

## The Timely Habituation of Thematic Learning in Elementary School

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### ABSTRACT

Education is not only a teaching and learning process also necessitates thematic learning habits in elementary schools. It is still not optimal to familiarize elementary school students with time. There still students who are late for class, do not complete tasks on time, and do not engage in thematic learning processes. The aim of this research is to find out the timeliness of learning, including starting learning on time and doing assignments on time. This research is a qualitative descriptive study. The research was conducted at SD Negeri 5 Purwosuman Sragen with the principal, class teacher, and students. The data collection method was the non-test method, namely observation and interviews. Data analysis was carried out through qualitative descriptive analysis using data reduction, data presentation, and drawing conclusions or testing. The results of this study show that students are not on time in starting to study and do assignments, so they still need habituation so that they can be on time. A timely habituation in thematic learning must be followed by students' awareness of their role in the learning process.

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## 1. INTRODUCTION

Education is what matters thing in life because it is the foundation of the future. Through education, children develop their cognitive and social skills. Learning is inseparable from learning good things like discipline and responsibility. At the basic education level, the curriculum used is the 2013 curriculum, where the learning is thematic children develop their cognitive and social skills. Learning is inseparable from learning good things like discipline and responsibility. The primary school education level curriculum used is the 2013 curriculum, where the learning thematic. Thematic learning is learning to group several subjects into a particular theme. Thematic learning is according to the stages of student development, student characteristics, learning concepts, and meaningful learning (Kemendikbud, 2013).

Following Permendikbud No. 57 of 2014 concerning the 2013 curriculum, Article 1 contains the curriculum in Elementary schools/Madrasah Ibtidaiyah that has been implemented since the 2013/2014 academic year and is called the 2013 Curriculum for Elementary Schools/Madrasah Ibtidaiyah.

Curriculum 2013 for Elementary School/Madrasah Ibtidaiyah, consists of a. a basic curriculum framework; b. a curriculum structure; c. a syllabus; and d. guidelines for subjects and integrated thematic learning. The 2013 curriculum intends to develop students with broad insight, religion, creativity, innovation, and independence to develop their abilities to compete with other countries (Ananda, Sudiyana, & Siwi, 2020). According to (Amry & Badriah, 2018), thematic learning is learning using a system that requires students (individuals or groups) to actively discover and explore concepts of knowledge through independent, meaningful, and authentic topics. Thematic learning integrates learning content around a specific theme to provide meaningful experiences and knowledge. In thematic learning, students explore concepts obtained from direct experience and relate them to other drafts they already understand (Riwana et al., 2021).

Students are the target of the learning process, which will impact the disciplinary value of student behavior if the teacher continues to hone appropriate teaching skills (Tarigan, 2018). Student habituation is low because students do not understand existing school regulations, so they frequently violate them, and because some students lack awareness of complying with applicable. The habituation of students can control student behavior to achieve a conducive class, namely, a class that supports the achievement of the goals of teaching and learning activities. That is why discipline in learning in the classroom is crucial in creating student behavior that does not deviate from class order (Surifah et al., 2018).

During the COVID-19 pandemic, the teaching and learning process in schools. Students must follow the established health protocols and regulations and implement them at school. As stated in SE Kemdikbud No. 15 of 2022 concerning distance learning, The implementation of learning from home by teachers facilitates the implementation of distance learning online, offline, or a combination of the two according to the conditions and availability of learning facilities. Violations that arise include disobeying school rules and not doing assignments given by the teacher. Discipline is developed through habituation. According to Hasnida (2014: 15), discipline includes teaching, guidance, or encouragement carried out by adults, the goal is to help children learn to live as social beings and to achieve their optimal growth and development. The main application of discipline is the absence of hostility, there is only the desire to form useful and good children. student learning discipline behaves and can organize or place himself in teaching and learning activities in the classroom.

Based on the results of classroom observations at SDN 5 Purwosuman, Sragen district, several findings were obtained regarding habituation attitudes related to thematic learning carried out. Information obtained from the homeroom teacher showed that some class students did not have good learning discipline. due to various factors, both those that come from within the student and those that come from outside the student. factors that come from outside the student, namely students who follow their friends and do not obey the rules. factors that come from within students, namely, that students often neglect the rules and are not aware of their responsibilities as students or students who should study seriously at school or study at home. the number of students who are not in full uniform during the ceremony. In addition, students do not do assignments, skip school, are late for school, do not carry out pickets, and never do assignments in class. This is a student attitude that should not be allowed to persist. For this reason, the teacher must develop and form a disciplined attitude in students, so that they carry out all their obligations with discipline.

