

Learner Characteristics to Form Character Development and Skills in Positive Habits

Atira Diah Pangesti¹, Kamila Fithrotuzzahra², Rahmania Sri Untari^{3*}
Science Education Study Program, Universitas Muhammadiyah Sidoarjo, Indonesia
Email : atiradiyah79@gmail.com, kamilazah26@gmail.com, rahmania.sriuntari@umsida.ac.id

***Abstract.** The research aims to determine the practice of positive habits in regulating student characteristics to form good character development and skills. The research method used is a qualitative research method with a descriptive approach. The results of this research are that positive habit formation activities have a significant impact on the formation of student characteristics. The results of this research support various theories in learning and developmental psychology which show that behavior and personality can be shaped through consistent practice and reinforcement. By carrying out systematic and sustainable positive habit formation activities, schools can help students develop positive characters that are important for academic success and everyday life. The implication of these findings is that schools and educators need to be committed to creating an environment that supports student character development through various well-designed programs and activities.*

Keywords - character education, positive habits

I. INTRODUCTION

Education is a planned effort, through an active learning process to develop and guide oneself in such a way as to equip oneself with the potential for good morals, such as religious morals, noble morals, honest and responsible morals. And have skills that are useful for themselves and the surrounding community. Therefore, quality education is very important for all levels of society to produce students who behave well [1].

Nowadays, sometimes educational institutions only prioritize the scientific aspect and also the intelligence aspect of students, so that the aspect of instilling character values in the school environment begins to be forgotten. As a result, the application of instilling students' character values is not implemented in the school environment. Instilling character values in students is an important aspect that must be considered, because this is very useful in creating quality human resources, namely people who are knowledgeable, insightful and have good character. This aspect is very useful for life both personally and in the social environment [2]. In order to create human beings who have quality resources, cooperation and commitment is needed between the school community, both teachers and students in the school environment, to carry out or carry out the implementation of the cultivation of good character values. With character education in the school environment that has been implemented well, this is an effort to improve the quality of education which aims to achieve character values and noble morals in students [3].

There are goals of character education according to the Ministry of National Education, including: (1) Developing students' abilities to become human beings with good hearts, good thoughts and good behavior; (2) Developing students who have Pancasila and religious character and have responsibilities as the nation's next generation; (3) Developing students' abilities to become independent, creative and national-minded human beings; (4) Developing the school life environment as a learning environment that is safe, honest, full of creativity and friendship, and with a high and strong sense of nationality.

Character education in schools is closely related to school leadership. This management includes methods of planning, implementing and managing character education in educational activities in schools. Character education management includes the values that need to be instilled, curriculum content, learning, assessment of educators and education staff, extra-curricular activities, and other relevant components.

Character education is carried out by teachers to influence the character of students. Management of character education in madrasas and Islamic educational institutions begins with planning by the madrasa head and teaching staff, then continues with organizing programs to strengthen students' character through various subjects. The success of character education management can be seen through changes in students' attitudes both at school and in the surrounding environment.

Based on the description of the statement above, it will be studied further through the results of observations at a junior high school level institution. The development of the character and skills of students at the junior secondary level is carried out by cultivating character through greetings, saying hello, being polite, smiling, being polite, as well as extracurricular activities which are useful for exploring the potential interests, talents and potential of each student at the school. The aim of this research is to find out learner characteristics to form character development and skills in positive habits.

II. METHOD

The research used is a qualitative research method with a descriptive approach. Qualitative research is a method used to examine the condition of natural objects, describe existing phenomena, examine something systematically, factually and accurately regarding the facts being studied. This research was carried out at one of the junior high schools in Sidoarjo Regency. The research subjects are the people who are the source of the research data, namely science subject teachers, students, school administration staff. There are three data collection techniques used in preparing this article, including: (1) Observation. Namely, observation is a technique used to collect data which is carried out by systematically observing the observations being studied; (2) Interview. Interview is a technique used to obtain information in the form of verbal questions about an object or event in the past, present and future [4]; (3) Documentation. Documentation is the recording and reporting of meaningful data about events that have occurred [5].

