



Improving Students' Learning Discipline in Science Learning Through Students' Facilitation Method

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Abstract

The aim of the research is to determine the increase in student learning discipline in science learning through the habituation method in the VA class of elementary school 34/I Teratai. This type of research is classroom action research. The subjects and location of the research were students in the VA class of elementary school 34/I Teratai with a total of 21 students. In accordance with the achievement of the objectives of this research, it was carried out in 3 cycles. The data in the research was obtained from observations, documentation and tests. Data analysis was carried out descriptively. The results of this research show that in cycle I there were 10 students who completed with a percentage of 47.62%, those who did not complete were 11 students with a percentage of 52.38%, in cycle II there were 14 students who completed with a percentage of 66.67%, and those who did not complete were 7 students with a percentage of 33.33 %. In cycle III, 17 students completed it with a percentage of 80.95%, 4 students did not complete it with a percentage of 19.05%. Based on the research results obtained, it can be concluded that there was an increase in student learning discipline activities, which in cycle I achieved completeness by 47.62%, in cycle II achieved completeness by 66.67% and in cycle III achieved completeness by 80.95%.

Keywords: discipline; elementary school; habituation; science

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INTRODUCTION

In the reality of learning in schools, efforts are always made to balance these three domains, but in reality the cognitive domain is dominant, then psychomotor. The result is that students are rich in hard skills, but poor in soft skills because the affective domain is neglected (Harahap, 2020; Roslinda, 2020). This symptom can be seen in educational output which has high intellectual abilities, is smart, is class top, but has poor ability to build relationships, lacks the ability to work together, and tends to be selfish, as well as being a closed person (Farlina & Yusminar, 2020; Rahayu & Romadona, 2020). Education is essentially an effort to build human intelligence, both cognitive, affective and psychomotor intelligence (Prastuti, 2020). Therefore, education is continuously built and developed in order to produce a superior generation.

Learning discipline is a mental ability and attitude that allows a person to maintain focus, consistency and perseverance in facing learning tasks. This involves aspects such as adherence to a

study schedule, ability to manage time efficiently, high concentration when studying material, willingness to correct mistakes, responsibility for academic tasks, ability to manage distractions, determination to study independently, willingness to taking responsibility for learning outcomes, and the ability to control one's own emotions and motivation in facing learning challenges (Apriliyani, 2020; Ningsih, 2020). Learning discipline is not only important to achieve academic success but also forms strong character and independence in achieving educational and career goals (Desstya, 2016; Lasmita, 2020). By having good learning discipline, a person can optimize their learning potential, overcome obstacles that arise, and achieve optimal learning achievement (Harun et al., 2020; Sari, 2020).

The habituation method is a systematic approach used to form positive habits or change undesirable habits. This method involves a series of planned and continuous steps to get individuals used to carrying out certain actions or behaviours regularly and consistently. One of the main principles of the habituation method is repetition, where the individual is given consistent and experiences related to the desired behaviour (Azahara, 2020; Mandriesa, 2020). This method can also involve positive reinforcement, such as praise or rewards, to increase motivation and strengthen desired habits (Asro, 2020; Juniwati, 2020). Additionally, habituation methods often integrate monitoring and self-evaluation to strengthen individuals' awareness of their habitual development. In the educational context, the habituation method is often used to form effective study habits, such as arranging study schedules, carrying out regular revisions, and developing efficient study strategies (Farmi, 2020; Setya, 2020). The success of habituation methods often depends on the individual's consistency, patience, and commitment to continuing habituation efforts until the habit becomes automatic and internalized in daily life patterns (Mughtar & Suryani, 2019; Neldawati, 2020). The habituation method can also be applied in various contexts, from personal learning to professional skills development, with the ultimate aim of improving the quality of life and achieving desired goals.

Based on observations by researchers in the VA class of elementary school 34/I Teratai in science subjects, students still have problems with discipline, it can be seen that in each lesson, many students have not done assignments, answered questions, while the lesson material is often presented. Discipline itself is a character value that must be developed in school, discipline is also an action that shows orderly behavior and compliance with various provisions (Cole et al., 2018; Harun et al., 2020). This problem is closely related to when students take part in the teaching and learning process, students are less active in following lessons and assignments are always done at school and many are not finished, the students themselves do not appear to have good discipline even though the teacher in the teaching process has played an active role in overcoming disciplinary problems such as giving punishments and warnings, but all of this cannot change student discipline (Gonsalves et al., 2016; Sin, 2015).

