. Something that will continue to run according to the boundaries and paths that have been set and cannot go out of bounds. Within oneself, the word consistent is defined as the attitude of someone who adheres to the right stance (Speight et al., 2021; Van Hiel et al., 2022). Examples of consistency such as being consistent in words, in deeds, in decisions and so on. The researcher conducted an interview with the MTsN 1 Probolinggo teacher, he said that: *"Teachers here teach discipline every day. Yes, because it takes a lot of patience and consistency to make children more disciplined."*

The same thing was said by the teacher at MTs Azzainiyah II, Karanganyar, Paiton Regency. Probolinggo, regarding whether the teacher always applies learning discipline to students?

"Related to the problem of instilling discipline in student learning at MTs Azzainiyah, if you look at it, the teachers here teach discipline every day. Yes, because to make children more disciplined. So that the student's learning discipline continues, until it becomes a good habit."

From the explanation above we can conclude that consistency is really needed in order to educate and instill discipline in student learning, because consistency is the stability or determination of someone in doing something continuously, thus consistency reveals or handles problems in the same way every time they arise (Więckowski et al., 2023).

Exemplary

The exemplary method is a method that shows exemplary, either through intimate association between school personnel, the behavior of

educators with other educational staff that reflects commendable morals directly or indirectly (Hermanto & Srimulyani, 2022). Behavior, clothes worn, daily habits, and so on without realizing it. The desire to imitate is clearly seen in children and adolescents, they imitate more than carrying out verbal advice or instructions (Kouroupa et al., 2022).

As said by the MTsN 1 Probolinggo teacher *"In establishing discipline study of students, of course, by setting a good example, because in essence the teacher is looked after and imitated."*

The implementation of the teacher's example to improve the discipline of students' worship is very good. Because educators always provide guidance to students by getting in the habit of always guiding their students. In line with what was said by Mr. Arotek, the principal of the MTs Azzainiyah II Karanganyar Paiton school, he stated:

"In forming student learning discipline, of course we or all teachers must be good role models, such as the teacher being present on time when teaching, so that students' discipline reflexes will be embedded, so that it becomes a good and ingrained habit"

From the results of the interviews above, it can be concluded that the teacher's example is very influential on the personal growth and development of students because humans are creatures who like to imitate, including students who imitate the attitudes of educators in the process of forming their personalities.

Based on the above research findings regarding the application of the habituation method in increasing student learning discipline, there are several forms of effort, which are carried out by the two institutions. Namely, rules, punishments, giving gifts, consistency and exemplary (Abdunnasir & Amirudin, 2022). Matter this adds to Hurlock's theory (in Wahid et al., 2021), which states that there are four forms of applying the habituation method in improving student learning discipline, namely regulation, punishment, giving gifts, consistency, and changes in behavior. The achievement results are that students are getting used to being disciplined in learning, this is marked by the lack of violations committed by students.

This study provides significant contributions to the development of character education strategies through the habituation approach as an effective method in improving students' learning discipline. By emphasizing the five main elements of rules, punishments, rewards, consistency, and role models, the results of this study reinforce the importance of forming positive habits in the learning environment. These findings can be used as a reference for teachers, principals, and educational policy makers in designing value-based interventions to improve the quality of learning and shape student behavior that is more orderly, responsible, and oriented towards long-term development.

CONCLUSION

Kesimpulan dari penelitian ini menunjukkan bahwa penerapan metode pembiasaan—melalui aturan, hukuman, penghargaan, konsistensi, dan keteladanan—berperan signifikan dalam membentuk dan meningkatkan disiplin belajar siswa di lingkungan madrasah. Temuan terpenting yang dapat dipelajari adalah bahwa kebiasaan yang ditanamkan secara konsisten oleh guru melalui pendekatan yang terstruktur mampu menumbuhkan sikap tanggung jawab dan kepatuhan siswa terhadap tata tertib pembelajaran. Implikasi dari penelitian ini memperlihatkan bahwa pembentukan karakter tidak hanya bergantung pada materi pembelajaran, tetapi juga pada sistem nilai yang diterapkan dalam proses pendidikan sehari-hari. Secara ilmiah, studi ini memperkaya kajian tentang strategi pendidikan karakter berbasis habituasi dalam konteks lembaga pendidikan Islam, sementara secara praktis memberikan model yang dapat direplikasi dan disesuaikan di berbagai tingkat pendidikan. Adapun kekuatan dari penelitian ini terletak pada keterlibatan langsung peneliti di lapangan dan pendekatan deskriptif yang mendalam, namun keterbatasannya terdapat pada cakupan yang terbatas pada dua sekolah, sehingga generalisasi hasil penelitian masih terbatas. Untuk itu, direkomendasikan agar penelitian selanjutnya memperluas konteks institusional dan menggunakan pendekatan kuantitatif atau campuran guna mengukur efektivitas metode habituasi secara lebih objektif dan komprehensif.

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