III. RESULTS AND DISCUSSION

A. Results

1. Learner Characteristics

Based on the results of interviews and observations that have been made, it can be concluded that students have positive characteristics. First, discipline, many students arrive on time and comply with uniform neatness rules. Second, students show polite attitudes towards teachers, seen from the way they greet and greet teachers, this reflects respect for teachers. Third, students' social awareness can be seen from their efforts to maintain classroom cleanliness before the learning process is carried out as well as their ability to work together in discussions and group activities. Fourth, students' responsibilities are reflected in the completion of school assignments and the completeness of school attributes. Most students bring school supplies and complete assignments on time, although there are still some who are not fully responsible. Finally, students' spiritual characteristics are visible in their religious behavior, such as carrying out congregational worship and reciting Al-Qur'an together.

2. Positive Habits Efforts in Schools

This research found that schools have implemented various kinds of positive habituation activities including greetings, literacy programs, numeracy programs, ceremonies, reciting Al-

Qur'an, and school cleaning activities. These activities aim to form positive characteristics of students. Through observations, data was obtained that the school routinely holds handshaking activities, where teachers line up and students who come greet the teacher, and checks for neatness and completeness of attributes are carried out by the OSIS (Intra-School Student Organization). Apart from that, every Monday morning there is a ceremony, continued on Tuesday there is a literacy program, on Wednesday there is a numeracy program, on Thursday there is Al-Qur'an recitation activity, and on Friday and Saturday there is a school cleaning program with its own schedule each. From the results of interviews with school teachers, it was assessed that holding these activities was to form positive student characters including discipline, social awareness and so on.

B. Discussion

1. Learner Characteristics

Based on the research findings, it was found that students have a number of positive characteristics including discipline, social awareness, responsibility, good manners and religious character. The definition of discipline in the KBBI (Big Indonesian Dictionary) is obedience to rules or regulations. Awareness and the process of getting used to obeying and implementing existing rules or norms [6]. From the definition that has been explained, students are quite disciplined. Based on the results of observations that have been made, a small percentage of students still do not come to school on time and do not obey the rules at school.

The second characteristic is polite and courteous. Politeness is defined as knowledge related to respect through behavior, actions, manners, manners and morals. Politeness is the attitude or behavior of a person who upholds values including respect, appreciation, humility and noble character [7]. The results of observations and interviews stated that students showed polite attitudes towards the teacher when greeting and greeting the teacher. Apart from that, the school promotes the 5 S program which includes greetings, greetings, smiles, politeness and politeness. With a supportive school program, students can have positive character and this will be reflected in their behavior at school.

Next is social concern. Social concern is behavior and actions that always like to provide assistance to the people around them [8]. Based on the results of observations, students show an attitude of social concern towards their friends, such as when conducting class discussions and group activities. They are able to work together well. Apart from that, students also care about the surrounding environment by ensuring that the classroom is clean before learning begins.

And finally spiritual character. Spirituality is a search or effort to develop as a human being in terms of sensitivity towards oneself, other people, other creatures and towards God. Spiritual characteristics are the result of spirituality-based character education which is carried out to improve an individual's spiritual and spiritual life. This can or is capable of making someone a spiritual person [9]. From the results of observations and interviews, the spiritual character of students is visible through religious attitudes. Religious attitude or religious character is an aspect of human personality which has been described by the Ministry of National Education that religious attitude is an attitude and behavior that is obedient in carrying out the teachings of one's religion, tolerance towards other religions, and living in harmony with followers of other religions [10]. From the results of interviews and

observations, students have shown a religious attitude through carrying out congregational prayers and performing Dhuha prayers.

2. Positive Habits Efforts in Schools

The research results that have been described show that the school has implemented a positive habituation program to form positive character in students through habituation regulations. This habituation concept is in line with Ivan Pavlov's theory, namely *Classical Conditioning (habituation classic)*. This theory places more emphasis on education or continuous learning. The role of this theory is to form reflexes so that they become habits that can be mastered by students in learning [11].