The implications of this research are very important in the context of educational development, especially in efforts to improve student learning discipline in science learning. The findings from this research can make a significant contribution to the development of more effective and sustainable learning strategies at the elementary school level. By understanding how habituation methods can influence students' learning discipline, educators can design more appropriate and targeted learning programs, as well as provide better support in forming positive study habits (Amaruddin et al., 2020). Apart from that, the implications of this research can also provide input for educational policies in dealing with learning discipline problems at the elementary school level, thereby creating a conducive and supportive learning environment for holistic student development.

RESEARCH METHODS

Research Design

The research carried out is a type of classroom action research which aims to identify, plan, implement and evaluate interventions or learning strategies that can improve student learning discipline in science learning. In the context of classroom action research, teachers or researchers act as agents of

change who are actively involved in the process of developing and implementing learning strategies (Creswell, 2014). This research method involves repeated cycles, starting with observation and analysis of the problem, planning interventions based on the findings, implementing learning strategies in the classroom, re-observing the impact of the intervention, and reflecting and adjusting for the next cycle. Classroom action research aims to provide a deeper understanding of the effectiveness of the learning strategies implemented, as well as provide insight into the factors that contextually influence the learning process and student learning discipline. Thus, this research does not only focus on the final results obtained, but also on the process of continuous development and improvement in the specific classroom context and learning environment. It is hoped that the conclusions from this classroom action research can make a significant contribution to the development of more effective and sustainable learning practices in improving students' learning discipline in science learning.

Research Target/Subject

This research focuses on VA class students at elementary school Negeri 34/I Teratai, which consists of 21 students. The subjects of this research are students who actively participate in learning in the class. The place where the research was conducted was the school environment, especially in classrooms and structured learning atmospheres. Research participants are students from various backgrounds and learning abilities, which represent the diversity of student characteristics in formal education environments. By focusing on VA class students, this research will explore in depth how the habituation method can be applied effectively in improving students' learning discipline in science subjects. Data will be collected through direct observation, interviews and questionnaires to gain a comprehensive understanding of the influence of habituation methods on student learning discipline in the school environment. It is hoped that the research results will provide valuable insight for the development of more effective and measurable learning strategies in improving student learning achievement at the basic education level.

Research Procedure

The classroom action research procedure is a systematic approach that involves a series of steps to improve learning practices in the classroom. The first stage in this procedure is identifying the problem or goal to be achieved, which in the context of this research is improving student learning discipline in science learning. The second step is action planning, where researchers and educators design learning strategies that involve habituation methods to be implemented in the classroom. The next stage is the implementation of action, where the habituation strategy is applied consistently in the learning process in the VA class of elementary school Negeri 34/I Teratai. During the implementation process, data will continue to be monitored and evaluated to measure the impact of habituation strategies on student learning discipline. After the implementation is underway, a reflection and evaluation stage is carried out, where the results of the actions taken are evaluated thoroughly to evaluate the success of the habituation method in improving student learning discipline. The results of this evaluation are then used as a basis for identifying improvements or adjustments that may be needed to increase the effectiveness of learning strategies in the future. The entire procedure of this classroom action research aims to create a sustainable and adaptive learning cycle, which continuously improves the quality of learning and student achievement.

Instruments, and Data Collection Techniques

The data used in this research was obtained through various methods, including observation, documentation, and tests. Observations are carried out to observe student behavior during the learning process, both in terms of order, concentration, and interaction with the lesson material. Documentation includes collecting data from daily notes, student progress reports, and other related documents related to learning discipline. Apart from that, tests are also an important part of measuring students' learning progress and their level of understanding of the science material being taught. The data obtained from these three methods was then analyzed comprehensively to obtain an in-depth understanding of the

influence of the habituation method on students' learning discipline in science learning. By using an integrated approach from these three methods, it is hoped that an accurate and comprehensive picture can be obtained about the effectiveness of the habituation method in improving the quality of learning and student achievement.