Learning habits is the process of forming new habits or improving existing ones. In addition to using orders, role models, and special experiences to teach habits, you can also use punishment and rewards (Lisnawati, 2016). The goal is for students to acquire new attitudes and habits of action that are more appropriate and positive in the sense that they are aligned with the needs of space and time (contextual). Habituation is the process of forming attitudes and behaviors that are automatic, repetitive, and relatively permanent during the learning process. Habits are part of character formation and have the following characteristics: they are relatively constant as a result of learning experiences, do not require a high level of mental activity, and occur several times in response to the same stimulus (Gularso & Firoini, 2015)

Conditions of habituation consist of the following: Begin the habit before it is too late so that the child does not develop other habits that are contrary to what he is accustomed to. The habituation should be done continuously (repeatedly) so that it eventually becomes an automatic habit (Kurniah & Suprapti, 2018). For this reason, supervision is needed. Education must be consistent, be firm and remain firm in the stance it has taken. Do not give students the opportunity to break the habituation that has been used to it and the habituation that was initially mechanistic must increasingly become habituation accompanied by the child's conscience. the learning process so that student discipline can be maximally achieved; the teacher needs to get used to being on time in learning so that discipline can increase (Hidayah & Ahyani, 2021). Habituation with the attitude of ability possessed by individuals requires that they obey and follow the provisions of the regulations that are currently in effect, and obey all instructions based on authority, accompanied by a willingness to avoid all forms of prohibition that have been made (Anggraeni et al., 2021). Students have a disciplined attitude by complying with all forms of rules, regulations, and laws that apply (Djafar, 2021) School provisions do not help in school programs but do contribute to supporting student obedience. Students are aware of their needs and responsibilities, but if proper habituation is not followed, the learning process and educational activities will be hampered or disrupted because there are still individuals who disobey or violate school discipline. Following Chiu and Chow (Riwana et al., 2021), who argued for the creation and fostering of discipline in schools, it is influenced by provisions, rules, and regulations that can affect classroom learning discipline.

The purpose of the learning process is so that students' habituation can be achieved optimally. The need to get used to being on time in learning is necessary so that the learning process can improve. The purpose of this study is to describe the level of habituation of students in terms of timeliness and awareness in carrying out the thematic learning process.

## 2. METHODS

The type of research used is qualitative research. Qualitative research describes research results instead of using calculations with statistical methods. That is, data is collected based on field notes, interviews, memos, and official documents. This qualitative research aims to describe in depth, detail, and comprehensiveness the empirical reality that lies behind this phenomenon. A qualitative approach is used in this study because it consists of a matching theory that is applied using a descriptive method that is based on empirical reality. The purpose of using the descriptive method is to describe and present what is in the research (Sugiyono, 2017).

The technique used is descriptive analysis. The descriptive term comes from the English term "describe," which means to describe a real situation, such as situations, conditions, events, circumstances, etc. So, descriptive research is research that aims to examine the situation, conditions, and other matters mentioned. Descriptive research is a type of research that will not change, manipulate, or add to research fields. (Sugiyono, 2015).

The topic of this research is timely habituation activities in thematic learning located at SD Negeri 5 Purwosuman Sragen. By interviewing school principals and class teachers of 5th-grade students at SD Negeri 5 Purwosuman Sragen and continuing with class 5 observations. The research was conducted in April 2022. Data analysis was carried out through data reduction, data presentation, and drawing conclusions.

## 3. FINDINGS AND DISCUSSION

### 1. On-time to start studying

The learning process in the classroom must have students pay attention to the teacher who is explaining the material. Student habits can increase multiple intelligences. to see learning patterns that can be applied to habituation behavior (Destiyanti & Setiana, 2020). students in the class are said to be disciplined in learning, so the class will be conducive so that, in turn, the success of teaching and

learning activities can be achieved, and the teacher teaching in the class will feel calm when pursuing their students without any problems caused by students so that the learning process in the class is not distracted. To prevent this, it was made a rule or agreement with the teacher concerned that functions so that students behave well and orderly in class (Sobri et al., 2019).

Teachers and students must follow the rules that apply at school. Teachers are required to start lessons according to the rules and schedule of the principal, and students must enter class at the scheduled time. However, there are still teachers and students who violate the rules, especially in terms of using time when carrying out the learning process in the classroom (Edet et al., 2015). Students who have permission to attend and teachers who are unable to attend have different reasons: they are sick; some are unable to attend due to a family event, students are late to enter because they went to the bathroom first. Likewise, teachers still have reasons that cause them to be absent to carry out the learning process at school.

Based on the results of an interview with Mrs. Suwarti as the principal, if the teacher is at school, the teacher will enter on time and always make this habit because it is the responsibility of a teacher, and if there are still students outside the class, they are warned to enter the class because learning has started. Furthermore, Ms. Lasmini, who teaches class 5, explained that the teacher sets an example for students by making small adjustments and inviting students to enter the class if there are still outsiders. After that, invite students to pray before carrying out the teaching and learning process. Based on the data above, it is revealed that the teacher will always enter class on time, setting an example for students. Teachers and students are required to come on time to start learning, and when entering class, say hello and pray before starting learning.