This discussion connects the findings of educational theory and character formation starting from the activity of shaking hands. This activity of shaking hands every morning plays a role in forming the 5 S character (Smile, Greet, Greeting, Polite and Polite). This is routinely done by schools, apart from being able to shape the 5 S character, it can also instill respect and neatness in students. This habit can be done to instill positive character in students.

According to Vygotsky's theory, the most basic stage is the provision of assistance by the teacher in the form of instructions, warnings, support in other ways that enable students to be independent. The implication of Vygotsky's theory is the ZPD (Zone of Proximal Development) which allows students to learn new skills or knowledge with the right support [12]. Based on the interview results, there are implications of Vygotsky's theory that can be seen in literacy programs carried out by schools as a form of support for students to achieve new skills or knowledge. Apart from that, the numeracy program is also an implication of Vygotsky's theory in which schools provide support to students to solve problems to improve student competence.

Thomas Lickona said that from the time of Plato, governments had compiled or made regulations regarding moral or character education which were integrated into the school education curriculum. This is a form of effort to move towards a better direction in social life, politeness and other manners [13]. This can be seen from the results of observations and interviews where the school held a flag ceremony which was held on Monday (once a week, if there is a national commemoration day on another day then the ceremony is held on that day). This serves to instill the values of nationalism, discipline and responsibility. Through this ceremonial activity, students can behave in an orderly manner by imitating the behavior of the surrounding environment that is shown during the activity.

In the theory of moral development by Lawrence Kohlberg, an individual or a person develops in moral understanding through certain stages [14]. Based on the results of observations and interviews, with the Koran recitation program, this program can shape the characteristics of students in terms of religion and morals. This activity can strengthen ethical and spiritual values in everyday life. This can help students develop moral and ethical awareness.

Albert Bandura stated in his theory, namely social cognitive theory, that behavior, environment and cognition are the most important factors in development. This theory states that students learn through observation and imitation of the behavior of the model [15]. Based on the results of the interview, the school holds a cleaning program which is carried out every Friday. This can make students learn to work together, be responsible and care about the environment around them.

IV. CONCLUSION

Based on the results of interviews and observations that have been made, it can be concluded that positive habit formation activities have a significant impact on the formation of student characteristics. The results of this research support various theories in learning and developmental psychology which show that behavior and personality can be shaped through consistent practice and reinforcement. By carrying out systematic and sustainable positive habit formation activities, schools can help students develop positive characters that are important for academic success and everyday life. The implication of these findings is that schools and educators need to be committed to creating an environment that supports student character development through various well-designed programs and activities.

ACKNOWLEDGEMENT

With great gratitude, we would like to express our deepest gratitude to all parties who have contributed to the preparation of this article, entitled " Learner Characteristics to Form Character Development and Skills in Positive Habits ". Our thanks go to :

1. Supervisor

For your invaluable guidance, direction and support in preparing this article, entitled "Learner Characteristics to Form Character Development and Skills in Positive Habits".

2. Teachers and Educators in Middle Schools

For active participation, collaboration, involvement in various surveys and interviews which provide a direct perspective on the impact of character regulations on student character development. Your experience and input are very valuable for writing this article.

3. School and Administration

For the support and facilities that make it possible to carry out this research in the school environment. Good cooperation between researchers and the school really helped the smooth running of this research.

4. Fellow Writing Team

Thank you for your solid cooperation, dedication and thoroughness in compiling and editing this article so that it can be published well.

We realize that the completion of this article would not be possible without the assistance, suggestions and valuable input from those who have contributed to the preparation of this article. We also thank you for the time and patience you have taken to provide constructive and constructive feedback. Every comment and suggestion that you have given has helped us to improve and perfect this article. We hope that this article can be a useful reference for educators, researchers and related parties in efforts to develop the character of junior high school students. Hopefully the results of this research can make a positive contribution to improving the quality of character education in Indonesia.

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