Data analysis technique

Data analysis carried out descriptively is a process that focuses on a deep understanding of the characteristics and patterns of data obtained from research. In the context of this research, descriptive data analysis was carried out by collecting, organizing and summarizing relevant data related to student learning disciplines in science learning through the habituation method. The initial step in descriptive analysis is to identify the main variables to be analyzed, such as the level of student discipline before and after implementing the habituation method, factors that influence learning discipline, and the effectiveness of habituation strategies in improving learning discipline. Furthermore, the collected data will be processed statistically to get a clear and comprehensive picture of the condition of student learning discipline. Descriptive analysis can also involve the use of tables, graphs, and descriptive statistics such as mean, median, and mode to describe the distribution of data and trends that occur. The results of this descriptive analysis will be the basis for evaluating the effectiveness of the habituation method and formulating further recommendations and strategies for improving student learning discipline in science learning.

RESULTS AND DISCUSSION

The aim of this research is to identify and test the effectiveness of student habituation methods in improving their learning discipline, especially in the context of science learning. Thus, this research aims to contribute to the practical understanding of strategies that can be used by educators to improve students' level of engagement and seriousness in learning science, which in turn is expected to improve their academic achievement and better prepare them to face challenges. In the field of science. The following are the results of research from cycle 1 to cycle 3.

1. Cycle I

Analysis of evaluation results from students' initial tests showed that the average student discipline score was 65.92, while the percentage of students who completed the application of the habituation method was 47.62%, students who did not complete it were 52.38%, while student completion was expected to be 70%. . From the results of the first cycle analysis, further action was taken to improve learning discipline.

2. Cycle II

Analysis of the results of learning discipline in science lessons obtained an average score of 73.81, while the percentage of students who completed the application of the habituation method was 66.67%, students who did not complete it were 33.33%, while student completion was expected to be 70%. From the results of the second cycle analysis, further action was taken to improve student learning discipline activities.

3. Cycle III

Analysis of the results of learning discipline in science lessons obtained an average score of 81.40, while the percentage of students who completed the application of the habituation method was 80.95%, students who did not complete it were 19.05%, while student completion was expected to be 70%. From the results of the third cycle analysis, no further action was taken to increase student learning discipline activities.

The results of this research may show the positive impact of students' habituation methods on their learning discipline in the context of science learning. This can be seen from increasing students' regularity in completing assignments, punctuality in submitting work, or improving their learning outcomes in science subjects. The implications of this research can provide practical guidance for

educators to develop effective strategies in improving student learning discipline, especially in subjects that require focus and precision such as science.

The results of this research can have significant implications in the educational context. First, findings regarding the effectiveness of student habituation methods in improving learning discipline can be a basis for developing more effective and sustainable learning strategies (Jumainah & Nurhayati, 2020; Tondeur et al., 2019). This can help create a learning environment that is more conducive to overall student development. Apart from that, this research can also provide valuable input for education policy in terms of improving the quality of learning, curriculum development, and increasing teacher competence in providing quality education (Dick et al., 2018; Kartina & Subani, 2020). The long-term implication is the creation of a learning environment that is more dynamic, responsive, and able to meet students' learning needs more holistically.

As part of the research process, there are several limitations that need to be acknowledged in this research. First, the research focus is limited to the influence of students' habituation methods on learning discipline in the context of science learning, so that the generalization of research results may be limited to that scope and cannot be directly applied to different subjects or learning contexts (Kesuma & Wahyuni, 2020; Wangid et al., 2020). Second, external variables that can influence students' learning discipline, such as the home environment or students' personal factors, are also limitations because they cannot be fully controlled in this research. Lastly, the sample size used in the research is also a consideration, as the number of students involved may limit the generalizability of the findings to the wider student population.

CONCLUSION

Based on the research results, it can be concluded that the use of the habituation method can improve the learning discipline of class VA students in science lessons at elementary school 34/1 Teratai. There was an increase in student learning discipline activities, which in cycle I achieved completeness of 47.62%, in cycle II achieved completeness of 66.67% and in cycle III achieved completeness of 80.95%.

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