General provisions When participating in the learning process in class, students pay close attention to the thematic learning that the teacher is explaining to understand learning. By sitting quietly and following the teacher's instructions, students demonstrate timely discipline in thematic learning. Students must begin thematic learning on time so that the learning process activities can be completed properly and the teacher who teaches in the class can feel happy when teaching students without problems. Mrs. Lasmini's method, so that the thematic learning process is not disturbed by making agreements and rules in the class, aims to get students used to behaving and being orderly during the learning process.

Referring to (Akmaluddin & Haqiqi, 2019) regulations in schools not only function to support school programs but also helps to support compliance. If students understand all their duties and needs as students and if socialization observations are not carried out properly, educational and educational activities will be limited or stopped because there are still people who do not join.

The thematic learning referred to (Zahra, 2020) can be carried out properly, but it requires habituation activities that can be carried out with special planning within a certain time during the learning process to encourage the development of the individual, group, and classical student personalities as follows: a. Make it a habit for students to ask questions in each study session. b. Familiarize students with study groups c. The teacher's habit is always a role model in every lesson. d. Make it a habit to reflect at the end of each lesson.

## **2. On-time with assignments**

"Responsibility" is a person's ability to complete and carry out tasks assigned to them appropriately and to the best of their ability (Yeni, 2018). When participating in the learning process, it is also necessary to become accustomed to being punctual when completing assignments. Based on the results of an interview with Ms. Lasmini, she stated that students were more flexible in doing assignments, namely by working on the questions in groups or individually as had been explained. During learning, make use of the time allotted. If the time limit is up, it must be collected immediately.

The school principal, Ms. Suwarti, also explained that if the teacher is not present in the classroom, the teacher is obliged to give assignments to students to work on. If the teacher does not have time to give assignments the previous day or an hour before class time, the teacher's teaching schedule, then ask for the help of a companion teacher or picket teacher to replace him when teaching or giving

assignments. The goal is for students to keep learning and attending classes without having empty hours.

Timely habituation is enough to follow the thematic learning process, but based on the data collected through observation and interviews, there are some perspectives that have not been implemented and must be improved in a better direction. There are problems that arise when the teacher assigns tasks to students. There are students who don't collect assignments, don't take notes on assignments, and cheat on classmates' assignments. Students stated that they still had doubts about the answer if the task was done by themselves or if there were students who did not know how to do the assigned task, so they chose to cheat.

Students said that if the tasks were done together in groups, it would be easier. But students who do assignments by cheating on the theme are not wrong. Tasks with answers that cheat one group are all wrong, as well as if the task is correct, then everything is correct. If there are homework assignments given by the teacher, sometimes students do not have time to do them at home. As a result, students will work at school when learning takes place. The learning process time will be used to wait for students who have not completed the task. Teachers who give advice will still be listened to by students, but events are still recurring.

Based on the data above, it is explained that the teacher will get used to being on time in collecting assignments by determining the time to do assignments during the learning process, and having to give assignments and collect them when the learning is completed is a substitute way if the teacher does not enter the classroom.

Timely in doing the task is the responsibility of students to achieve learning goals. Increase student responsibility in a timely manner by teaching the importance of responsibility. This is in accordance with the concept of increasing student responsibility according to (Johnson, 2016), which involves students who have high responsibility to share something with students who do not yet have responsibility. Dare to take risks in every action will help students become more independent and creative.

According to (Adellia Rizqi Umami<sup>1</sup>, Romdanih, 2021) learning discipline is a form of effort to foster awareness of proper and correct learning in the sense that students are required to actively perform their duties. According to (Hidayah & Ahyani, 2021) self-awareness is understanding its meaning, that is, understanding the reasons for behavior or the image of oneself. A person with high self-esteem can be seen by how deeply a person recognizes his identity both in emotions, accurate self-perception, and Goleman's self-confidence (Anggraeni et al., 2021).

This is confirmed by interviews of 5th graders Calistalitia. The student is aware of his responsibilities and role as a student. Getting used to studying on time, which comes from a strong sense of confidence, allows students to achieve the desired goals and achieve good academic results. In accordance with the statement of (Kurniah & Suprapti, 2018), the application of student discipline affects learning goals and outcomes because students understand the importance of discipline to achieve satisfactory results.

When implementing classroom management and maximizing learning time, it is the teacher who makes an agreement with the students about the consequences of behavioral delays in teaching or handing over assignments. Rules that can instill in themselves a sense of responsibility and determination. Schools can also use thematic learning, which is to set aside a certain time to apply the value of kindness as a priority for timely character building (Sukitman & Ridwan, 2016).

#### 4. CONCLUSION

It can be concluded based on the results of this study that timely habituation in the thematic learning process in elementary schools must be improved and more familiarized to students. Students are accustomed to entering class before starting learning, and teachers who arrive on time during learning or change learning, by giving students time to do assignments, will establish a habit of being

responsible for assignments. Timely habituation in thematic learning must be followed by student awareness of the learning process.

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